

INSPECTION REPORT

WARREN WOOD PRIMARY SCHOOL

Offerton, Stockport

LEA area: Stockport

Unique reference number: 106083

Headteacher: Mr I. E. Clarke

Reporting inspector: Mrs F. Gander
21265

Dates of inspection: 8th – 12th October 2001

Inspection number: 230619

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Turnstone Road
Offerton
Stockport

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Appropriate authority: The Governing Body

Name of chair of governors: Mr K. Morton

Date of previous inspection: 8th December 1997

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Team members			Subject responsibilities	Aspect responsibilities
21265	F. Gander	Registered inspector	Information and communication technology Design and technology Physical education Provision for pupils with special educational needs	Information about the school The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
9921	P. Blackshaw	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
25509	J. A. Clarke	Team inspector	Science Geography History Provision for pupils with English as an additional language	How good are the curricular and other opportunities offered to pupils?
22831	C. G. Lewis	Team inspector	Mathematics Art and design Music Areas of learning for children in the foundation stage	
2893	J. Manning	Team inspector	English Religious education Equality of opportunity	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Warren Wood School is a primary school catering for pupils between the ages of 4 and 11. The school is larger than the average primary school, and at present there are 284 pupils on roll, with a slightly higher percentage of boys to girls. Nine per cent of the pupils are from ethnic minority backgrounds but the majority come from families where English is spoken at home. Pupils come from the immediate area surrounding the school, but approximately 40 per cent come from areas outside the school's designated area, and as such, the socio-economic background of the children is very mixed. However, only five per cent of the children apply for free school meals and this puts the school below the national average. The percentage of pupils who have special educational needs is 20 per cent and is close to the national average. However, the percentage of pupils in Key Stage 2 with special educational needs is much higher and in some year groups it is as high as 39 percent. According to initial assessments the attainment levels of more than 50 per cent of the children when they enter the foundation stage are below national expectations.

HOW GOOD THE SCHOOL IS

This is a very effective school. The strong leadership by the headteacher, deputy head teacher and governing body has resulted in a learning environment where all pupils are equal, and where they develop positive attitudes to learning and to each other, and behave very well. There is a high percentage of very good teaching across the school and this has resulted in an increase in the number of pupils reaching the higher levels in the end of key stage tests. This high quality of teaching and learning also extends to those pupils with special educational needs who are totally included in all activities. Due to the school's arrangements and support make good progress. The school provides good value for money.

What the school does well

- There is a high percentage of inspirational teaching, which along with the very good assessment systems that are used, ensures that pupils achieve high standards.
- The leadership and management of the school are very good, and this results in an orderly but exciting learning environment.
- The teaching of, and the provision for children in the Foundation Stage are very good.
- There is very good provision for, and teaching of, Information and Communication Technology.
- The school promotes the use of pupils' literacy, and information and technology skills in all subjects, and this brings about creative and effective learning.
- The school identifies and provides very well for pupils with special educational needs, and this enables them to achieve well.
- The pupils have very positive attitudes to their work and behave very well.
- There are very good links with parents.

What could be improved

- The provision and co-ordination of design and technology at Key Stage 2.
- The quality of teaching in some classes at the younger end of Key Stage 2.

- The sharing of good practice in teaching and learning across the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the last inspection in 1997. The one key Issue concerning homework has been addressed and homework is now given regularly. Assessment of pupils' attainment in most subjects has greatly improved but is not as secure in design and technology. There is a higher percentage of very good teaching, and the school has successfully implemented the literacy and numeracy strategies. ICT has been a focus of whole school development and is now strength of the school.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	A*	C	A	B	well above average A above average B average C below average D well below average E
mathematics	A	C	D	E	
science	A	B	B	C	

The results of the tests at the end of Key Stage 2 in the year 2001 were well above average in English and above average in science, but below average in mathematics when compared with other schools. The school's performance when taking the results of these three subjects together was above the national average. When compared with similar schools, the results were above average in English, average in science and well below average for mathematics. Within this group of pupils, 30 per cent had special educational needs and this had an impact on the mathematics results when a few of these pupils failed to gain the nationally expected level. However the results in English and science were an improvement on the Year 2000 results, and there are more pupils reaching the higher levels. The school's targets have been achieved in two out of three subjects, and the school's results for science were in the top 5 per cent nationally. Work seen during the week of the inspection the majority of pupils at the end of key stages are attaining nationally expected levels in English, mathematics, geography, design and technology and physical education. Levels of attainment are above national expectations in science, information and communication technology (ICT), history, music, art and design, and religious education. Children in the Foundation Stage have made a significant amount of progress in a short time and are expected to achieve the national Early Learning Goals. The standards are especially high in the

classes where the teaching is good or very good. The overall achievement of most pupils is good, with many who are on the special educational needs register gaining average levels of attainment by the age of eleven. Pupils who speak English as an additional language perform equally well and make good progress. There is no significant difference in the performance of boys and girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are very good. Pupils are enthusiastic about their work and other activities that the school provides.
Behaviour, in and out of classrooms	The behaviour of the majority of pupils is very good. Occasionally a very few pupils in Key Stage 2 act in a silly way and undermine the potentially good teaching. Behaviour at lunchtimes is excellent.
Personal development and relationships	The personal development of pupils is very good and older pupils show mature attitudes to responsibility, especially in their 'buddy' relationships with the very youngest children. Relationships are as a result excellent.
Attendance	This is very good as it is above the national average.

TEACHING AND LEARNING

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

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

The overall quality of teaching and learning is good. It is consistently very good in the Foundation Stage, and during the week of the inspection there was some exemplary and inspirational teaching in both the other key stages, especially in Year 2 and 6. Teaching, across the school, was a least good in over three quarters of the lessons and there was very good or excellent in over one third. In 5 lessons there was excellent teaching, and where teaching is of a high standard, the planning and organisation of the lessons are very good and pupils make very good progress. This is especially so in the lessons where three or four areas of the curriculum are being covered at the same time, and where tasks and activities are set for pupils of differing abilities. The expectations of behaviour, achievement, independent learning and the use of literacy skills are high and firmly embedded in all of the best lessons, although the use of numeracy skills in other areas of the curriculum is not as evident. Teaching meets the needs of all pupils. Their achievements are valued and, as a result, relationships between teachers and pupils are excellent, and they are eager to learn. However, there are a few inconsistencies in the quality of teaching and learning in Key Stage 2, especially in the classes for younger children in this key stage. In some of the lessons in these classes there are low expectations of attainment, weak subject knowledge, and a lack of different tasks for pupils with different abilities. In one class a few pupils have not yet formed a positive relationship with their class teacher, and their attitudes undermined the potentially good teaching and learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good. It is broad, balanced, relevant to all the pupils, and provides good opportunities for all pupils to be included. Literacy, numeracy and ICT have been effectively introduced. The school has endeavoured to maintain an exciting, challenging and creative curriculum. However, there is insufficient emphasis on design and technology at Key Stage 2. The curriculum for children in the Foundation Stage is very good and is a strength of the school.
Provision for pupils with special educational needs	This is very good. The school identifies very well the needs of pupils who experience difficulties in learning in any area of the curriculum. Due to the quality of the targets that are set and the additional support they receive they achieve well and make good progress. Many reach national expected levels.
Provision for pupils with English as an additional language	The school makes good provision for these pupils. It is a welcoming community and these pupils are given the same opportunities and chances as the other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides very well for spiritual, moral and social development and as a result, pupils are reflective, behave well and become confident learners. Opportunities for cultural development are good, but the opportunities for developing multi-cultural awareness could be extended.
How well the school cares for its pupils	Child protection, care and welfare are very good, and this results in pupils being and feeling, safe and secure. Assessment procedures, and the monitoring of the progress pupils make through individual tracking are very good.
How well does the school work in partnership with parents	The school's links with parents are very good, as is the quality of the information that they receive from the school. There are a very high percentage of parents that feel the school is excellent.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This is very good. The headteacher gives very strong direction for the ethos and work of the school. He is ably supported by his deputy, and by other staff, and there is a determination to raise pupils' attainment levels, particularly to the higher levels. Teamwork between staff is effective and results in a well co-ordinated curriculum. The exception to this is in design and technology, which has not been the focus of school development during the last few years.
How well the governors fulfil their responsibilities	This very good. The governing body supports the school very well. They know how the school is progressing on a day-to-day basis, attend regular training, and understand the importance of good planning, monitoring and the efficient management of the budget.
The school's evaluation of its performance	This is good. The school's systems for self-evaluation, including the analysis of data and the setting of targets have ensured that standards have risen. However, the school has not yet devised ways of sharing and evaluating the very good practice that exists in many classrooms. This results in some inconsistencies in timetabling, teaching and expectations, especially at the younger end of Key Stage 2.
The strategic use of resources	Financial planning is very good and grants are appropriately and wisely used. There is very good use of ICT in both the administration of records, tracking pupils' progress, analysis of data for setting targets, and in developing the curriculum. The staffing, accommodation and resources in the school are good. The school is very well maintained and provides a stimulating and pleasant learning environment.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children like school. • The quality of the teaching. • The leadership and management. • The expectations that the school has for achievement and behaviour. • How the school deals with concerns or problems. 	<ul style="list-style-type: none"> • The amount of information they receive about their child's progress. • The range of extra curricular activities that the school provides. • An increase in the amount of time between receiving the end of year report and the end of term.

The inspection team endorse the positive comments of the parents, but finds that the school does provide enough information about pupils' progress, and that there is a good range of extra curricular activities. The team agrees with the comments concerning the end of year report.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The results of the Year 2000 end of Key Stage 1 National Curriculum tests show that the school's performance in reading, writing and mathematics is average when compared with other schools. Although a higher percentage of pupils attain the nationally expected level than the national average, the percentage of pupils attaining the higher level is less in reading and mathematics than the average nationally. In writing it is the almost the same as the national average. When compared with similar schools, based on the low percentage of pupils entitled to free school meals, the school's results do not compare so well. They are below average in writing and well below in reading and mathematics. This occurs because children come into the Foundation Stage with below average attainment and although they make good progress, very few pupils manage to achieve the higher level at the end of the key stage.

2. The most recent tests in the summer of 2001 for Key Stage 1 show a very good increase in the percentage of pupils reaching the higher level in reading, and a continuing increase in the percentage of pupils attaining the expected level. In writing, the results are also better; with all pupils achieving level 2 or above. The greatest improvement has been made in mathematics at this key stage, where the percentage of pupils who attained the higher level more than doubled from the year 2000 results.

3. The results of the Year 2000 end of Key Stage 2 National Curriculum tests show that the school's performance in English and mathematics is average when compared nationally and in science it is above the national average. The percentage of pupils who attained the expected level or above was more than the national average for schools in all three subjects, but once again the percentage of pupils who attain the higher levels is below the national average. In this key stage, the reasons for this are different from those pertaining to Key Stage 1. Many high achieving pupils move to independent education or leave the area at the end of Key Stage 1 to and therefore the results at the end of Key Stage 2 cannot be accurately judged against the pupils' prior attainment four years previously. In addition, while the overall percentage of pupils with special educational need in the whole school is near the national average at 20 per cent, in Key Stage 2 it is much higher. Overall it is 30 percent in Key Stage 2 and in some year groups it is as high as 38 per cent. The percentage of pupils with special educational needs in the Year 6 group in the year 2000 and in 2001 was over 30 percent. Some of these pupils have been transferred into the school from other schools during this key stage and although they do not attain the higher levels, many attain the nationally expected level and achieve well. However, when the results of the year 2000 tests are compared with similar schools that have the same percentage of free school meals the results are average for science, below average for mathematics and well below average in English.

4. The results for the year 2001 at Key Stage 2 show a very good increase in the percentage of pupils attaining the higher level in English, and the targets set for attainment at the nationally expected level or above was exceeded by 16 percent. This was also the situation in science, where all the pupils attained the nationally expected level and over a third of them attaining the higher levels. However, this was not the situation in mathematics and the school's target was missed by three per cent, - the result of two pupils not attaining the expected level.

5. Overall, prior to the year 2000, the school's performance has been very high and put the school well above average nationally. The drop in the performance in the Year 2000 was the result of the percentage of pupils with special educational needs. The school has concentrated on ensuring that these pupils achieve well and reach national levels, as well as challenging the most able pupils. The result of this can be seen in the improvement of the school's performance in the most recent tests. Overall there are no significant differences in the performance of boys and girls, or pupils from different ethnic background. At present there are no gifted or talented pupils in the school. However, the school has identified these pupils in the past and in order for them to attain the highest levels, they have worked with a local high school to provide additional and more challenging work.

6. The overall attainment levels of children, according to initial assessments, when they come into the Foundation Stage are below average for their age. However, inspection findings confirm that children make very rapid and good progress during their time in the reception classes, due to the very good quality of teaching and the majority of children are on course to attain at least expected standards overall by the time they leave the reception class.

7. The findings of the inspection judge that the majority of pupils are attaining standards in line with national expectations or above. In English at Key Stage 1 standards have varied over time, although they are generally above the national average. For pupils who attain the nationally expected level at the end of the key stage, standards in writing tend to be better than in reading, but few pupils gain higher levels in writing. However, the most recent results for 2001 have shown a good improvement in both reading and writing. In English at Key Stage 2, results over time have shown steady improvement in the proportion of pupils gaining the average level but few pupils gain the higher levels. Many pupils transfer to independent education or leave the area at the age of seven, and the high percentage of pupils with special educational needs in this key stage. The overall achievement of most pupils is good with many who are on the special educational needs register gaining average levels of attainment by the age of eleven. Pupils who speak English as an additional language perform equally well and make good progress.

8. In mathematics, inspection findings indicate that the majority of Year 2 pupils will attain standards equivalent to those expected nationally at the end of Key Stage 1. So far in this key stage they have made good progress due to the consistently very good teaching, and the well implemented and taught numeracy strategy. In Key Stage 2, standards of attainment and the progress pupils make varies across the key stage. Due to the good and very good teaching in some classes, pupils achieve well and make good progress. However, this is not always the case, and there are examples of pupils in Years 3 and 4 for whom the good progress they have made in Years 1 and 2 is not maintained. This is due to insufficient use of the school's good assessment information to plan lessons and activities that build on previous learning. This is not directly having an impact on the overall standards because the quality of the teaching in the other classes compensates for any lack of progress. By the end of the key stage there are a few pupils in Year 6 who are working above expectations for their age. Nevertheless, due to the very good teaching and the

additional “booster” lessons the pupils with special educational needs are making very good progress, and they are expected to achieve appropriate levels by the end of the school year.

9. In science at Key Stage 1, attainment levels are in line with those expected of pupils of a similar age. Pupils work hard to achieve these levels and make good progress. Due to the low levels of attainment of the children when they enter the school, there are only a limited number of pupils who achieve at the higher levels. However, teachers in Year 2 keep a careful check on the pupils to identify and challenge the learning of the most able pupils. By the end of Key Stage 2 attainment is above national expectations with all the pupils reaching the expected levels in science with almost half attaining the higher levels. The rise in standards in science is the result of an improvement in the teaching in Key Stage 2, analysis of test papers, and careful alterations to the curriculum.

10. Standards of attainment are above national expectations at the end of both key stages in art and design, ICT, history, music and religious education. In ICT standards have improved from the last inspection because the school has kept pace with the constantly developing nature of the subject in terms of knowledge and understanding, and resources. It also recognises that pupils’ skills in using ICT are as important as good literacy and numeracy skills. This, along with the high level of teachers’ knowledge and expertise and the access pupils have to a new computer suite, is enabling them to become effective users of computers. In history standards have been maintained since the previous inspection. This has been achieved through the continuing emphasis that has been given to the subject and also the consistently good teaching across the school. Pupils’ levels of attainment in music are above expectations, with very good standards of singing, particularly in the junior choir.

11. In geography, design and technology and physical education the majority of pupils at the end of each key stage are attaining nationally expected levels. The wide range of different media that pupils experience in art and design contributes to this along with the good teaching from teachers and support staff. In design and technology, although the overall standards of attainment are in line with national expectations at the end of both key stages, the lack of development of the subject across the school has led to an unco-ordinated approach and the most able pupils are not given the opportunities to reach the higher levels. Standards in geography have been maintained since the last inspection and attainment levels are in line in line with the expectations at the end of both key stages. These standards reflect the recent review of the curriculum and the levels of interest and enthusiasm shown by the pupils.

Pupils’ attitudes, values and personal development

12. In line with the previous report attitudes, values and personal development remain very good in the school. This is a reflection of the excellent relationships between staff, pupils and parents and has a very significant impact on the quality of learning.

13. Pupils enjoy coming to school and from reception up they are enthusiastic and hard working, highly motivated by the tasks set for them. They feel happy to ask the teachers questions and confident of getting a helpful and positive response. The majority of pupils work well independently for sustained periods of time, often with very good presentation and commitment as shown in written work in religious education. In Year 6, the level of debate is often mature and pupils have the ability to work well in groups and pairs, sharing ideas and materials. Pupils listen carefully to each other and to adults, for example, when a visitor came into school to talk about the Christmas Shoe Box Appeal. Their attentiveness and oral contribution to class discussion and application to subsequent work enables high quality learning to take place.

14. The behaviour of the vast majority of pupils is very good and sometimes excellent, although a small number of boys need careful channelling. Expectation is high and pupils respond well, showing respect and consideration for each other and adults. They are courteous and supportive, sometimes applauding good work spontaneously. This very good conduct significantly contributes to progress, by ensuring work in the classroom does not suffer from unnecessary distraction. Pupils are keen and eager to learn, take a pride in their work and take good care of their own and schools' resources. In the play ground children are integrated and no anti social or racist behaviour was seen. Parents commented on the successful way the school promotes good behaviour and considerate attitudes. There were two periods of exclusion last year for unacceptable behaviour, which was having a negative effect on other pupils learning. Although the child left the school, multi-agency co-operation ensured every support was given over a period of two years.

15. Excellent relationships are built in reception and are maintained throughout most areas of the school, providing a secure base to build self-confidence and a very effective learning environment. Pupils with special educational needs and those from different backgrounds are fully integrated into the life of the school. Pupils are encouraged to reflect on issues and to take responsibility for their actions. They help and care for each other daily in many small ways, for example helping each other change for physical education or tying shoelaces for smaller children. Older children enjoy acting as a 'Big Friend' for reception children, who value this supporting relationship very much. It helps them to settle in quickly and contributes to their effective learning and personal development. Pupils are very willing and eager helpers, both in the classroom as monitors, and outside where children take the initiative for example, of clearing any litter when they notice it needs doing. Charity collections are managed and organised by pupils on a regular basis. Key Stage 2 pupils demonstrated very good presentation skills at an assembly with very strong moral and social overtones. Other pupils and adults received it very well.

16. Attendance has remained stable for the last three years. It is well above the national average. The rate of unauthorised absence is broadly typical of primary schools nationally. Pupils mostly arrived punctually and lessons start on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The overall quality of teaching and learning is good. On the week of the inspection it was good or better in 82 per cent of lessons and was very good or excellent in 35 per cent. In 5 lessons there was excellent teaching, and there was some exemplary and inspirational teaching, especially in Years 2 and 6. The overall quality of teaching has improved since the last inspection, when there were fewer good and very good examples of teaching. However, despite the monitoring of teaching carried out by the headteacher and representatives of the Local Education Authority there still remains a very small element of unsatisfactory teaching, and when compared with the last inspection is for the same reasons.

18. The quality of teaching and learning in the two Foundation Stage classes is very good overall. The teaching of language and literacy and numeracy is very good in both classes. Both teachers work together very well, planning their lessons together under the six areas of learning with the focus very much on developing personal and social skills during the first few weeks in school. The planning is very detailed and precise, and sessions are introduced and conducted with an air of suspense, mystery and excitement. This holds the children's attention and motivates them to listen. Both teachers communicate very clearly with the children and ensure that all have understood what is expected of them in behaviour as well as achievement. This results in the children, who at the time of the inspection had only been at the school a few weeks, being able to settle to the tasks very quickly, with the minimum of fuss or support. Both teachers make very good use of the learning support assistants by using them to take small groups of children in specific learning activities.

19. At Key Stage 1, the quality of teaching and learning is overall good, and results in all pupils, including those with special educational needs, achieving well. On the week of the inspection there was good teaching in 96 per cent of lessons, and very good or excellent teaching in 35 per cent of lessons. Teaching is of a particularly high standard in Year 2 and results in pupils making good progress and achieving well. Teaching is very good at this key stage in literacy, numeracy, and ICT. It is good in all other subjects, except in design and technology where it is satisfactory.

20. At Key Stage 2, the overall quality of teaching and learning is good and on the week of the inspection, the teaching was satisfactory or better in 97 per cent of lessons, good or better in 67 per cent and very good or excellent in 27 per cent. However there are some inconsistencies in the quality of teaching and learning between classes. This mainly occurs in classes that contain either Year 3 or Year 4 pupils and therefore affects the quality of learning for some, but not all pupils in the younger end of the key stage. In addition to teaching and learning being less than satisfactory in two lessons, there are fewer examples of high quality teaching in these classes than at the top end of this key stage. Due to this variation between classes the overall judgement on the quality of teaching is that it is not as good as at Key Stage 1. When looking at the overall quality of teaching and learning in subjects, it is very good in ICT, good in literacy and science, and satisfactory in

mathematics. It is good in all other subjects, except in design and technology where it is satisfactory. However, there are examples of very good and excellent teaching in all subjects, especially in Year 6.

21. Where teaching is of a high standard, the planning and organisation of the lessons are very good, so lessons run smoothly and everyone knows what is expected of them. This is especially so in the lessons where three or four areas of the curriculum are being covered at the same time, and where tasks and activities are set for pupils of differing abilities. In these sessions the pupils know and understand the routines very well, and are confident enough to work independently with mature attitudes. The expectations of behaviour, achievement, independent learning and the use of literacy skills are high and firmly embedded in all of the best lessons. The quality of the presentation of the work in pupils' books and files is very good. All pupils' achievements are valued and as a result relationships between teachers and pupils are excellent.

22. In the lessons where the teaching is not satisfactory, such as a numeracy lesson at Key Stage 2, there are low expectations of attainment, insufficient subject knowledge, and a lack of different tasks for different ability pupils. For example in one lesson, the work set for the most able group of pupils was not based on the assessment information held by the school and as a result the pupils were completing work which was at a lower level than that completed previously. In addition, another group was provided with tasks that were too difficult and resulted in some pupils becoming upset. In another mathematics lesson, the organisation of the classroom was unsatisfactory and resulted in pupils having to move tables before coming together for group work, which resulted in lost time and a distraction to learning. In addition, the teaching style used by the teacher of talking to the pupils for too long resulted in pupils losing their interest, and because they have not yet formed a positive relationship with the class teacher, their attitudes to the lesson were not positive and this had a negative impact on the quality of learning.

23. Pupils with special educational needs are overall taught well. This is due to the school's decision to fund an additional part time teacher who withdraws small numbers of pupils for additional learning support. This teacher plans with the special needs co-ordinator and the class teacher so that pupils are working towards the targets that have been set. The few pupils who have English as an additional language are also taught well, and teachers are very aware of any difficulties they may have and plan for this in their lessons.

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

24. The curriculum is good overall; it is broad, balanced and relevant to all the pupils. The quality and range of learning experiences provided by the school for the pupils are good. This is a similar position to the time of the last inspection, although significant changes and improvements in the curriculum provided by the school have taken place since this date. The school has endeavoured to maintain a good curriculum, which excites and challenges the

pupils. There are policies and schemes of work for all the subjects of the National Curriculum, however in design and technology the medium term plans are in need of collating and gathering together to ensure that the learning in this subject builds clearly on what has gone before. The government schemes of work are being incorporated into some subject areas and tailored to the needs of the school. In all subjects statutory requirements are met and religious education is taught in accordance with the requirements of the locally agreed syllabus. The foundation curriculum for the children who are taught in the reception classes is very good. The children have a wealth of experiences planned for them and the teachers are skilful in the use of the classroom and the outside environment to ensure the children learn securely through play.

25. Planning is thorough and this is a strength of the teachers' work, with all lessons having clear learning objectives. Some lessons in a lower junior class however lack challenge and clear educational direction. This is because the timetable is not clear enough about what exactly is to be taught. This means that the pupils' learning is not clearly focused and time is wasted.

26. The school has enthusiastically and very successfully embraced the National Literacy Strategy. The school has analysed where improvements have needed to be made and has clearly focused on improving writing and spelling whilst maintaining a clear emphasis on maintaining and improving the pupils' reading standards. There are many opportunities for the pupils to develop and extend their writing skills in other subject areas. For example, persuasive writing is used in science to encourage people to choose a healthy diet. Pupils also write about their experiments in a report format. The National Numeracy Strategy has been well implemented however its impact has yet to be felt across other subject areas. For example, there is little evidence of numeracy skills being used to enhance learning in design and technology and geography lessons.

27. The Additional Literacy Strategy has been well implemented to improve the skills of a number of pupils whose results fall below the national averages. The school has recently identified pupils who are in need of extra help in mathematics and has provided extra support for these pupils.

28. The school provides very well for pupils with special educational needs. Teachers and the teaching assistants give the pupils good help in classrooms. Those who have specialist help enjoy their sessions with the specialist teaching staff. All statutory requirements of the curriculum are met for the pupils with special educational needs and these pupils are very well supported to learn the full range of subjects of the National Curriculum. Individual education plans clearly indicate the support each pupil needs. They are detailed and have small measurable, achievable targets for the pupils to work towards. The tasks set in class are well matched to pupils' ability and the pupils have good help from the talented teaching assistants. This has a particularly positive impact upon their pupils' learning.

29. Since the last inspection, some pupils have joined the school whose mother tongue is not English. These pupils are given good support in lessons to ensure that

they have equal access to learning. Good specialist support is available from the designated department in the local education authority for those pupils who need this specialist input. Educational inclusion for all pupils is a strength of the school. All staff make strenuous efforts to include pupils of all abilities and backgrounds into every activity. There is an informal register of talented and able pupils and when these pupils are identified good provision is made for them. The school organises music tuition for the pupils who wish to learn to play musical instruments and the school Brass Band provides an opportunity for many pupils to perform their talents to a wider audience. Over 30 pupils learn to play brass instruments and the school choir has over 40 boys and girls attending. Pupils with sporting talents are also given opportunities to develop their particular abilities. The local high school makes very good provision for the most able pupils in Year 6 to access lessons in the summer holidays.

30. The school provides a very good range of activities to strengthen the curriculum. The curriculum is planned to ensure the pupils have appropriate first hand educational experiences. Visitors are encouraged to come into school to talk to the pupils and pupils visit places of educational interest in the immediate and wider neighbourhood. Pupils' personal development is addressed through a programme that includes personal, social and health education, and drug awareness and sex education. This prepares pupils to play an active role as citizens in the wider world. Specialists in drugs awareness come to the school to talk to the pupils and give expert input. There is a very good provision of extra-curricular activities that enrich the curriculum. There is a range of activities available for the pupils, covering different interests, with a good number of pupils taking up the opportunity to attend them. The oldest pupils have the opportunity to go on a residential visit, which strengthens their personal and social development. The school provides booster classes for the pupils in Year 6 and this gives them the opportunity to improve their literacy and numeracy skills. Relationships with the local high school and the playgroup are very good and enable a smooth transition for the pupils' next phase of education.

31. The school makes very good provision for the pupils' spiritual, moral, and social development, with good provision for their cultural development. This is an improved position from the last inspection where the spiritual, moral and social provision was good and the cultural provision was satisfactory. Provision to promote pupils' spiritual education is very good. Pupils explore their thoughts and feelings during school assemblies in song and prayer. Visitors to the school who take assemblies give the pupils opportunities to reflect and think of those less fortunate than themselves and also give the pupils opportunities to help these people in very special ways. The vicar, a particularly welcome guest, encourages the pupils to think about spiritual ideas and themes on a very personal level. One pupil responding to one of his questions said, "*Everyone in the world is special.*" There are many opportunities in the curriculum for the pupils to study and find treasured moments, the younger pupils' response to their images returning to the computer screen being but one example. Through art and design, music, religious education and science the pupils experience the amazing variety within the world. They consider the *Big* questions, Year 6, asking *Where did we come from? Who made*

God? and *Why are we here?* The pupils are pleased to talk about their work and their likes and dislikes, recognising the valuable support the school gives to them.

32. Moral development is very well promoted throughout the school. The school motto requires the pupils to show care, courtesy and consideration. These ideals provide a very clear framework for a whole school approach that is applied consistently throughout the school. This means that pupils are clear about the expectations of all staff. Members of staff provide very good role models and the high levels of relationships within the school; provide a firm basis for the development of moral understanding. Pupils are taught right from wrong, with the very youngest children in the school who have only recently begun their schooling beginning to develop a clear understanding of the very high expectations the school places upon them. In Year 6 the pupils performed a drama in their class assembly about the moral and social dilemma of taking drugs. The pupils are encouraged to deal with these issues in a very mature and thoughtful way.

33. Social development is very well promoted. Social values are well promoted by adults throughout the school and pupils are encouraged to care and take responsibility for others. For example, the Year 5 and 6 pupils give very good help and guidance to the reception and Year 1 pupils, as they help them to learn to read. They have very good relationships with one another and the older pupils are effective in their care and encouragement of the younger pupils. Pupils throughout the school willingly accept responsibility, for example when distributing materials in lessons and in tidying up at the end of lessons. There are many contributions from visitors such as the local clergy, members of the governing body, parents and visiting specialist teachers in the school. The school successfully promotes an atmosphere in which pupils are able to discuss important questions and concerns. The school promotes very positive attitudes to pupils who have particular needs with all fully involved in all activities and programmes of work.

34. Provision for cultural education is good. Through history, geography, art and design and music, the pupils learn about cultures that are different from their own city community. Through their on-going geography topic, *What's in the News*, the pupils study places and subjects that are newsworthy from all the corners of the world. In this way the pupils learn about peoples and countries and the issues that cause them celebrations and concerns. In history they learn about ancient customs and peoples, and the impact they have had upon our lives today. Visitors into the school give the pupils flavours of other cultures and traditions. Positive male role models from different ethnic groups are celebrated throughout the school. In the library area poems and literature from a wide range of countries are displayed. Preparation for living in a multi-cultural society is good with the pupils having a good knowledge of a number of different faiths and beliefs. However their knowledge of the customs of other peoples is less well planned into the school's overall curricular planning.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. Care of the pupils is still an aspect that is very good. The school continues to build on an area that was already making a significant contribution to learning at the last inspection.

36. The motto of the school, '*Care, Courtesy and Consideration*' firmly underpins the ethos of the school. There is a strong emphasis placed on the welfare, health, safety and care of the pupils. The school provides a supportive and caring environment where excellent relationships ensure pupils feel well supported by staff who know them very well. Children starting school in reception settle quickly. Year 5 and 6 pupils act as a mentor to these young pupils. This helps build confidence and a sense of belonging to the larger community of the school. Parents greatly appreciate this aspect of the school.

37. Very good procedures are in place for dealing with issues of child protection. The head teacher attends case conferences and the school has very good working relationships with all relevant agencies. Staff recognise the importance of being alert to this issue and are aware of what to do if they suspect a child needs protection. Documentation and recording is efficiently maintained for this as well as for emergencies, accidents, illness and medical information.

38. Very good attendance by pupils reflects the close monitoring and effective promotion of regular attendance and its positive impact on learning. Pupils are keen and eager to get to school so most pupils arrive on time. Administrative staff appropriately contacts the small minority who fail to inform the school if their child is absent. There are a significant number of pupils taking time off for family holidays. The school actively discourages this with regular letters and newsletter articles. The Educational Welfare Officer makes regular checks and follows up any concerns.

39. Very good policies for behaviour, discipline and bullying set out clearly the school procedures for monitoring and eliminating oppression. The emphasis for high standards of behaviour is rightly placed on respect for others. This is achieved by applying positive strategies to create a caring atmosphere where teaching can take place in a safe and happy environment. Staff expectations of the pupils and their behaviour are consistently high. The very effective approach is one of teaching and encouraging good behaviour where possible rather than punishing bad behaviour. Any incidents that arise are dealt with sensitively and with skilful negotiation to help pupils recognise the consequences of their actions. A series of well-documented steps are followed for more serious incidents. Parents are involved at an early stage and detailed records are kept and appropriate reports made. There is rightly a strong emphasis of working together with parents, using the excellent relationships to promote a consistent approach.

40. Pupils with special educational needs are well supported, working well alongside other children. Learning opportunities across the curriculum through both key stages and for children in the Foundation Stage are very good and good progress is made. There are clear procedures for the early identification of pupils with special educational needs. There is an informal register for those pupils identified as gifted or talented. Since the previous inspection, a number of pupils for whom English is an additional language have joined the school. The school makes

good provision for these pupils. The school is a welcoming community and these pupils are given the same opportunities and chances as the other pupils. The pupils all have a good level of spoken English and they do not need any extra support in the classroom because of a lack of spoken English. They are fully included in all lessons and are in no way disadvantaged. The school has clear procedures and systems in place to help pupils who come to the school with a lack of spoken and written English. The local education authority has good procedures to help these pupils to improve their skills in speaking and writing English. The school has ready and easy access to this support and values the help they are given by the local education authority. The school makes every effort to ensure that parents are kept well informed of their child's progress and has access to interpreters so that the parents and carers who may have little English are able to take part in a dialogue with school. The headteacher is very effective in exploring a range of strategies to ensure those parents and carers who have limited English have a personal dialogue with the school. Very effective translation support from the Local Education Authority enables parental involvement in individual educational planning for one child.

41. Appropriate procedures are in place to ensure a safe working environment. All annual fire and safety checks on equipment are carried out diligently and efficiently documented. Responsibilities are taken very seriously, and areas of risk, assessed and recorded by the head teacher. Pupils are ably looked after at lunchtime by supervisors. They are trained in basic first aid and understand the procedures for dealing with incidents. They are alert to pupils' needs and sensitivities and deal with them well.

42. The school has very good systems for assessing pupils' attainment and progress and the data obtained is used very well to guide planning. This comprises good progress since the previous OFSTED inspection. The school provides very effective support and advice for its pupils, informed by the very careful monitoring of their academic progress and personal development.

43. Teachers know their pupils well and much useful assessment is done on a short-term, day-to-day basis, with examples during the inspection, for example, of teachers amending the weekly numeracy planning on a daily basis, based on pupils' progress. The school undertakes standardised "baseline" testing of children when they start school in the first few weeks of the Foundation Stage and this testing is repeated at the end of the Foundation year so that progress can be assessed. The school undertakes all statutorily required formal assessments of its pupils: the end of Key Stage 2 tests in English, mathematics and science. The school also undertakes a range of additional non-statutory tests and assessments, including "optional" mid-Key Stage tests at the end of Year 4, annual standardised English and mathematics tests and a range of "end of topic" tests. Although assessment systems for the foundation subjects are less-well developed, co-ordinators are developing portfolios of pupils' work, some of which has been moderated and "levelled".

44. The information gained from testing is used very effectively to identify and support pupils with special educational needs and to group pupils for additional support in English and mathematics. The results of the end of key stage test and other standardised tests are analysed carefully to identify trends and the way pupils answer test questions is scrutinised in order to identify weaknesses that need to be addressed. As a result of this analysis, a greater emphasis has been placed on spelling within English, and an additional teacher has been employed to teach small "booster" groups in mathematics for pupils needing additional support. All pupils have individual targets for English, mathematics and, where appropriate, behaviour. Pupils are aware of these targets, which are constantly being reviewed and reset throughout the year, and parents are kept informed. Pupils set their own targets in the annual end of year reports.

45. Procedures for monitoring and supporting academic progress and personal development are very good. Pupils are given, and made aware of, individual targets for their learning. In most lessons during the inspection; learning objectives were discussed at the beginning and during the lesson and progress towards these discussed in a summing up at the end of the lesson. Teachers use the range of information available well to plan carefully for individual progress. Pupils are given responsibilities and expected to help one another. This is especially noteworthy in

the special friend system whereby Year 5 and Year 6 pupils are partnered with a reception child who they greet into school, read to during the week and look after at lunchtimes. Personal as well as academic achievements are celebrated in whole-school assemblies.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. This aspect of the school continues from the last inspection to be very good and is a strength of the school. The Friends of the school are less active at present but are still an element in parental involvement in the school and activity will increase as a new injection of parents comes on board.

47. Parents' views of the school are overwhelmingly positive. They consider the educational provision to be excellent. They feel the work is challenging and that their children make good progress. Parents have a high regard for the staff for their dedication and professionalism in providing a secure, caring environment in which each child can flourish. They feel expectations are high for achievement and behaviour, producing well-rounded, considerate young people. They are comfortable about approaching the school if problems occur knowing the response will be prompt and helpful.

48. A high value is placed on the shared partnership with parents and the contribution parents can make to maximise the quality of learning. The staff are very enthusiastic about encouraging parent helpers to come into school. Their contribution to learning is highly valued, for example in running the library and in reception, and Year 3 / 4 English. The strong partnership is fostered very well by reception class staff who provide very good information on classroom routines and how young children learn. A good induction programme, although providing some unavoidable difficulties for working parents, helps pupils to settle into the school well. Very good links with the nearby playgroup are developing effective curricular co-ordination.

49. The quality of information provided about the school, and particularly about progress, is very good. Parents are updated effectively about every day events by regular newsletters and actively encouraged to work with the school through the reading and homework diaries. These are used on a regular basis by parents to report and comment on the progress their child has made. Useful guidance booklets are available with helpful suggestions for parents helping at home with maths and reading. The school communicates very well with parents, for example in mathematics teachers set relevant targets and involve parents in discussions about how to help their children improve. Parents of pupils with statements of special educational needs welcome the opportunity to be fully involved in discussion and planning for their child. Very good interpreter support has helped a non English-speaking parent to work with the school to enable the pupil to work alongside others in class.

50. The excellent annual reports to parents are very detailed and informative. They identify pupils' strengths and levels of attainment with targets set for parents to see what work their child is doing. Pupils are encouraged to evaluate their own learning, identifying strengths and weaknesses and areas for improvement, successfully re-enforcing pupils as equal partners in their learning. Parents rightly, felt last year that reports were sent home with insufficient time for them to be discussed with teachers. This has been acknowledged by staff and will be

addressed. Parents appreciate the opportunity to come into school early in the new school year to be briefed about the work of the coming year and again at Christmas for a progress report.

51. As a result of a school questionnaire and comments about homework by parents, the school reviewed its homework policy. Homework is now more consistently set and appropriate to children's needs. A home school agreement has been in place for three years, and through the very good partnership the school has with parents, much of the content had already been successfully implemented.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The very high standards in leadership and management have been sustained since the last inspection. The headteacher gives very strong direction and he is ably supported by his deputy, who sets high standards for teaching in the classroom, and by other staff. They all work as a team and the planning and co-ordination of the curriculum are very thorough and coherent. There is a determination to raise standards, particularly to the higher levels at the end of Key Stage 2 and this is being addressed by a focus on improving the quality of writing across the curriculum.

53. The aims are comprehensive and include, rightly, the importance of having a sense of humour. This is evident in the daily life of the school, where fun and enjoyment go hand in hand with an expectation that people will work hard. All people are treated equally and fairly. Boys and girls get on well together and they participate fully in their learning. Pupils who speak English as an additional language achieve well because their needs are met by a combination of external support from the local education authority and by teachers and assistants keeping a close check on their progress. The management of special educational needs is very good and many pupils who have learning difficulties still manage to attain levels that are in line with the national average by the time they are eleven.

54. There is good co-ordination of nearly all subjects and also of cross-curricular aspects such as literacy, numeracy and personal and social education. The core subjects of English, mathematics and science have been monitored but staff have not yet devised ways of sharing across the whole school the very good practice that exists in many classrooms. This is needed to raise the quality of teaching to higher levels in a minority of lessons where it is less effective.

55. The governing body is energetic and supports the school very well. Governors regularly go to training sessions to update their educational knowledge. They hold discussions with the headteacher and staff to ensure that they keep abreast of how the school is progressing on a day-to-day basis. They understand the importance of good planning and manage the budget very efficiently. Financial planning is very good and the recent audit report was complimentary to the school on nearly all procedures. The school improvement plan is carefully costed and such issues as class sizes and the deployment of teaching assistants are carefully debated before going ahead.

56. The governors, together with the headteacher and deputy, study data from comparative schools to judge the value for money that the school is providing. Governors are able to pinpoint the strengths and weaknesses of the school and they act as supportive but questioning allies of the staff. They ensure that all statutory requirements are fulfilled. The targets for pupils' attainment at the end of Key Stage 2 for the last two years have been met and in many cases exceeded.

57. The school's procedures for induction of new staff, including the training of teachers are very good. They are very well supported by senior staff who are very

good role models and set high standards. All staff feel very well supported and valued. The strategy for performance management has been successfully introduced. Grants for the training of teachers and for developing aspects of the curriculum are wisely used. The plans for staff and curriculum development are appropriate but do not include a clear enough programme for raising the profile of design and technology, where standards are not as high as in most other subjects. There is very good use of information technology in both the administration of records and in developing the curriculum. This makes for an efficient school office and it ensures that pupils can apply and reinforce their skills in many different subjects.

58. Overall the staffing, accommodation and resources are good and this has been maintained from the last inspection. There is a good level of staffing, both teaching and non-teaching, so that all classes, except one, contain less than thirty pupils, and these are well supported by learning support assistants. The small class sizes have been a conscious decision by the governing body so that numbers in open plan areas are manageable and so that all pupils can have the maximum amount of attention and make good progress. Staff have a breadth of experience and staff who have just joined the school and teaching profession have brought new skills such as, ICT, and design and technology, and most of all enthusiasm. This has a very beneficial affect on the quality of teaching, the expectations of pupils and the standards achieved. Learning support staff are used very well to support pupils' learning, and many are confident and competent enough to teach groups of pupils for specific activities, such as art and design in Year 6, and creative activities in the foundation stage.

59. The adequacy of the accommodation is good. The building is extremely well maintained and very clean. It provides a very pleasing and welcoming learning environment, and similarly to last time the open plan design and the passage of pupils and adults through the areas does not undermine the teaching or learning. Pupils from the very first days in school learn the importance of quiet movement around school while lessons are taking place. This at times was quite outstanding. The quality of the displays is of a very high standard and they reflect the work of the pupils and their skills in using ICT for presentation.

60. Although the accommodation is good, it does have a downside. The hall which is used for physical education, music and assemblies is too small for any class larger than 30. This only proves a problem for the current Year 6, where there are 37 pupils and limits the use of the large apparatus. In addition, due to the lack of storage space, some of the equipment for this subject is stored around the edge of the hall and further limits the space available for teaching and movement of pupils. The main weakness with the building is its lack of dining facilities for pupils. Although the meals are prepared on the premises, the school does not have a dining area and all meals are eaten in the classrooms. Due to the school's very good management of the situations it does not have a detrimental affect on pupils' personal development or behaviour. However, it does mean that teachers cannot leave unfinished work out in the classroom over lunchtime, nor can they prepare work without being surrounded by pupils.

61. The quality of the accommodation has been enhanced since the last inspection by re-organisation of the central library area to include a very well resourced ICT suite. This idea has been well thought through and provides pupils from their earliest days in school with the notion that ICT is a tool to use for research and learning. The school has not been able to improve its outdoor play surfaces yet, due to difficulties with the school's water supply and drainage, which may result in the play areas having to be lifted. The governing body have wisely put this on hold so as not to waste money. Accommodation for the Foundation Stage is satisfactory overall - although there is a fenced-in play area, there is no direct access to this from the reception classrooms and there is no water in the reception area – at the time of inspection both deficiencies were due to be resolved by a playground drainage project.

62. The adequacy of the learning resources are overall satisfactory. They are very good for ICT, and although the school has received national grants for this area, the Governing Body has supported this development from the school's budget and, as a result, the resources allow pupils to reach high levels of attainment, and promote high quality teaching. Resources are good for English, including literacy, science, religious education and music, and are satisfactory for all other subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. The headteacher and the Governing Body need to:

- (1) Raise the quality of teaching where it is less successful in Key Stage 2 to the high standards seen in other classrooms by implementing a system of teacher observation so that expertise, teaching strategies, and expectations can be shared.
(Paragraphs: 17, 20, 22, 25, 54, 82, 83, 90, 105, 110, 125, 126)
- (2) Implement planned and co-ordinated developments for design and technology so that there is an improvement in the curriculum and the assessment of this subject at Key Stage 2.
(Paragraphs: 11, 24, 94, 96, 100, 101)

Minor Issues: The Headteacher and the Governing Body should, as part of school development planning, also consider ways in which to:

- Further raise the effectiveness of using numeracy across the curriculum, especially in geography and design and technology.
(Paragraphs: 26, 84, 104)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	17	32	10	1	1	0
Percentage	7	26	49	15	1.5	1.5	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 one percentage point.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	284
Number of full-time pupils known to be eligible for free school meals	14

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	59

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	11
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence	%
School data	4.07
National comparative data	5.2

Unauthorised absence	%
School data	0.4
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	18	22	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	21	22	22
	Total	39	40	40
Percentage of pupils at NC level 2 or above	School	98 (90)	100 (90)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	22	22	22
	Total	40	40	40
Percentage of pupils at NC level 2 or above	School	100 (90)	100 (93)	100 (93)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	22	25	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	13	22
	Girls	25	19	25
	Total	43	32	47
Percentage of pupils at NC level 4 or above	School	92 (81)	68 (79)	100 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	21
	Girls	23	21	25
	Total	37	35	46
Percentage of pupils at NC level 4 or above	School	78 (69)	74 (67)	98 (79)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	5
Bangladeshi	0
Chinese	3
White	275
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.93
Number of pupils per qualified teacher	22.5
Average class size	25.5

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	143.25

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	528 493
Total expenditure	512 251
Expenditure per pupil	1 797
Balance brought forward from previous year	8 437
Balance carried forward to next year	24 679

Recruitment of teachers

Number of teachers who left the school during the last two years	5.5
Number of teachers appointed to the school during the last two years	5.5

Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	285
Number of questionnaires returned	134

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	36	1	0	0
My child is making good progress in school.	43	47	1	1	6
Behaviour in the school is good.	43	53	1	0	1
My child gets the right amount of work to do at home.	40	51	4	0	2
The teaching is good.	62	33	1	0	3
I am kept well informed about how my child is getting on.	43	44	5	1	4
I would feel comfortable about approaching the school with questions or a problem.	66	29	4	0	0
The school expects my child to work hard and achieve his or her best.	71	27	0	1	0
The school works closely with parents.	49	42	4	1	1
The school is well led and managed.	67	31	0	1	0
The school is helping my child become mature and responsible.	58	36	1	1	2
The school provides an interesting range of activities outside lessons.	49	37	7	1	3

Other issues raised by parents

The timing of the end of year reports.

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

64. All children attend some form of pre-school prior to joining the school and the current children, at the time of inspection, have only been in the school for five weeks. Initial assessments of their abilities, including aspects of their personal and social development, are undertaken in the first two weeks while they are attending school part-time. Results of this testing indicate that children's overall attainment on entry is below average for their age. However, inspection findings confirm that children make rapid and good progress. This is due to the overall good teaching in the Foundation Stage.

65. The Foundation Stage co-ordinator is very experienced and both teachers have very good knowledge of the needs of young children. Both teachers work together very well, planning their lessons together under the six areas of learning with the focus very much on developing personal and social skills during the first few weeks in school. The learning support assistant and other helpers, including volunteer parents, work very well in co-operation with the class teachers, supporting and assessing the children well. Provision for pupils with special educational needs is very good, with very early identification of pupils with learning needs.

Personal, social and emotional development

66. In the short time the children have been in the school they have developed good personal and social skills, and have made good progress. Children are keen to learn, are enthusiastic about the activities, and are eager to complete their work. They listen very carefully to the instructions they are given, and during whole groups introductions to sessions they are eager to answer questions. They have learnt the routines of the school very well in a short time, for example, they quietly move through other teaching areas to the hall, and collect their lunch from the serving hatch. When they are expected to work independently they do so without any silliness or lack of concentration, for example when working at the computer. They are developing independence by making choices and selecting activities, and the majority change independently for physical education. Most of all children are courteous and polite to other children. For example, when one child asks for a crayon, another politely replies, "Just one minute, please". The teaching of these attitudes and these skills is very good. It is firmly part of the overall good teaching seen in the two classes. Development in this area is also very well supported by the 'friendship' initiative whereby children have a 'special friend' from year 6 who looks after and helps them to settle into the school's routines.

Communication, language and literacy

67. In the area of “Communication, Language and Literacy”, children’s attainment is satisfactory overall. Most children in the newly arrived cohort are beginning to associate sounds with patterns, words and letters. They recognise some letters and pronounce them and point them out on the page. They enjoy marking and basic writing experiences, using a range of marking implements for drawing, marking, scribbling and writing. They are writing over the teacher’s writing, beginning correct letter formation and copying under their teacher’s examples. Several are using simple grammatical structures and emerging self-confidence to speak to others about their wants and interests: “I made this”, “I’m making a robot what can go round” and “Hello, what are you?” although one child when asked what she was making simply replied “Boat” and couldn’t offer any more information. Children make a very good start to reading in the first few weeks in school. All have book bags and take home a picture book with simple flashcards - at first “I”, “am” and the child’s name - building up to vocabulary needed for the first reading books. Parents are invited to a meeting after school in the first week to explain the school’s systems and how they can help their child with their reading. Reading is further encouraged by the “Year 6 partners” who welcome children to the school and read with them on one afternoon a week, going through flashcards and reading to the children the books that they will be reading in a few weeks. Teaching in this area of learning is very good. Adults have very good relationships with the children. They value and encourage talk, explain clearly, challenge through very skilled questioning and listen to the children’s responses, with the result that the children quickly gain confidence and make good progress.

Mathematical development

68. Children’s attainment in mathematics is satisfactory, and in a short time they have been in school they have made good progress from baseline assessment results. They are developing an understanding of number through the use of counting games, such as ‘Snakes and Ladders’, and singing number songs and rhymes. They count along to ten and recognise when there are three objects, such as owls. They have made a good start in their understanding of two-dimensional shape, and in a numeracy session the more able children demonstrated that they could name and describe the faces of different solid shapes, such as rectangles, triangles and squares by the number of corners and sides they have. They were able to do this by only feeling the shape. A few children of below average ability are still at the early stage of colouring similar shapes in one colour, although they are able to name a square and a triangle. Analysis of work of the children who were in the foundation stage last year shows that by the end of the stage children had made very good progress, and attain the national early learning goals. For example, work shows that children have an understanding of addition and subtraction bonds up to 10, count up in 2’s, recognise numerals to 9, and calculate simple addition of money up to 10 pence. Teaching in this area of learning is very good, with both teachers having very high expectations of attainment and of behaviour. Lessons are exciting and fun. For example, the teacher uses a puppet, which counts along with the children, and this maintains the children’s attention and interest.

Knowledge and understanding of the world

69. Children's development in knowledge and understanding of the world is satisfactory. Through carefully chosen activities children show that they can describe different types of materials, for example, they distinguish between sugar and flour by describing the difference in colour, feel and size of the grains. When cooking, they are aware that chocolate will soften with warmth, and that it will melt if stirred. Children recognise and name the animals that they expect to find on a farm, and sketch simple maps. They use ICT to support their learning and independently access the reading programs and use art applications, using the mouse to select and bring about an effect. The teaching of this area of the foundation curriculum is good, and effective use is made of learning support assistants, who oversee some of the activities. The activities are very well organised and the planning shows how they will support the children's personal and social development through turn taking, independent and group play.

Physical development

70. Children's physical development is satisfactory overall. In "free choice" activities in the classrooms, children develop their physical skills using a wide range of small equipment such as "Stickle-Bricks" and "Lego" with confidence and developing their pencil grip and control by tracing pictures of animals carefully. Although there are currently limited opportunities for children to develop physical skills outdoors due to limitations in accommodation, good use is made of the school hall for activities. In a lesson observed in the hall, children demonstrated an appropriate awareness of their own bodies and control of their own and others' space. They responded to the activities - "being" elephants, giraffes and kangaroos - with enthusiasm, imagination and confidence and responded to the music by means of gesture and movement. Teaching in this lesson was very good, with especially good encouragement of speaking and listening skills and reinforcement of appropriate behaviour.

Creative development

71. Children's attainment in the "Creative Development" area of learning is satisfactory overall. They join in with songs, singing simple songs such as "Hello to you" from memory and respond to the moods and tempo of the music with body movements, joining in with appropriate actions. They sing a range of traditional nursery rhymes - "Hickory, Dickory Dock", "The Grand Old Duke of York" and "Humpty Dumpty" - enthusiastically. Following a visit to a bird park in the weeks prior to the inspection, children had painted and used a computer "Paint" program to make images of birds. Teaching in these lessons was very good, creative activities are included in a well-organised range of activities, with all resources readily at hand and available for the children to use.

ENGLISH

72. The provision for English is good. The good quality of teaching and learning has been sustained since the last inspection. Despite an increase in the proportion of pupils with special educational needs in the Key Stage 2 years, the standards over the last few years have remained comparable. The main strengths are the consistently good and often very good teaching, the rich provision of reading material in the library, the easy availability of ICT and the imaginative implementation of the literacy strategy across the whole curriculum. The only area for development is the need to include attainment levels on samples of pupils' work in the English portfolio so that standards can be more easily moderated.

73. The overall achievement of most pupils is good, with many who are on the special educational needs register gaining average levels of attainment by the age of eleven. Pupils who speak English as an additional language perform equally well and make good progress. There is no significant difference in the performance of boys and girls. In Key Stage 1 standards have varied over time due to the fluctuating numbers of pupils with special educational needs. The schools results in the Year 2000 for pupils attaining the expected levels or above were above the

national average. Attainment in reading is above the national average but pupils do not do as well in writing. Few pupils gain the higher level in writing and this is due to the lower than average literacy skills they have when they come into the school. The most recent results for 2001 have shown a good improvement in both reading and writing. At Key Stage 2, results over time have shown steady improvement in the proportion of pupils gaining the nationally expected level 4 but few pupils gain the level 5 and standard are in line with national expectations. The school loses a significant number of pupils after the age of seven to the independent sector and this has a negative impact on the numbers reaching these higher levels. The proportion of pupils with special educational needs is also much higher in Key Stage 2 than in Key Stage 1. The school easily achieves its targets that are determined by assessment of pupils' potential levels based on their prior attainment.

74. Standards of attainment seen on the week of the inspection for the majority of pupils in Key Stage 1 are above average. By the age of seven, most pupils have developed good clear speech patterns. Teachers establish excellent relationships with the pupils, who learn to listen well. From an early age the pupils participate in extended conversations with the teacher, other adults and their classmates. This is the result of carefully structured teaching, which allows pupils many chances to practise in both formal and informal situations. In a discussion of the shared reading of "Owl Babies" most could provide the correct adjectives to describe fear and happiness. One boy was prepared to ask the meaning of "swaying" and this led to a range of ideas from other pupils who wanted to supply similar moving verbs. The class teacher skilfully encouraged many pupils to participate, including those with special educational needs. Standards of writing in this current Year 2 are above average. Young children start with simple sentences and by the end of the key stage they produce extended narrative that involves dialogue correctly punctuated. Accounts of visits to places of interest capture their excitement and they are beautifully presented. Pupils develop an awareness of what the reader needs from the writer. Teachers help pupils to this stage by careful use of the drafting process.

75. By the age of eleven most pupils are confident enough to take part in school assemblies and to speak at length, both from a script and by improvising. Their speech is generally clear and they have been well taught to engage the audience by varying their pitch and using body language to good effect. All pupils, even the very young, are attentive listeners. Attainment levels in writing are currently in line with national expectations although there are examples of very effective writing from the most able pupils. Many pupils find writing difficult but the use of the drafting books has helped them to produce accurate and exceptionally neat work, which shows that they take a great pride in their efforts. Very good, well-planned teaching has enabled pupils to construct clever haikus, such as:

"I take life's ticket

On the train. Life's joys dash past

I hear screeching-death."

Also, some demanding work on Shakespeare's "Seven ages of man" led to memorable lines, for example, " At first a baby cute cuddling" and " The old man with skinny legs/Walking slowly to the final act."

76. Pupils are keen readers throughout the school. They talk about their favourite books with knowledge and interest. Most can look for clues on the page such as pictures and they use their knowledge of letter sounds to 'sound out' unfamiliar words. Reading is made more interesting by the wide-ranging selection of storybooks and non-fiction material displayed imaginatively around the school. The librarian has included a catalogue of books and reviews on the computers so that all children have ready access to them. Pupils in Year 2 talk about this with great enthusiasm. They also value the help they receive from pupils in Years 5 and 6 during the shared reading sessions. This has the two-fold benefit of helping all those involved to learn more about the process of reading, and to develop their social skills. Standards overall are above average with most pupils able to read accurately, and the most able pupils able to read fluently and with expression.

77. The quality of teaching is never less than good and in nearly half the lessons it is very good. One example of outstanding teaching in Year 6 opened very briskly with a question and answer session on journalistic style. Teacher: "*Where does the word journalist come from?*" This led to a quick-fire discussion about the origins of various English words from French, Greek and Latin. This was a very effective start and showed how much the pupils had remembered about the construction of their language. The strengths of the teaching come in the enthusiasm that is generated by a love of language and literature shown by the teachers. It is infectious and leads to very good displays around the school. The deployment of teaching assistants is very good and greatly adds to the efficiency of teachers in the classroom, especially in the larger classes, and in those with younger children. There are no real weaknesses in teaching except, on the rare occasions, when work provided for extended writing is not accompanied by guidelines for the least able pupils. Some find writing for half an hour very difficult and the teacher has a lot of support work to do.

78. The school's planning for literacy is very effective. The time for writing has been extended to address the difficulties experienced by older pupils, many of whom have special educational needs. In all subjects across the curriculum there is evidence that writing is a central feature. In religious education, history and science as well as in history, pupils are encouraged to practise the skills learned in the literacy sessions, such as instructional writing, note making and using drafts. Pupils' research skills are good because teachers give them many chances to use information technology in preparing and refining their own work. English is very well led with some lively teaching and good learning resulting from careful planning and very good organisation.

MATHEMATICS

79. From Lesson observations and an analysis of work indicates that the current Year 2 pupils have made good progress and the majority are on course to attain standards equivalent to those expected nationally at the end of Key Stage 1. Likewise in Key Stage 2, the majority of Year 6 pupils are on course to attain standards equivalent to those expected nationally while a few pupils are on course to achieve standards above those expected nationally. The school's result cannot be compared with the results of the last inspection as there were far less pupils with special educational needs in this class at the last inspection.

80. In Key Stage 1, most pupils in Year 1 know addition doubles to 6, knowing that "double 4" is 8 and "half 8" is 4. They make direct side-by-side comparisons, comparing lengths of differently coloured ribbon, and understand and use the vocabulary related to length. Most Year 2 pupils count up to 20 in 2's and count in 1's and 2's from any given two-digit number. They are using and extending their understanding of the vocabulary related to length, such as centimetre, and the majority know that 100 cm is the same as one metre. They use a rule to draw and measure lines to the nearest centimetre, reading it to the nearest labelled division. A few pupils realising that a half a centimetre can be found in the middle of the division.

81. In Key Stage 2, most Year 3 pupils name, classify and describe the properties of 3D shapes, using such terminology as “faces”, “edges” and “vertices”. In Year 4 pupils classify shapes according to their properties using such criteria as the number of right angles, and whether the shape is regular or irregular. Year 5 pupils complete data-handling investigations, and use a line graph to chart the results. They understand “vertical axis” and “horizontal axis” and know that the vertical axis can be numbered in a variety of ways. Although a significant minority of Year 6 pupils are working above expectations for their age, there are a high proportion of pupils with special educational needs in the Year 6 and overall attainment is satisfactory. Although a number of pupils with special educational needs are making very good progress due to the very good teaching and the additional “booster” lessons, and are on-line to achieve expected levels by the end of the school year, a proportion continue to work below expectations for their age and are unlikely to achieve national expectations by the age of 11. Most pupils in Year 6 understand the “square root” and “square” notation and are able to generate the squares of all integers from 1 to 10. Pupils are using ICT confidently to analyse data collected by means of a class survey on a spreadsheet and pupils’ attainment in this aspect of mathematics is above expectations.

82. Teaching in mathematics on the week of the inspection ranged from very good to good at Key Stage 1 and is very good overall, as is the quality of learning. In Key Stage 2, however, the quality of teaching and learning differs significantly between “upper” Key Stage 2 and “lower” Key Stage 2, making a secure overall judgement on the quality of teaching impossible. This variance in the quality of teaching directly affects the quality of learning. Where teaching is very good, pupils are very enthusiastic and enjoy their mathematics lessons and the quality of learning is very good. Where teaching is poor or unsatisfactory, pupils make insufficient progress and the quality of learning is unsatisfactory. Where learning was judged to be unsatisfactory and poor, it was because of the teacher’s ineffective classroom management in one lesson and insufficient challenge to and low expectations of pupils in the other.

83. Planning for all mathematics lessons seen was based on the government-recommended numeracy scheme of work and strategy and, with one exception, complied with the recommended lesson format. In the best lessons, teachers ensure all pupils are paying appropriate attention, use correct mathematical vocabulary and terminology and provide good opportunities for pupils to explain their methods and to practice what they know. Where teaching was very good, in a number of lessons at both key stages, the teachers motivated pupils very well and ensured very good progress during the lesson for pupils of all abilities through appropriately challenging tasks and support. However, in two lessons in “lower” Key Stage 2, teaching was judged to be unsatisfactory and poor. Where teaching was unsatisfactory, the teacher failed to maintain a satisfactory pace and did not ensure that all pupils were concentrating on their tasks appropriately during the lesson. Where teaching was poor, the teacher failed to challenge pupils or provide work at the appropriate level for pupils to make progress. Pupils with special educational needs are catered for well in teachers’ planning with suitable tasks and additional support, and they make good progress overall towards the targets set for them.

84. The school has implemented the National Numeracy Strategy well. Under this government-recommended scheme of work and curriculum pupils undertake a wide range of work in all areas of mathematics. Samples of pupils' work demonstrate that pupils in both key stages undertake a variety of work on shape, space and measures, and tackle a range of problems involving handling data and investigation. However, although pupils make some use of their numeracy skills in other curriculum areas, this is an area that could be further developed. ICT is used well to support learning in mathematics. Assessment is used very well to support teaching and learning; the co-ordinator has analysed test results and is tracking pupils' progress year by year, from their attainment on entry to the school to their departure in Year 6. Resources for the subject are satisfactory and funding has been allocated appropriately to purchase additional resources to support the numeracy strategy.

SCIENCE

85. Pupil's attainment in science is above the national average at the age of seven and eleven. This is a similar position to that at the time of the last inspection. Comparing levels of attainment year on year is difficult because of the high numbers of pupils in some of the year groups who have special educational needs. In Key Stage 1 the pupils achieve well and work hard to achieve the expected levels. However, because of the low levels of attainment of the children when they enter the school in the reception class, few achieve the higher levels. The teachers in Year 2 keep a careful check on the pupils to identify and challenge the learning of the more able pupils. By the age of eleven all the pupils reach the expected levels with four in ten pupils achieving the higher levels. These results show that the pupils are doing well, but the school considers there is still room for improvement. There has been an improvement in teaching in some Key Stage 2 classes and this in conjunction with careful alterations to the curriculum as a result of the analysis of test papers, is also helping teachers to raise pupils' standards in science still further.

86. There is no significant difference in the performance of boys and girls throughout the school, although in some classes there are significantly more boys than girls. The pupils with special educational needs are supported effectively by their class teachers and the learning support staff. They work alongside the other pupils in the class and they make good progress in developing their scientific skills in relation to their abilities. Pupils whose mother tongue is not English make good gains in their learning because the teachers and support staff ensure they are clear about their studies. The science curriculum is well planned to ensure that the pupils have many opportunities to plan, predict, observe and consider what has happened during their investigations. All areas of science are given appropriate coverage and the pupils are given opportunities to consolidate and extend their learning. The school has recently reviewed the curriculum in science and made some alterations.

87. Teaching is good at both key stages. In each class the teachers promote good observational skills and practical activities. For example, in a very good lesson in the Year 1 class, the pupils were given a range of different kinds of food to sort. The pupils decided upon their own criteria and sorted according to the food they liked, those they did not like and those that sometimes they liked and sometimes did not. The pupils enjoyed talking about the foods they liked and why they needed to eat different foods. As the result of skilful teaching the pupils understood that a balanced diet was essential. One of the pupils shared his thoughts that it was also very necessary to drink plenty of fluids because of the adverse effect on the kidneys if one did not drink enough. After their food sorting activity the pupils enjoyed creating their own favourite food menus. The teachers use their good subject knowledge and their extremely good skills in presenting the pupils with beautifully prepared worksheets to encourage and challenge the pupils. Throughout the infant department, the pupils' learning is rooted in clear understanding and first hand experiences. The class teachers use attractive non-fiction 'Big Books' to engage the pupils' interests and the pupils have visited a bird sanctuary. This visit has stimulated the pupils' interests and, as a result, they have a good understanding of different kinds of birds. Stroking William the owl was a high point of this visit. The

older pupils discussed how they could sort birds into different groups, those that could fly, those that swim, and those that could do both. ICT is used very well to support the science curriculum, for example the pupils in Year 2 using a program to research what different pets eat and how long they lived. Less well developed are the pupils' skills in ensuring that the tests that they do are fair.

88. The teachers plan their lessons well and ensure that the pupils are fully involved in their learning; this ensures that they learn well. For example, in a Year 2 class, the pupils were all fully involved in their lesson on foods. The teacher had organised the lesson well, so that the pupils all took an active part and their tasks were carefully matched to their levels of abilities. The pupils' understanding is then secure and clearly builds upon their previous learning.

89. In the Key Stage 2 classes the pupils develop their skills in observing, recording and explaining their observations. They extend their scientific knowledge through a range of contexts. In Year 3 the pupils make careful observations of their teeth, the class teacher providing mirrors for them to identify and characterise the different types of teeth. In this lesson, despite good links with literacy with the use of a word search, learning was no more than satisfactory, because of its slow pace. The pupils are encouraged to use the correct scientific terms and vocabulary in their work so that the Year 5 pupils use the terms carbohydrates, vitamins and proteins as they write persuasively about healthy food and menus. In this class the teacher used a number of different subject areas to reinforce and consolidate the pupils' learning in science. For example, the pupils were creating a persuasive poster, designed to encourage people to eat healthily. In an excellent, extremely well organised Year 6 lesson, pupils conducted experiments to discover how exercise affected their heart rate. Here the pupils recorded their findings, accurately calculated the mean and carefully analysed their results. The pupils found out by experimentation how different kinds of exercise affected their bodies. They made the links between the positive affects on their bodies of exercise and the adverse effects of smoking and alcohol. Written explanations of experiments are well promoted by the class teachers and all the worked produced by the pupils is of a high standard. The pupils' science books are attractive, informative and show a wide range of methods for recording their work. Less able pupils also show good levels of pride and achievement in their work. Experimentation and investigation are used well by the class teachers to ensure that the pupils achieve well. The teachers provide a wide range of experiments for the pupils to explore. For example, in an experiment on evaporation, the pupils raised hypotheses about which of the different fluids would evaporate the quickest and at the end of the experiment they accurately evaluated their findings.

90. The co-ordinator provides good support and encouragement for her colleagues. She monitors teachers planning, examines pupils' work and keeps a useful file of pupils' work. She has not yet observed teachers teaching science in order to disseminate the strength in teaching that is evident in some classes throughout the school. She makes careful analyses of test results and alters and adjusts the curriculum accordingly. Assessment is very thorough and is used well to guide the teachers' work. There is a good range of resources in the school and there are many opportunities available in the school grounds for investigation and enquiry.

ART AND DESIGN

91. Although only three art and design lessons were observed during the inspection, two at Key Stage 1 and one at Key Stage 2, a great deal of additional evidence was gained from a survey of work undertaken during the current and previous school year in portfolios and on display in classrooms and around the school. This scrutiny of work suggests that a good range of work in a variety of media is planned at an appropriate level for each year group, attainment in art and design at the end of both key stages is good. Pupils make good progress in art and design as they move through the school and this has been maintained since the last inspection.

92. In Key Stage 1, two lessons were observed. Year 2 pupils learning about visual and tactile elements, including colour and texture, are using a range of materials and processes to create a collage parrot to add to an already produced jungle background. Pupils have visited a bird park at the start of the term and made charcoal drawing of birds of a good standard. In a previous lesson, pupils have looked carefully at a print of “Tropical Storm with Tigers” by Henri Rousseau and pupils remember the artist and know that he was French, one child noting that “the leaves and trees are moving because of the wind”. In Key Stage 2, in the one lesson observed, Year 6 pupils were studying fruit and vegetable “portraits” painted by Guiseppe Archimboldo and making watercolour pencil drawings of faces decorated with seasonal fruits in the style of the artist of a good and in some cases very good standard. A survey of work on display around the school and in portfolios confirms that pupils have a good range of appropriate opportunities at both key stages to develop an understanding of artists’ work and apply it to their own. Pupils have studied work by such artists as Raoul Dufy, Lowry, Paul Klee, Turner, Cezanne, William Morris, Van Gogh, Manet, Warhol, Matisse and Picasso, work from different periods and cultures such as Aztec paintings and Japanese Sea prints by Hokusai, and modern work by Tanzanian artists. They have made artefacts in response in a range of materials and techniques in two- and three-dimensions, of a good and in some cases very good quality.

93. The quality of teaching and learning in art and design lessons is good at Key Stage 1 and was excellent in the one Year 6 lesson seen. Pupils enjoy their art and design activities, responding well to practical guidelines and showing pride in their work. Where teaching was excellent the teacher organised a cross-curricular lesson extremely well, with the result that all pupils achieved and were given opportunities to develop their independent learning skills. The quality of teaching in the lessons observed was good at Key Stage 1 and excellent in the Year 6 lesson observation. Where teaching is good, teachers demonstrate good subject knowledge, maintain a good pace throughout the lessons, resource lessons appropriately, motivate pupils well and, through good one-to-one support, encourage them to evaluate their work in progress. Where teaching was excellent, a talented parent worked with the art and design group providing a high level of subject-knowledge that, in tandem with the very high level of motivation engendered by the teacher lead to very good progress.

94. Resources for art and design are of good quality, are well utilised and are readily accessible. The two co-ordinators are very enthusiastic about the subject and are currently adapting the government-recommended scheme of work for the subject to extend the school’s present curriculum.

DESIGN AND TECHNOLOGY

95. Design and technology throughout the school is in the same position as it was at the time of the last inspection, and due to emphasis on other subjects, this area of the curriculum has not improved or developed. Activities and tasks are linked well to the rolling programme of topics and pupils cover all the necessary aspects of the National Curriculum as they progress though the school. However,

curriculum planning and assessment is not rigorous enough and does not ensure that pupils' skills and knowledge are systematically built on or developed as they pass through the school. This results from a lack of co-ordination and the low priority the subject has had in the overall improvement of the school. However, individual teachers are confident and have a range of expertise in teaching the subject, which has been further supported by the skills that the new teachers have brought to the school. This is ensuring that pupils make satisfactory progress overall as they move through the school.

96. Overall, pupils' attainment at the end of both key stages is in line with national expectations. Pupils of all ages and abilities, including those with special educational needs and those for whom English is an additional language, have made satisfactory progress by the time they reach the end of each key stage, but the most able pupils could achieve more by the end of Key Stage 2. As at the time of the last inspection, pupils' progress in the food technology aspect of the subject is more evident than the other aspects of the subject. This is because there are insufficient records or evidence of pupils' achievements in these other aspects of the subject, and also how other subjects of the curriculum, such as art and design and science contribute to design and technology.

97. Evidence from work on display around the school and from discussion with pupils shows that by the end of Key Stage 1 pupils have designed and made model birds, jointed bodies of people, cards for special occasions, and by using papier-mâché have designed and constructed models of hot air balloons. They use different types of resistant materials, such as card, plastic and wood, and have experimented with different methods of joining two materials together. For example, they know that they use tape, glue or staples. They have used materials, such as clay, and through their pottery work in art and design and have designed and made clay models. This is very well linked with literacy, the models depicting baskets of fruit from the story of 'Handa's Surprise'. Pupils have a satisfactory understanding of how to draw a design and make a simple list of the materials they may need. They have experienced using some of the tools recommended for their age.

98. By the end of Key stage 2, pupils have made satisfactory progress in their knowledge and understanding of the need to produce plans and methods of working for the ideas that they have. Younger pupils in this key stage discuss and demonstrate how they have understood the work they have covered in history, by designing a Tudor house and providing details of how the walls were made from wattle and daub. Here they make good connections with science and also reason how these materials might be strengthened. Displays around the school show that in art and design pupils have used clay to design and produce a range of Greek and Roman type pots. They have produced clay models of people, and Viking masks. There is some evidence that pupils have designed and made hats, picture frames, and money containers, but there is little evidence that they test and reflect on whether their designs have fitted the design brief or whether their designs could have been improved in any way. Although pupils have a good range of experiences of working with food and combining ingredients together to produce dishes, such as full size Christmas cake, or pizza, there is no evidence that

they take items apart and examine the component parts. For more able pupils there are insufficient challenges in the curriculum, for example the use of ICT and design.

99. The quality of teaching and learning is satisfactory overall, and in the one lesson seen during the week of the inspection it was good at Key Stage 2. In this lesson the teacher had a good understanding of the National Curriculum requirements for the subject and also emphasised links with other subjects, such as history and science. This encouraged and helped pupils to transfer their learning from one area of the curriculum to another and develops thinking skills. Teachers, especially in Key Stage 1, use well-prepared recording sheets to record their ideas, designs and evaluations. This helps pupils to look back, reflect on their work and also provides a valuable record for assessing pupils.

100. The curriculum is unsatisfactory and has not changed with the introduction of 'Curriculum 2000', although the school has plans to marry up their own curriculum with a national scheme of work, and to ensure that a broad and balanced curriculum is provided. In addition, the school needs to develop its assessments at the end of each unit of work, as the current procedures do not provide enough information on the progress of individual pupils, and the resulting levels of attainment reported at the end of each year are not sufficiently substantiated by assessed pieces of work.

101. The co-ordination of the subject is unsatisfactory. The subject development plan does not support the raising of the quality of the provision in the school or standards. Although the school is very aware of how the subject needs developing, work has not yet started on curriculum development, assessment, or the sharing of good practice across the school. Resources for the present curriculum are satisfactorily to support pupils' learning and development of skills, but are in need of auditing in the light of a new curriculum.

GEOGRAPHY

102. At the time of the last inspection, standards in geography were average at the end of both key stages. These standards have been maintained and are in line with the expectations of the National Curriculum at the age of seven and eleven. The standards achieved by the pupils reflect the recent review of the scheme of work for geography throughout the school and the levels of interest and enthusiasm shown by the pupils. This ensures that all pupils, including those with special educational needs and those for whom English is an additional language achieve appropriately in their geography learning.

103. By the age of seven, the pupils have a good understanding of the locality. In the school assembly, led by the local vicar, the youngest pupils talk about the location of the church and fix its place in relation to other buildings. In Year 1, the pupils draw maps of the bird sanctuary they visited. Year 2 pupils show a good development of this skill by adding their own key to their more detailed maps. In a good Year 1 and 2 lesson the pupils were encouraged by the class teacher to identify areas of the bird sanctuary they thought could be improved. The pupils said that the paths were slippery and muddy and could be improved by having a roof

over them. They also thought it would be a good idea to have a classroom so that visitors to the centre could eat their lunches there and that school children could work on the tables. The pupils showed good levels of understanding and gave good suggestions for the improvement of the environment at the bird sanctuary. These suggestions were achieved by the teacher's effective use of learning gained during an educational visit. Classrooms all have maps and atlases and this encourages the pupils to learn where places are and to become familiar with maps and identify places of particular interest.

104. By the age of eleven, the pupils' geography study skills are appropriately developed, with the pupils using their mapping skills to identify contours of specific physical features. They locate places on maps, using a six-figure grid reference. The pupils throughout the key stage study an ongoing unit of work *What's In the News*, which enables them to learn about different places in the world and significant newsworthy items. The older pupils develop a fact file in response to each news item and so learn more about different countries and its' people. Good teaching in the Year 3 /4 class lesson meant that the pupils were actively engaged in their learning. The teacher had engaged the pupils' interests by providing a challenging and stimulating range of activities for the pupils to learn from. One group studied the world weather on a particular day, another completed jigsaws of maps, whilst another group compared an Elizabethan map with a modern map of the world. These exciting and stimulating activities engaged the pupils' interests and ensured that they learnt well. The older pupils in Years 5 and 6 have looked at the problem facing the farmers with the recent outbreak of foot and mouth. The work they have completed shows good research skills and good skills in using their literacy skills in writing about this most recent tragic outbreak. Although the pupils' work shows good research and literacy skills the development of mathematical skills in geography is not so well developed.

105. The subject is well managed by an enthusiastic co-ordinator who is keen to promote the subject throughout the school. She has reorganised the scheme and realises there is some fine-tuning to do to ensure that the pupils' geographical skills carefully build on what has gone before. She has a helpful portfolio of pupils' work and she monitors teachers' planning. As yet she does not monitor teaching to ensure that the good exciting and stimulating teaching demonstrated in some classes is shared throughout the school. Resources for geography are satisfactory overall; the co-ordinator has recently purchased new ones and is clear about the need for additional resources to further develop the curriculum.

HISTORY

106. Standards have been maintained since the previous inspection where the pupils' standards at the age of seven and eleven were judged to be above the levels expected. This is a good achievement as the demands on time within an already busy school day have been significant during the last four years. The standards achieved by the pupils reflect the good teaching observed during the inspection and the enthusiasm and interest for the subject shown both by the teachers and all groups of pupils.

107. By the age of seven good teaching has ensured that the pupils have developed their knowledge and understanding of different people in the past and how they lived. They have a good knowledge of famous people from the distant past such as Christopher Columbus, Grace Darling, Florence Nightingale and Mary Secole. The teachers make sure the pupils also learn about people from the more recent past, such as Neil Armstrong the first man to set foot on the moon. Pupils in Year 2 are at present learning about their own past. They recognise that most of them were born in the same hospital, although they know that a few were not. They listen to each other as they discuss whether as a baby they cried a lot or whether they were good! In this lesson good teaching and very well presented booklets for the pupils to record their work in, ensured that the pupils were fully engaged and were learning effectively about their own personal history.

108. By the age of eleven, the pupils have a good knowledge of different periods of history developed through skilful teaching. They acquire an understanding of life during Tudor times and think carefully about the character of King Henry V111. They research and find out information about his wives. One pupil was fascinated to find out that Henry divorced Catherine of Aragon because he wanted a son. In a good lesson in Year 4, the class teacher had created a very clear work sheet, which the pupils used to research, using Internet Explorer. The pupils found out about Sir Francis Drake's ship The Golden Hinde. They were tasked to find out different pieces of information, for example how many cannons were on the ship. In the Year 3 /4 class the pupils considered what skills Henry would need to be an effective ruler and through good teaching the pupils considered Henry's character and the qualities that made him a good ruler. The teacher asked the pupils to consider their own personalities and how their actions were influenced by their own personalities. Sensitive teaching with clear learning objectives ensured that in this lesson the pupils made good gains in their learning. The pupils in this class have made Elizabethan ruffs that they have worn, and Tudor houses to give them a feel and empathy with this exciting period in history. In Years 5 and 6 the pupils are asked to consider different issues and points of view. They have looked at the controversial question of the Elgin Marbles and considered the arguments for and against returning them to Greece or keeping them in their present location.

109. The teaching is good in both key stages and rooted in historical enquiry with the pupils using artefacts from the past or gaining ideas of life in the past by research through the Internet or non-fiction books. The teachers have a good understanding of the subject, and the subject is used effectively by the teachers to support and improve the pupils' literacy, writing skills, and ICT skills. The quality and presentation of the pupils' work in history is of a high standard.

110. The subject co-ordinator is enthusiastic and has good ideas for the further development of the subject throughout the school. She keeps samples of pupils' work, monitors teachers' planning but does not monitor teaching to ensure that good practice is shared throughout the school. Resources are satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

111. By the ages of seven and eleven, standards of attainment are above national expectation. The skills and understanding that pupils demonstrate has improved from the last inspection, and pupils are more competent users of a range of different applications. Pupils of all abilities, including those with special educational needs and those for whom English is an additional language, have made very good progress over time. Standards have improved because the school has kept pace with the constantly developing nature of the subject in terms of knowledge and understanding, and resources. Throughout the school it is evident that it recognises that pupils' skills in using ICT are as important as good literacy and numeracy skills. This, along with the high level of level of teachers' knowledge and expertise and the access pupils have to a new computer suite, is enabling them to become effective users of computers. The computer suite has been thoughtfully placed, being integral with the library and based in the centre of the school. This allows pupils, either individually or in small groups, to use this facility as part of most lessons and means that over time pupils build up and practice using their skills at times other than when being taught Information and communication technology as a discrete subject. In addition to this, the school has also decided to resource the subject very well and there are, in all classrooms, additional computers so that pupils can use them as part of lessons to support their learning.

112. By the end of Key Stage 1, pupils are familiar with the different functions of the keyboard and mouse. All pupils load programs, and save and retrieve their work. Pupils know what a font is and can change the size and appearance of their text. When using an art program, pupils change the colours and the size of the palette, control the mouse with care to drag and drop an icon in a specific place. They use the commands to fill, line draw and add text. Examples of this were seen in a class of year 2 pupils who were drawing pictures of specific birds they had seen on a visit to a bird sanctuary. For example, there were impressive computer aided drawings in realistic colours of rock hoppers. Pupils use computers to present work, such as using a simple database to record information they have collected. Computers are used well to support work in literacy and numeracy and reinforce learning. Because pupils have a good understanding of how to use computers they are all able to take advantage of independent learning. The pupils understand how the Internet can help them find out information and they use the technical vocabulary with confidence.

113. By the end of Key Stage 2 the attainment levels of the pupils are above the expected level. Pupils use ICT as a tool for learning, research, presentation, and for reinforcing learning. During the inspection the computer suite was in continual use, as were the computers in the classrooms. Pupils use computers with great enthusiasm and with good levels of concentration. They behave well and are ready to give a helping hand to others who are might be struggling. Pupils are keen to explore the potential of computers and to find things out. Their timetabled lessons when they are directly taught the necessary skills in an appropriate manner to help them become more proficient computer users, especially for research tasks in subjects, such as history and geography. The pupils find information using a variety

of search facilities, and instead of just printing out the information; they use it to enhance their topics. For example, year 4 pupils have researched information on Beatrix Potter, African villages, and artwork of Henri Rousseau. Pupils by the end of the key stage are proficient at using a wide range of applications, especially desktop publishing programs, and they do so to enhance their work and presentation in literacy. They are confident Internet users and submit their work to the Poetry and Story Zones. Throughout the key stage, pupils confidently use computers to present their written work and make very good use of it for editing and drafting work. Pupils show a satisfactory awareness of how ICT can monitor and control change through simple programming, and how to use sensor equipment as part of their studies.

114. The quality of teaching is overall very good and this has a positive impact on the quality of pupils' learning. Teachers, when using the computer suite, use the opportunity to directly teach specific computer skills, such as locating certain keys, explaining their uses, and searching for information in order to complete topics. Sufficient time is provided for pupils to practise and consolidate their learning. All lessons are very well organised with pupils split into groups within the class so that pupils of similar abilities learn together, and pupils do not have to share a computer. This ensures that pupils make the best possible progress. The majority of teachers have a high level of expertise and are confident enough to demonstrate or give verbal instructions to pupils. They explain simply and precisely so that pupils can understand and know what is expected of them. In the very best lessons, excellent questioning is used at the beginning so that the teacher can assess what they have remembered from the previous lesson, and the new learning is clearly introduced, with a very good emphasis on appropriate technical vocabulary. These qualities are consistent across the school and ensure that pupils make the best possible progress.

115. Co-ordination of the subject is very good, as is the curriculum. National guidelines for teaching and learning in the subject are being used and this, along with teachers' very good use of a range of programs, is having an impact on raising standards. Following the last inspection the Governing Body and the senior management team put into place an effective action plan. This along with national initiatives, such as the National Grid for Learning and the money for training from the National Opportunities Fund has partly helped to raise standards for the school to achieve its long-term vision. For example, the schools' library system, and the reading schemes and pupils' reading records and book reviews are all now computerised. This has been a long-term development for the school and has been realised this term through the help of a parent who is also a librarian and who has given up much of her time to this project. As a result of this and the networked facilities, pupils can search for books on individual topics on the classroom-based computer. Pupils and staff are also able to make choices about reading books, and access pupils' book reviews. Resources have been increased considerably and are now very good, with pupils using scanners, digital cameras and a range of software that is based on a central server. Staff have access to lesson planning and pupils' assessment files, as well as pupils having individual files for their work. This provides the school with pieces of work, which are kept for assessment purposes, and allows them to track progress.

MUSIC

116. Five music lessons were observed during the inspection, two at Key Stage 1 and three at Key Stage 2. Further valuable evidence of pupils' attainment in the singing aspect of the music curriculum was obtained in the school assemblies and in singing practice assemblies. Based on this evidence, pupils' attainment in music is above expectations at the end of both key stages, with very good standards of singing, particularly in the Key Stage 2 choir, and pupils make good progress in music as they move through the school.

117. In Key Stage 1, pupils in Year 1 are developing an understanding that there are various categories of sound. Pupils listen attentively to the teacher and are recognising well-defined alterations in sounds – from the beach, a church, a farmyard, a railway station, swimming pool and so on. They respond to different musical moods and play tuned and untuned instruments, joining in the singing with actions to “Down Upon the Farm”. Year 2 pupils understand what a “musical pattern” is, one child offering “Do-dum-do-dum and then again” as an example. They are listening attentively, internalising and recalling sounds with developing aural memory. They recognise and name a tambour and a tambourine, maracas, triangle and claves, are using these to create musical patterns and are beginning to follow simple musical notation. In Key Stage 2, pupils in Year 3 know what a metronome is and are exploring a range of percussion instruments, analysing and comparing sounds. One child offers that the triangle gives “an open sound” and another that “metal against metal gives a clearer sound”. In Year 4 pupils are playing untuned and tuned instruments, working in groups to develop accompaniments using rhythms and beginning to make group compositions. Pupils' singing in the school assemblies observed during the inspection was of a good standard, tuneful and rhythmic, and the standard of singing of the large and very enthusiastic Key Stage 2 choir is very good.

118. The quality of teaching and learning in lessons ranged from good to very good in Key Stage 1 and was good overall. In Key Stage 2, where the quality of teaching ranged from satisfactory to very good, learning was similarly good overall. Pupils' attitudes and behaviour in music lessons were good in both key stages; pupils enjoy their music lessons and most respond very well to their teacher's instructions. Where teaching was very good, the teachers displayed very good subject knowledge and had very good classroom management skills, making frequent changes to the activities to maintain and encourage pupils' interest and motivating pupils very well with their own enthusiasm, with the result that very good progress was made.

119. Music has a high profile in the school and the two co-ordinators are well qualified and enthusiastic about the subject. The school has adopted and adapted the government-recommended scheme of work for the subject in conjunction with a published scheme of work which provides a good level of support for non-specialist teachers and secure continuity and progression in key skills and knowledge as pupils move through the school. Pupils are given a good range of opportunities to develop their musical skills; the very well attended choir and brass band performs in

a variety of activities in the locality and musical development is further encouraged through the regular dramatic and musical performances. Video recordings of the summer production of "Grease", pupils performing at the re-opening of Vernon Park and at the Millennium Concert at Stockport Town Hall demonstrate the good standard of instrumental work and of singing. Three recorder groups are held within the school day and peripatetic brass teacher and percussion teacher visit the school once per week. Resources for the subject are good.

PHYSICAL EDUCATION

120. The provision for physical education is satisfactory and this has been maintained since the last inspection. All pupils in both key stages, including those with special educational needs, make satisfactory progress. Pupils continue to have access to a good range of extra-curricular activities that include gymnastics, netball, football, rounders and athletics. Overall good attention is given to safety, particularly when games equipment is used and pupils respond accordingly. Pupils have good attitudes to the subject and enjoy their activities. However, the range of indoor activities that pupils in year 6 can experience and the skills they can develop are limited. This is because the hall is too small for the large number of pupils in this class. Therefore pupils at the end of Key Stage 2 are unable to reach higher levels in gymnastics and dance.

121. Standards observed in lessons show that pupils by the end of each key stage are attaining the nationally expected levels and make satisfactory progress. In Key Stage 1 pupils develop basic gymnastic skills of travelling through a space, under and over apparatus, and by using different parts of their bodies. They move around safely and purposefully, introduce individuality into their sequences and listen carefully to instructions. In games they have developed basic ball control skills. They are able to pass a ball to a partner in a controlled way and stop it with one foot. By the end of the key stage pupils have extended these skills and are beginning to control the ball while moving around. All pupils understand why it is important to start and finish sessions with gentle exercise. The majority of pupils refine their movements, and at the end of lessons they enjoy watching the performances of other pupils. They evaluate their own activities and are provided with opportunities to appraise their own work and that of others.

122. By the end of Key Stage 2, pupils continue to make satisfactory progress in all aspects of the subject. By the end of the key stage, pupils demonstrate that they have built up a knowledge and understanding of the skills and techniques needed to improve and control ball skills. The majority are competent at throwing and catching, dribbling and passing. They have made good progress in working co-operatively in pairs and in small groups, and as a result they are able to sensibly select members for teams. They combine the appropriate skills in small team games. In gymnastics, pupils perform a number of floor exercises fluently, showing good control. Pupils of above average ability alter the speed and direction of movement in their sequencing, and have made progress in their ability to analyse other pupils' performances and suggest ways of improvement. All pupils have opportunities to

learn to swim in Years 3 and 4 and by the time they leave the school the majority swim competently.

123. The quality of teaching and learning is good at both key stages, and during the week of the inspection there were examples of very good and excellent teaching, especially in Key Stage 2. In these lessons, teachers use the pupils effectively to demonstrate their techniques to other pupils, and this enables pupils of all abilities to improve their skills. In all classes the pupils are used to these routines and sensibly and maturely comment on how the sequence of movements might be improved. Teachers' expertise and knowledge of the subject are good, the majority are confident to demonstrate techniques to pupils, and this has a positive impact on the quality of learning. Both the teachers' and the pupils' football skills have been greatly enhanced by a visit from members of a city football club. In all the lessons observed, the management of the pupils' behaviour was very good, and teachers expect pupils to remember safety rules and act responsibly. As a result they all listen well, know what is expected of them and respond enthusiastically to the challenges set for them. The achievements of the most able pupils are recognised, and are used to demonstrate skills, such as in football, where both boys and girls show their newly learnt ball control and passing skills.

124. There is a good curriculum in place that is supported by a commercial scheme so that teachers have a framework to plan from and to use for assessing pupils' attainment. This curriculum is supplemented by a good range of extra curricular activities that take place after school, and by residential experiences where pupils experience and learn a range of outdoor pursuit skills, such as abseiling and canoeing. The school is also very involved in inter-school activities, and as a result it has many shields and awards that celebrate pupils' achievements in football, netball and athletics. All pupils have the opportunity to be included in all events and boys or girls do not dominate individual sports.

125. Co-ordination of the subject is satisfactory and since the last inspection this has been taken over by a teacher who is new to the school. Although monitoring of planning and the curriculum takes place, the school does not have system where the co-ordinator can observe teaching of the subject in other classes, and therefore become aware of, and share good practice. This would be especially beneficial to the school, as the co-ordinator is based in the Foundation Stage and therefore has little experience of what pupils in Key Stage 2 can achieve, for example by the end of the key stage or in swimming.

RELIGIOUS EDUCATION

126. The provision for the subject is good. Since the last inspection standards have improved. There is no unsatisfactory teaching resulting from the teachers' lack of subject knowledge as there was at the time of the previous inspection. The study of faiths other than Christianity is now more comprehensive. The main strengths are that teachers make good use of the varied and well-organised resources to illustrate the key features of a range of faiths. The subject therefore makes a very good contribution to pupils' spiritual, moral, social and cultural experiences. Areas which

need to be developed are a more rigorous approach to the monitoring of teaching and learning to highlight good practice, and the introduction of more precise marking to show how well pupils are making progress.

127. Standards observed in lessons show that pupils are attaining above the expectations set out in the Agreed Syllabus at both key stages. In Key Stage 1 pupils understand how stories in the Bible contain examples of good and bad behaviour. They discuss the story of the Good Samaritan, explaining the feelings and actions of the characters involved. The moral is understood and they all know that it is a good thing to help people in need. During one lesson pupils listened attentively to the story and then composed a letter of thanks to the Samaritan. When one of the letters was read aloud there was spontaneous applause for the writer, showing how well pupils work together, appreciating the efforts of others.

128. Teachers support the development of literacy very well by ensuring that pupils have good models for their writing and by providing opportunities for discussion and for practising reading. Children's writing at the age of seven shows growing confidence and they have produced some attractive booklets that depict the story of Jonah and the Whale. The stories show good structure and pupils are clear about the sequence of events. The most able pupils produce very good extended writing on The Nativity, using speech marks accurately and putting in lovely illustrations that add life and energy to the stories.

129. In Key Stage 2, pupils continue to achieve well with work that is above the standard expected. They compose their own prayers and consider the meaning of atonement when studying Judaism. They use the Internet to research when learning about Islam. They show that they can import pictures to add clarity to their writing. They devise their own Pillars of Wisdom having studied the ideas in class. Most pupils understand the basic tenets of Hinduism, and in art and design they develop their studies further by illustrating small booklets on different interpretations of The Creation. Some of the "pop-up" books produced by Year 6 pupils, revealing how the universe came about are quite stunning in their design and production.

130. In Year 6, pupils debate a range of complex issues about birth, marriage and death. The teacher leads them well and provides them with a good understanding of the rites of passage that humans undergo. Using very effective resources and the experiences of a teaching assistant, she brings out many important aspects of religious beliefs in a way that is understandable to the pupils. Pupils show by their questions and answers that they can see the symbolism that is a part of most religions. In a lesson observed the teacher handled quite searching questions sensitively such as in one discussion about the number of wives permitted in different religious groups. Pupils with special educational needs and those who have English as an additional language are fully engaged in the lessons, often with the support of teaching assistants.

131. The teaching is good overall. Most teachers have a good understanding of the subject and use resources well to bring the subject to life. They conduct lively discussion sessions and pupils enjoy the wide range of work that makes links with art and design, history, design and technology and information technology. The

programme for personal and social development is well planned and is suitably linked to the curriculum. In some classes, however, the amount of time devoted to the subject within one week is excessive. The balance needs to be carefully considered.

132. The co-ordination of the subject is satisfactory, with good resource management and a coherent working document. Assessment is still at an early stage and does not yet inform the way the subject material is adapted to meet the needs of different pupils. Although teachers' use of questions in the classroom is good, the marking of pupil's work does not provide information for use with assessment.