

INSPECTION REPORT

ALL SAINTS C of E PRIMARY SCHOOL

Whitefield, Manchester

LEA area: Bury

Unique reference number: 105325

Headteacher: Mrs G Branch

Reporting inspector: Mrs Mary Warburton
22522

Dates of inspection: 2nd - 5th December 2002

Inspection number: 246475

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Voluntary Controlled

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Rufford Drive
Whitefield
Manchester

Postcode: M45 8PL

Telephone number: 0161 253 7357

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Appropriate authority: Governing Body

Name of chair of governors: Mr I Heron

Date of previous inspection: 23rd February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22522	Mary Warburton	Registered inspector	Mathematics, Music, Physical Education	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? What should the school do to improve further?
9798	Vivienne Ashworth	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?
30935	K McArthur	Team inspector	English, Geography, History, Religious Education	How good are the curricular and other opportunities offered to pupils?
16761	M Hemmings	Team inspector	Science, ICT, Art, Design Technology	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

All Saints Primary School is situated in the Whitefield area of the borough of Bury. It is an average sized primary school with 240 pupils on roll drawn mainly from the immediate area although a few travel from further afield. The school has a nursery class for pupils from the age of three where there are currently 40 part time pupils on roll. Attainment on entry to the nursery is broadly average, although a significant minority is below and the full range is represented.

The percentage of pupils who are eligible for free school meals is in line with the national average at about 14%. The percentage of pupils identified as having special educational needs is broadly average whilst the percentage who have a statement of special educational need is above average. Most of the pupils with special educational needs have learning or behaviour difficulties. There are six pupils of Asian origin who have joined the school in the past year and have English as an additional language. Four of these pupils are at an early stage of language acquisition.

HOW GOOD THE SCHOOL IS

This is a good school where the very good leadership provided by the Head Teacher, consistently good teaching and very good levels of care for pupils ensure that they make good progress, have very good attitudes to learning and achieve well. Many of the staff are new to the school and are at an early stage of developing their subject leadership role, so as yet have not had a significant impact on the development of some subjects. However given their commitment and enthusiasm there is considerable potential for improvement in many aspects of school life. The school makes good use of the resources available and provides good value for money.

What the school does well

- Achieves good results in the national tests at the end of Year 6 and in mathematics at the end of Year 2;
- Has considerably improved standards in mathematics throughout the school over the past four years;
- Provides a stable, caring environment for all pupils that enables them to have very good attitudes and to behave very well;
- Teaching is consistently good throughout the school;
- Provision in the nursery and for pupils who have special educational needs are strengths;
- There is very good provision for pupils spiritual and moral development;
- Very good leadership is provided by the head teacher, supported well by a new senior management team and effective Governing Body;
- The school has developed a very good partnership with parents.

What could be improved

- The development of the subject leader's role;

- Assessment procedures;
- Provision for pupils' cultural development.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection in 1998. Standards achieved in English remain around average but are better in reading by the end of Year 6, and writing is improving throughout the school. Standards in mathematics have improved and are now above average. In science standards by the end of Year 6 have improved and are now above average. The progress that pupils make has improved in the nursery and reception class and in Years 3 - 6, but remains satisfactory overall in Years 1 and 2. Teaching has improved and is now consistently good throughout the school, with more very good and excellent lessons.

Good progress has been made in addressing the key issues for action identified in the previous report. Mathematics and science have been developed well throughout the school so that teaching in these subjects is now good and the standards achieved by pupils are higher.

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	
	2000	2001	2002	2002	
English	B	E	B	B	well above average A above average B average C below average D well below average E
mathematics	B	D	B	B	
science	B	D	A	A	

The table above refers to pupils who have now left the school

Overall standards throughout the school are currently in line with expectation for age, and in mathematics they are above. Given the good progress that pupils make in most subjects, a significant minority are on target to achieve levels above the levels expected for their age by the end of Year 6, especially in science, mathematics and reading. Over the past four years standards in the Year 6 tests have fluctuated, but overall the trend has been better than the national trend in mathematics and science and similar to the national trend in English.

In last year's Year 2 tests, standards were below average in reading, average in writing and well above average in mathematics when compared to all and similar schools. Currently within the school standards are on course to be in line with expectation for age by the end of Year 2 in English and science and above in mathematics. Over the past four years standards in reading have improved at a rate that is slightly better than the national trend. In writing and mathematics standards have improved more rapidly than the national trend.

In the nursery and reception class and in Years 3 – 6 pupils make good progress and their achievement is good. Achievement in Years 1 and 2 is satisfactory overall.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show great enthusiasm for school and have very positive attitudes to learning.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons, at playtimes and around the school.
Personal development and relationships	Very good. Personal development is a high priority, and pupils' relationships with adults and with each other are a strength.
Attendance	Satisfactory. Some parents take their children out of school during term time and this disturbs the learning process.

Pupils' attitudes and values are strengths of the school. All staff work very hard to promote a positive, caring environment which is reflected in the way that pupils respond to school.

TEACHING AND LEARNING

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

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

Teaching is consistently good throughout the school and is very good or excellent in almost one third of lessons. Teaching in the nursery is very good and often excellent. The teaching of basic skills in literacy and numeracy is good. Pupils who have special educational needs are taught well. Teachers plan and prepare their lessons well, share the objectives with pupils and return to them at the end of the lesson. Good use is often made of challenging questioning to move pupils on in their learning. A particularly good feature is the way in which teachers use subject-specific vocabulary and expect pupils to do the same. They provide very good opportunities for pupils to evaluate their work and say how it could be improved. The very good relationships that teachers promote, and the very good role models that they provide help pupils to have very good attitudes to learning and to make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
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The quality and range of the curriculum	Good. A flexible approach accommodates the varied ways in which pupils learn. All subjects and activities are equally available to all pupils. The curriculum for children in the nursery and reception classes is very good and enables them to get a good start to their education.
Provision for pupils with special educational needs	Very good. Often activities are specially adapted to meet particular learning needs.
Provision for pupils with English as an additional language	Good. The pupils who have English as an additional language are new to the school and great care is taken to ensure that they are fully included in all aspects of school life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for spiritual and moral development is very good and reflects the school's aims. Provision for social development is good and the school makes good use of opportunities to develop pupils' social skills. Cultural development is satisfactory but more could be done to develop pupils' awareness of other cultures.
How well the school cares for its pupils	The school takes very good care of its' pupils and offers them every opportunity to do their best. Procedures for assessing their progress could be better in some subjects.

The school has developed strong links with parents who are largely well satisfied with the provision made and feel that their children are doing well. The school provides a very caring, supportive environment where all pupils are valued and encouraged to do their best.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The leadership provided by the head teacher is very good. She is ably supported by the deputy head and a new senior management team. The role of the subject leader is in need of further development.
How well the governors fulfil their responsibilities	Good. The governors fulfil all statutory responsibilities and know the school well. They are very supportive of the school.
The school's evaluation of its performance	Good use is made of test results and the views of all who are associated with the school to identify priorities for development.
The strategic use of resources	Good. The school makes good use of resources available and provides good value for money

The school is well staffed by teachers and support assistants who make a very good contribution to pupils' learning. Accommodation is adequate, as are resources overall although there are some shortages in physical education. Governors and senior managers work very well together and share the same aims and ambitions for the school. The school tries hard to get the best value for the money spent.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school• Their children make good progress• The teaching is good• They feel comfortable in approaching the school• Their children are expected to do their best• The school helps their children to become more mature and responsible	<ul style="list-style-type: none">• Information about their children's progress• The way that the school works with parents• The range of activities provided outside lessons

The inspection team agrees with the positive views expressed by most parents. The team judges that the school works very well with parents and provides them with good information about their children's progress. The provision of activities outside lessons is judged to be good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Last year's Year 2 pupils did not do as well in the national tests in reading as those in other schools nationally, or as those in schools of a similar kind. They did as well in writing, however, and better than average in mathematics. After four years of improvement reading results went down in 2002. This was due to the number of pupils who found it harder than usual to learn to read in that year group. In spite of these lower results, the proportion of pupils who exceeded the average level for their age matched that found nationally. Standards in writing have improved well in the past four years and more pupils than usual have shone at the higher levels. Mathematics results have also improved considerably since 1999 when they were below average. They have gone up more rapidly than the national trend. The percentage of pupils achieving the higher levels was well above average in 2002. The improvements in writing and mathematics have largely been due to the school's focus on these areas since the last inspection.
2. In the tests taken by pupils at the end of Year 6 in 2002, attainment when compared to all schools nationally and to similar schools was above average in English and mathematics and well above in science. In all three subjects, standards were well above those attained by schools whose pupils achieved similar levels when they were in Year 2.
3. Over the past four years standards in English have fluctuated year on year due to the differences between cohorts, but overall the trend has been similar to the national trend. The percentage of pupils achieving the higher Level 5 was above average in 2002. In mathematics and science the trend has fluctuated over the past four years but has been better than average, and the percentage of pupils achieving the higher Level 5 in both subjects was above average in 2002. At the time of the last inspection standards were judged to be in line with expectation for age by the end of both key stages. Since then standards in mathematics throughout the school have improved, as have standards in science by the end of Year 6.
4. When pupils enter the nursery their attainment is in line with what is expected for children of that age, though the full range is represented. Overall they make good progress in the nursery and reception class, particularly pupils of lower prior attainment as most achieve the Early Learning Goals expected for children at the start of Year 1.

5. Inspection evidence shows that currently standards of work are in line with expectation for age in English, and in science in Years 1 and 2. Standards are above the expected levels in mathematics by Year 2 and Year 6 and in science in Year 6. Pupils make good progress throughout the school and it is likely that by the end of the year attainment overall will be higher than the expected levels. A significant minority is likely to achieve levels higher than expectation for age in English, mathematics and science. In all other subjects standards are in line with the expected levels and pupils make satisfactory progress.
6. Pupils in Year 2 are attaining standards that are in line with expectation for age in reading and writing, and they make satisfactory progress throughout Years 1 and 2. The school is working hard to improve standards in reading following results in the national tests that were below average in 2002. Throughout the school, pupils' speaking and listening skills are at the expected levels. In Years 3 - 6 pupils make good progress overall, particularly in reading where standards are above expectation for age for the majority of pupils by the time they reach Year 6. In writing, standards are improving, but the standards in handwriting are variable because the school has yet to adopt a consistent approach.
7. In mathematics, attainment in the areas of number and shape, space and measures is above expectation for age throughout the school and pupils can use and apply their mathematical skills well in a range of situations. Attainment and progress in handling data are satisfactory overall. In science the good teaching throughout the school enables pupils to make good progress. They develop good investigational skills and their use and understanding of appropriate scientific vocabulary strengths.
8. Pupils with special educational needs make good progress, appropriate to their prior ability, and some make very good progress. This is because they are well supported by teaching staff and special support assistants (SSAs) who have good knowledge of their pupils' particular needs, and provide them with well-written individual education plans (IEPs) and suitable learning activities. Pupils who have English as an additional language make good progress because they are given good support.

Pupils' attitudes, values and personal development

9. Pupils' attitudes towards the school and their work are very good. Their personal development and particularly their relationships with members of staff and each other are also very good. The standard of behaviour throughout the school is very good. These high standards make a positive contribution to the harmonious and friendly atmosphere within the school. This is a good improvement since the last inspection.
10. Pupils show great enthusiasm for their school, both in lessons and other activities such as school concerts and the newly formed class councils. They enjoy the sense of belonging and say that they would not wish to be at any other school. Most show interest in their work and are able to share and co-operate with others. There is a very positive attitude to learning which is encouraged from the moment the children enter the nursery. Most pupils demonstrate good levels of effort and concentration in lessons and all school activities. They are encouraged and want to learn. They also show developing skills to study for themselves.
11. Behaviour throughout the school is mainly very good and some excellent behaviour was observed in the breakfast club and the nursery. There is, however, occasionally some less good

behaviour in Years 2 and 5, when pupils find it difficult to concentrate during long introductions to lessons or extended tasks. There has been one fixed term exclusion. During lunchtime and in the playground, behaviour was observed to be very good.

12. The head teacher and staff consider it a high priority to develop relationships. Their example as role models makes a very positive contribution to the education provided. The caring attitude enhanced by the school's Golden Rule of "Always treat others as you would like them to treat you", is evident throughout the school community. Pupils are very polite to adults coming into the school and are very willing to enter into conversation when given the opportunity. They are able to relate in a mature manner and are very pleasant. Pupils willingly respond to questions and requests. There is no evidence of bullying in the school. Any incidents that do occur are dealt with quickly and efficiently. Although there is a strong Christian ethos, pupils have not had a lot of opportunity to understand other values and beliefs. The pupils put requests for prayers for those in need in a box outside the hall. These are read in assembly. Pupils are taught to think about what they do and to respect each other's feelings. This is evident in their attitudes towards each other.
13. The pupils are very willing use their initiative and to take responsibility when opportunities are offered. The formation of a school council and class councils are regarded with great interest and pride. The pupils appreciate that they are in a position to make mature decisions to improve school life. There are also opportunities to become monitors, and as juniors, House Captains. Many make written applications for jobs to help the staff. This is a very well developed area.
14. Pupils with special educational needs show good attitudes to the school and to their learning, because their well-being is successfully promoted by the positive, caring ethos of the school in which all pupils are valued equally.
15. Attendance at the school is only satisfactory. Unfortunately some parents continue to take family holidays in term time, which disturbs the learning process for their children.

HOW WELL ARE PUPILS TAUGHT?

16. Teaching is consistently good throughout the school and is very good or excellent in almost one third of lessons. In 53 per cent of lessons teaching is good, it is very good in 23 per cent and excellent in 7 per cent. In 16 per cent of lessons teaching is satisfactory.
17. In the nursery and reception class teaching is good overall and is very good, sometimes excellent in the nursery. Throughout the foundation stage relationships are very good and all adults work well together to support children and to develop their confidence and self-esteem. In sessions such as those focusing on songs and rhymes adults encourage all children to join in, praising their efforts when they do. Very good use is made of questioning children to encourage them to talk and develop their language skills such as in a session when a parent brought a baby into the nursery and the teacher asked the children about the differences between the baby and themselves. Teachers place a great emphasis on developing children's independence by encouraging them to make their own choices about which activity to do. Teachers provide an interesting range of activities that motivate children, such as role play associated with an arctic environment in the reception class, and circle time using 'Mickey Mouse' in the nursery, although occasionally in the reception class these activities lack focus and the intended learning

is unclear. The excellent teaching in the nursery is because the teacher has an excellent understanding of the needs of children of that age and her voice, manner and gestures all contribute towards engaging very high levels of interest and enthusiasm.

18. Throughout the school the teaching of basic skills in literacy and numeracy is good. Lessons are purposeful with clear objectives that focus clearly on the development of skills and are shared with the pupils. In a Year 2 lesson on writing instructions for example, good reference was made to previous learning when the sequential steps were explained by the teacher. The pace of teaching and learning are brisk, such as in a Year 6 English lesson where clear time limits were set for pupils to identify active and passive verbs. Good use is made of a range of techniques to ensure that all pupils participate and contribute, such as the use of individual whiteboards for all pupils to record their answers to mental arithmetic questions, and the use of 'smiley face puppets' in a Year 1 class to signify whether or not pupils agreed with the teacher's answer.
19. Teaching and learning are good for pupils with special educational needs. Suitable arrangements are in place to ensure pupils with special educational needs have full access to the whole curriculum. They are well supported and this enables them to work in class alongside their peers most of the time. Occasionally, they may be withdrawn for individual activities, when appropriate. Teaching and resources are used well to support learning. Individual Education Plans are written by the class teacher, with advice and support from the co-ordinator for special educational needs. Several teachers have additional qualifications in special needs education, and the special support assistants have or are completing accredited courses provided by the Local Education Authority.
20. Where teaching is at its' most effective, and where pupils make most progress is when planning is focused with clear learning objectives that are shared with pupils and returned to at the end of the lesson to check on the progress made. This was seen in a very good Year 4 English lesson on the use of commas where pupils were very clear as to the teacher's expectations and what they would be learning. Throughout the school the quality of relationships between adults and pupils makes a very positive contribution to learning. Teachers value the contributions of pupils and make good use of their ideas and suggestions. Questioning is used well to move pupils on in their learning, for example in a Year 6 numeracy lesson the teacher skilfully extended the learning for higher-attaining pupils when asking them to demonstrate and explain their understanding of decimals to three places. Overall teachers have good knowledge and understanding of the subjects they teach, although there are some weaknesses in music in Years 3 – 6. A particular strength of the teaching is the way in which teachers use subject-specific vocabulary and expect pupils to do the same. This was seen in a very good Year 3 science lesson where terms such as 'opaque', 'transparent' and 'translucent' were used to good effect. A further strength in the teaching is the opportunities provided in many lessons for pupils to evaluate their work and that of others, and say how it could be improved, for example in a Year 5 literacy lesson the plenary session was used well for pupils to read the accounts they had written to check if they met the criteria set at the beginning.
21. Occasionally in lessons, time is not used well. This was seen in a Year 2 numeracy lesson when pupils became restless because they spent too long sitting on the carpet, and a Year 4 history lesson which was too long for the content planned. However in most lessons time is used well with a clear structure in place and a good balance of activities. This helps to ensure that pupils make good progress in their learning. Most of the time pupils work hard and try their best, working with interest, enthusiasm and concentration.

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

22. The school provides a good curriculum that is broad and balanced. A flexible approach accommodates the varied ways in which pupils learn, and ensures that all subjects and activities are fully inclusive and equally open to all pupils, including pupils who have special educational needs and those for whom English is their second language. The quality of the curriculum in the nursery and reception classes is very good and provides children with many stimulating experiences. Careful planning ensures that they meet each area of learning in the national guidance regularly in a structured approach, but short term planning for some areas in the reception class lacks a clear focus on what children are going to learn.
23. All National Curriculum subjects, including religious education, are taught and all statutory requirements are fully met. There is a suitable time allocation between and within each subject, although occasionally some lessons are rather longer than the subject warrants. A policy and appropriate scheme of work for each subject forms the basis of teachers' planning. Policies for sex education and drugs education are in place.
24. Provision for Personal, Social, Health and Citizenship education is good. 'Circle time' gives pupils an opportunity to explore their own feelings in a secure setting. There are class councils and a school council with elected representatives that meet regularly and are valued by all members of the school. Issues put forward by pupils for council members to discuss have included the provision of new books in class and locks on the toilet doors. The school council made an interesting visit to Bury Town Hall at the invitation of the Mayor.
25. Both the National Literacy and the National Numeracy strategies have been implemented effectively, and have contributed to improving teachers' knowledge and understanding, and to raising standards. Pupils who have particular gifts and talents are identified and enabled to show what they can do both in class, and in other areas of school life. The curriculum is enriched by visitors who come into the school, such as the Mayor, and by visits out of school, including a residential visit to an outdoor activity centre for pupils in Years 4, 5 and 6.
26. The school achieves the aim of including all pupils very well. Pupils who have special educational needs are very well provided with planned learning activities through their individual education plans, and trained support staff enable them to participate in literacy, numeracy and all curriculum activities.
27. The provision of extra-curricular activities is good, and a good range is offered to appeal to all pupils, including sporting and musical activities, a dance club and a drama club, all of which are well attended. A parent runs a recorder group. The recent 'Stars in their eyes' talent show was a good opportunity for many pupils to demonstrate their individual skills. The school choir regularly leads the singing in assemblies, and the musical, 'Joseph and the Amazing Technicolour Dreamcoat' is to be performed next year at a local high school.
28. The active parent teacher association provides valuable support for the school with events and fund-raising activities. The school does not have extensive links with local businesses. There are good links with All Saints Church, and pupils had recently held their Harvest Festival service there. The vicar is a regular visitor to school.

29. The school has satisfactory transfer arrangements with the two local high schools to which most pupils go at eleven, but no links at other times. There is good liaison to ease this transition for pupils with special educational needs.
30. Pupils with special needs are included in the full curriculum. On some occasions activities are specially adapted to meet particular learning needs. The register of special needs is well maintained as a record for all staff. All staff know and understand the new Code of Practice for pupils with special needs, and have received some in-service training to help implement it. Pupils with special needs are identified from the nursery onwards and their progress is carefully monitored, and intervention begins when appropriate to the individual pupil's needs. The school policy has recently been rewritten to incorporate the new Code of Practice.
31. The personal development of pupils with special educational needs is good. Working in class with their peers, and having equal opportunities to participate in all curricular and extra-curricular activities promotes their social development well. Pupils with special educational needs are able to play a full part in the life of the school.
32. The provision for all pupils' spiritual, moral, social and cultural development is good overall, with particular strengths in spiritual and moral development.
33. The provision for pupils' spiritual development is very good. Pupils are taught to respect and care for others, play a productive role in their community and reflect on their experiences and feelings. The staff are very good role models, and all members of the school community are valued and respected. A sense of excitement in learning is often felt, for example when the pupils respond with enthusiasm to the visiting poet and are inspired to write their own poems. The daily act of collective worship makes a further contribution to pupils' spiritual development. Each classroom has a quiet area with bibles and books for pupils to read and consider quietly and the school prayer is shared with everyone in the school.
34. Moral development is very well promoted. The 'Golden Rule' is displayed prominently, underlining the school behaviour code, and pupils know they are expected to treat others well, as they would like to be treated themselves. Pupils have worked together to consider how to handle bullying, and clearly understand the difference between right and wrong. The very good behaviour and lack of any problems during the inspection showed that all members of the school community respect each other and follow the behaviour code. Pupils help others by collecting money for charities, planted a 'Field of Hope' with daffodil bulbs to raise money for a cancer charity, and have worked to raise money for other children through Barnado's.
35. Social development is good. Pupils eagerly apply to work as helpers for the secretary, help in assembly and around school. Awards for effort and good behaviour are treated with respect, and pupils value being chosen as student of the week or 'bright stars'. Before moving to the high school, Year 6 pupils attend a summer leavers' ball, wearing formal dress. There are good opportunities for social development when pupils work co-operatively and act as 'talking partners', and they share books and equipment happily. They show genuine concern and consideration for each other, and are particularly supportive of the pupils who have special needs and physical disabilities.
36. The provision for pupil's cultural development is satisfactory, and this was also the case at the previous inspection. Aspects of other cultures form the basis of some lessons, and recently pupils enacted a Jewish wedding and prepared a Jewish meal table. Although pupils frequently visit the Parish Church, they have not visited a synagogue or a mosque to widen their cultural

experience. Important events in British history are commemorated, including Remembrance Day. However, there are few examples of the work of great artists on display, and a limited range of the music of other cultures, although some pupils learn Latin American dances at the dance club. The school prepares pupils satisfactorily for life in a multi – cultural society but more could be done to widen their understanding of different faiths and cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school takes very good care of its pupils and has established an atmosphere which offers pupils every opportunity to do their best. The headteacher and staff know the pupils well. There are very effective procedures in place to check on the health, safety and well being of all. This represents an improvement since the last inspection.
38. Procedures for child protection are very well established and are effective. The headteacher is the designated person responsible and receives regular training. All staff are well informed and local authority procedures are followed. The school enjoys very good relationships with outside agencies and the educational welfare officer visits regularly.
39. The Before and After School clubs are particularly successful in making sure that pupils arrive on time and have a calm start to the day. It is an opportunity to have a snack, complete homework, or pursue art and craft. This was observed to be a very successful initiative.
40. There is satisfactory monitoring of pupils' academic performance and personal development which starts from the moment the child enters school. On entry to the nursery the school establishes pupils' levels of attainment and this is then tracked throughout the foundation stage. This system has recently been introduced and has not yet been evaluated, but when fully established is likely to provide a wealth of information about children's progress. There are sound systems in place to assess and record pupils' attainment in English and mathematics throughout the school, but the assessment of other subjects is at an early stage of development and is a priority for the school. At present this is done informally, and the school recognises the need to establish a more secure approach.
41. The school celebrates academic and personal achievement at the weekly ' Well Done' assemblies where pupils are presented with certificates and merit badges for work, attitude, or behaviour. There is also a 'Student of the Week' from each class and a special 'Well Done' assembly at the end of term. Healthy competition is also encouraged with the earning of house points, house certificates and badges, and this assists in preparing pupils for their future development. Pupils help to compile their own Records of Achievement by choosing samples of their work for inclusion.
42. There are very good procedures in place for the monitoring and recording of attendance. Registration is accurate and efficient, an improvement since the last inspection. The school makes every effort to obtain the co-operation of parents in assisting the children to arrive punctually. In cases where there are difficulties, the educational welfare officer assists in providing the necessary support. Unfortunately some parents insist on taking family holidays during term time which disturbs the learning process.
43. There are very good procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour. Pupils are aware of the rewards and sanctions that are consistently applied. Behaviour is monitored at all times and recorded where necessary. The school is very

successful at eliminating oppressive behaviour where the practice is one of prevention rather than cure. The pupils understand the importance of the 'Golden Rule' and are enthusiastic in devising their own class rules.

44. Very careful records are kept to monitor the progress of pupils with special needs. Review meetings are held each term as well as annually, and sometimes more frequently. The parents of pupils at the more advanced 'school action plus' stage are invited to attend, and contribute to the next plan. Pupils, too, are invited to discuss their individual progress, and may help to set their own targets. The assessments of pupils and evaluations of outcomes of teaching are used to help plan the next steps in their education, as well as any provision contained in statements of educational needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The survey of parents' views before and during the inspection and at the pre-inspection meeting show that parents are largely very satisfied with the school's provision. Almost all parents agreed that their child is expected to work hard, and is making good progress. They agreed that the teaching is good and that the school is helping their child to become mature and responsible. Parents generally feel comfortable about approaching school with any problems and most agree that school works closely with them, although a small minority do not feel that they are well informed about how their child is getting on. Parents are particularly pleased with the high level of care shown to the pupils and agree that their children are keen to come to school and want to succeed. Overall this is an improvement since the last inspection.
46. The school's links with parents are very good. Each morning a member of the senior management team is available in the playground to greet and speak to parents. There is a return of almost all signed home school agreements, reflecting parents' interest in the work of the school. Many parents are most supportive on projects, homework, and hearing their children read. Parents' meetings and assemblies are very well attended. The Before and After school clubs are greatly valued by parents, particularly those who are employed, and are enjoyed by the pupils.
47. Parents receive good quality information from the detailed school prospectus, and governors' annual report to parents. There are regular newsletters and letters home. The pupils' annual reports provide good information on what they have achieved and their progress throughout the year. A termly planner is sent to parents giving details of the curriculum which assists in involving parents with the work of their children in school.
48. There are very good opportunities for parents to become involved with the work of the school. Some help in the classroom and in the nursery. Others help in the library and with other activities. There are courses for numeracy and literacy and some parents seek further qualifications as a direct result of their involvement in school. The parent teacher association is very active and raises substantial amounts of money which are used wisely for the good of the school. The school feels able to ask for help and is confident that parents will respond. It is very grateful for the contribution the parents are able to make.
49. There are very good relations between the school and parents of pupils with special educational needs because staff listen to and incorporate parents' ideas and opinions. Most parents attend review meetings, and all are kept well informed of their children's progress in school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The last two years has been a period of considerable change with the appointment of new head and deputy head teachers and a significant turnover of staff, many of them gaining promotions in other schools. During this time the leadership and management of the school have been good overall and have successfully kept the school on a smooth course.
51. The head teacher is a very good leader and provides a clear and purposeful sense of direction for the school, with her commitment to ensuring that pupils reach the highest possible standards being shared by all staff and the governors. She leads by example, such as by actively encouraging pupils in their Church of England worship by singing in the church choir, reading lessons and taking groups of pupils to church. The head teacher has been thorough in finding out where the school is at in the various aspects of its work, and then in collaboration with governors, staff and parents, has set relevant targets for improvement. This inclusive and supportive style of leadership and management is successful in motivating her colleagues and, consequently, the school's commitment to improvement and its capacity to succeed, are very strong. She is well supported by an able deputy head and they have quickly formed an effective partnership in leading the school. They have reviewed the roles and responsibilities of the senior management team and subject co-ordinators so that they are clearly defined, which has been of great help to some staff, who are relatively new to these posts, in carrying out their duties. A prominent feature of leadership and management is the way that the head teacher and governors work so successfully together, with a clear focus on school improvement and the raising of standards of attainment.
52. There are good procedures for checking and assessing the effectiveness of the school's work. Working through the school's good procedures for internal review, priorities are identified and strategic planning informed. Targets are discussed at staff and governors' meetings and the school is beginning to use assessment data more effectively to build up a picture of pupils' progress. The school's improvement plan is a comprehensive document, and contains criteria against which the school can measure its success in achieving its targets. There are very clear and appropriate targets for action identified. Performance management is well linked to school improvement priorities, as is seen in the way an improvement in pupils' writing has been targeted through the school. Though co-ordinators are relatively new to their roles, they are beginning to monitor teachers' planning and sample pupils' work to ensure consistency and continuity in learning and to inform the action plans for each subject. The head acknowledges that the checking and development of teaching is in need of further improvement, especially as many teachers are new to the school. The new co-ordinator for the foundation stage has made an excellent start and is very enthusiastic about future development.
53. The head teacher is committed to the professional development of all staff, with performance management being used to determine training needs at all levels, in line with school improvement planning. Teachers and support staff take part in training linked to school and national priorities, to help build up their own professional development. The senior management team organises not only regular teaching staff meetings but also sufficient opportunities for support staff to be kept up-to-date with current issues and to hear their concerns and suggestions. There are very good induction procedures for new members of staff. This is highlighted by the way that the newly qualified teacher in Year 1 spoke so highly of the support she had been given, especially by the deputy head as her mentor, to help her settle into the routines of the school.

54. The management and administration of special educational needs are very good. The deputy head teacher has recently taken over co-ordination of this aspect and is effectively managing the transition to meet the requirements of the new Code of Practice. The funding for special educational needs pupils is used carefully to meet their needs, and the level of support staffing that is maintained enables them to receive a good level of individualised help, so that they achieve well as they move through the school.
55. The governors are very actively involved in the life of the school and in the school development planning process. They have a good understanding of the strengths and weaknesses in the school and carry out their statutory duties very effectively. The head teacher greatly values their contribution of acting as 'critical friends' of the school by bringing an informed, objective view of matters. The chair of governors ensures that all governors are involved in decision making, in supporting school improvement and in monitoring the work of the school and the standards it achieves. There is a system of 'class' adoption, whereby a governor follows a year group through the school, observing lessons and keeping an eye on the quality of teaching and the progress made by pupils.
56. The head teacher and the finance committee of the governing body manage the school budget well, with good systems in place to make sure that the finances are carefully controlled. Expenditure is reviewed regularly and records are in good order. Specific additional funding, such as that for special educational needs and the national funding for information communication technology, is accounted for and used well to support teaching and learning. The school tries very hard to get the best value for money spent, comparing costs for purchases for example. Day-to-day administration is good and the systems of financial control are of good quality. The administrative staff work well together and effectively oversee these systems, as well as supporting the running of the school and the work of the teachers in an efficient way. There is good use made of new technology by all staff to enhance planning, monitoring and administration.
57. The reflection of the school's aims, values and policies in its work is very good. The commitment to ensuring that pupils feel valued and develop positive self-esteem underpins its life and strongly contributes to standards of attainment and achievement. There are very good relationships at all levels throughout the school, with all pupils having equal access to the full range of opportunities provided, and their achievements being recognised and warmly celebrated.
58. The match of teachers and support staff to the curriculum is very good, with an effective mix of experienced, young and newly qualified teachers. Of significant note is the expertise to be seen in the teaching of numeracy skills, which is an important factor in the good standards that pupils achieve in mathematics. There are good levels of support for pupils with special educational needs, which make a positive contribution to the good progress that these pupils make. The school has adequate accommodation, which has recently been improved by the enlargement of one of the classrooms and the creation of an information communication suite. There is planned intention to further develop the accommodation by the creation of a new library/information centre and larger staffroom in 2003. It is kept clean and well maintained by the site manager and his staff. Nursery and Reception children have appropriate outdoor play areas. Pupils in Years 1 to 6 have hard-surfaced playgrounds, which are sufficient for outdoor play and physical education purposes. All pupils also benefit from a large expanse of grass for sports and summer recreation. Resources are adequate for all subjects except physical education, and are good in the foundation stage with the recent development of an outside play area having a positive impact on provision. An area for improvement that has been identified is

the more effective use of resources by staff. The teachers' resource area has been thoroughly reorganised and an audit of all resources, including those for pupils with special educational needs, is currently being carried out to ensure all staff are aware of the resources available to them and where they are located. Pupils' work is attractively displayed in the hall, corridors and in classrooms, and shows the school clearly celebrates and values the pupils' efforts.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to sustain the progress made since the previous inspection, the head teacher, staff and governors should continue to work together to -

- (1) Develop the role of the subject leader so that
 - they monitor provision in order to establish priorities for development
 - assessment procedures are secure in all subjects and information is used to inform planning and set targets for pupils.
- (2) Improve provision for pupils' cultural development throughout the school

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

46

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

28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	10	24	7	0	0	0
Percentage	7%	22%	54%	17%	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	198
Number of full-time pupils known to be eligible for free school meals		30

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register		35

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	94.4
National comparative data	94.1

Unauthorised absence

	%
School data	0.9
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
	2002	10	19	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	7	9
	Girls	17	18	19
	Total	23	25	28
Percentage of pupils at NC level 2 or above	School	79 (93)	86 (79)	97 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	8	8
	Girls	17	18	19
	Total	24	26	27
Percentage of pupils at NC level 2 or above	School	83 (89)	90 (93)	93 (93)
	National	85 (85)	89 (89)	89 (89)

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
	2002	18	11	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	18
	Girls	8	9	10
	Total	22	23	28
Percentage of pupils at NC level 4 or above	School	76 (63)	79 (57)	97 (83)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	13
	Girls	7	7	9
	Total	19	20	22
Percentage of pupils at NC level 4 or above	School	66 (60)	69 (63)	76 (80)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils***Exclusions in the last school year***

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	174	5	3
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	8
Number of pupils per qualified teacher	28
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	211

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20
Total number of education support staff	1
Total aggregate hours worked per week	21
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	8

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

FTE means full-time equivalent.

Financial information

Financial year	2001 – 2002
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	£
Total income	551224
Total expenditure	551783
Expenditure per pupil	2399
Balance brought forward from previous year	8760
Balance carried forward to next year	8201

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	218
Number of questionnaires returned	78

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	35	3	0	1
My child is making good progress in school.	54	42	1	1	1
Behaviour in the school is good.	47	49	3	0	1
My child gets the right amount of work to do at home.	36	47	8	3	6
The teaching is good.	55	40	1	0	4
I am kept well informed about how my child is getting on.	44	46	12	3	0
I would feel comfortable about approaching the school with questions or a problem.	72	23	4	0	1
The school expects my child to work hard and achieve his or her best.	68	31	1	0	0
The school works closely with parents.	35	54	9	1	1
The school is well led and managed.	44	41	6	1	8
The school is helping my child become mature and responsible.	60	33	5	0	1
The school provides an interesting range of activities outside lessons.	37	35	9	4	15

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

59. Provision for pupils in the foundation stage is good overall, and in the nursery it is very good. When children start in the nursery they are achieving at around the expected levels in all the areas of learning for children of their age, although there is a wide range of ability represented. Because of the good provision and teaching they make good progress in the foundation stage so that by the end of their year in reception almost all achieve the Early Learning Goals and some achieve more highly than this.
60. Teaching is good overall and is very good, and sometimes excellent, in the nursery. Staff work well together and support staff make a valuable contribution in the way that they work with groups and individuals. Relationships are very good and all adults support the children very well, giving them confidence and praising them to build their self esteem. A high priority is placed on developing language skills and this helps learning in all areas. Parents are very appreciative of the nursery provision and some are regular, willing helpers in both nursery and reception.

Personal, social and emotional development

61. When they start in the nursery a significant minority of children are quiet and lacking confidence. However, because of the very good relationships and support they are given they make good progress in personal, social and emotional development. In the nursery teaching in this area is very good. Adults use every opportunity to promote children's self esteem and to encourage them to develop confidence. Very good use is made of praise and encouragement and children respond to this very well. Through planned opportunities such as circle time, children make decisions for themselves and participate in group activities. They show increasing independence in selecting what they want to do, and show high levels of involvement and concentration. They feel secure in sharing their thoughts with adults and their friends. Snack time provides a very good opportunity for them to socialise, learning to say "please" and "thank you". They play ring games together, joining in enthusiastically and developing their confidence and ability to work and play together. They respond well to incentives such as getting a star on the chart when you can put your coat on by yourself and are able to explain this to an adult. They are happy to share toys and equipment. They are developing an understanding of feelings, such as in a "feelings game" they played with a parent helper, where they were able to identify happy or sad expressions and say when they have had that feeling.
62. In the reception class children continue to develop confidence through the support they are given. Teaching is good and good use is made of opportunities to encourage their personal development. They develop pride in their class and their achievements, as seen in photographs of them at work and play. They know the class rules and try hard to keep them. Pupils with special educational needs respond very well to the support they are given. In role play activities, such as in a pretend igloo, they co-operate well together. They develop

independence, for example when choosing activities or getting undressed for PE. They relate well to each other and help one another, for example one child spontaneously helped another who had dropped his counters.

Communication, language and literacy

63. Teaching in this area is good and helps children to make good progress. Language development is a high priority in the nursery and adults take every opportunity to ask questions of children and to encourage them to talk and use new vocabulary. They use stories, songs and rhymes effectively, encouraging the children to join in. Many children quickly grow in confidence to contribute to group discussions, talking about their experiences at home and at school. Children were encouraged to talk about their families when making a book to show family members. In a session focusing on stories and rhymes children could discuss what mirrors are for, and one was able to say that it showed “a reflection”. A small number of children in the nursery are more quiet but still listen well. In the reception class adults continue to use questioning well to develop language in a range of situations. Children worked well with a classroom assistant to identify “winter” words such as “cold”, “snow” and “freezing”. Very good use is made of opportunities to develop the language associated with particular areas of learning, such as the use of “more than” in mathematics.
64. Children in the foundation stage enjoy looking at books. In the nursery they try to join in with stories that have a repeating pattern of words and try to guess the next word. They listen with enjoyment to stories that are read to them. Most can recognise their own names when they put their name card in a box at the beginning of each session. In the reception class they take books home to read. Higher attaining children can recognise letters and a good range of words and talk about stories and pictures. Those of average prior attainment use picture clues to help them in their reading and try to guess what is going to happen next. Lower attaining pupils enjoy sharing a book with an adult and understand that the print conveys meaning. In group sessions they look at books together, although sometimes the print is too small for all to see.
65. In the nursery children use pencils, crayons and pens to make marks on paper and to draw recognisable figures. In reception almost all can write their own name and most letters of the alphabet. They enjoy making attempts at writing in their play, using some letters and marks to represent words. When supported by an adult most can write some simple words accurately.

Mathematical development

66. Very good teaching in the nursery contributes to the good progress that children make. Very good use is made of the many incidental opportunities that crop up during the course of the day, such as counting the number of drinks required or how many children are left when parents are coming to collect them, or how many girls or boys. Mathematical language is encouraged through ring games and outdoor play and pupils quickly learn vocabulary such as “high” or “low”, “more” and “less”. They explore measures when playing in the water trough and sand tray with different sized containers and sort things into “big” and “little” groups. Working with the teacher most children could count up to five when talking about their families. By the time they leave the nursery almost all can count to five and many to ten.

67. In the reception class good teaching continues to promote good learning in mathematics. Resources such as ‘numeracy island’ encourage mathematical development through play. They carry out counting activities and make patterns with 2-d shapes. Displays around the classroom such as number names and numerals, mathematical vocabulary for example, “more than” and “less than”, number squares, months of the year and an advent calendar all contribute to pupils’ learning.
68. Higher-attaining pupils can recognise numbers up to 20 when playing a game with an adult and can use the terms, “more” and “less” correctly. Most pupils can record the numerals 1-10 accurately. Almost all can count on one more from a given number. In a good lesson focusing on mathematical development many children could count on the next three numbers. This session was well organised to meet the needs of all groups of children with lower-attaining counting on three within the range 1-20, while the higher-attaining could count as far as 30, beyond the expectation for age. However, in this lesson the range of independent activities provided did not always make good use of the learning that had taken place in the whole class session.

Knowledge and understanding of the world

69. Good teaching in this area helps children to make good progress. Very good use is made of pupils’ personal experience from home in the nursery. Through games and activities they talk about their homes and families, for example in circle time children talked about who lives at their house. In their topic about “ourselves” almost all pupils learned the names of parts of the body. Through work leading up to Christmas children learned about the birth of Jesus and were able to identify characters such as “Mary” and “Joseph”. Higher attaining pupils remembered that a shepherd looks after sheep and that the Wise Men’s presents included gold and “perfume”. In games and role play they develop an understanding of other places such as a forest. They develop a good understanding of growth. In an excellent session where a parent brought a baby into the nursery the teacher skilfully led a discussion about the difference between the baby and themselves, and how they had grown. Children could identify that they were bigger than the baby, that the baby can’t walk or talk yet and needs support to sit in a chair. One child knew that the baby can’t eat adult food because of the lack of teeth. Adults in the nursery use stories effectively to develop children’s understanding of different times and places, such as winter and wooded areas.
70. In the reception class pupils continue to develop their understanding through work on the seasons of the year and through a range of activities. They use small world equipment to learn about such things as dinosaurs, towns and the arctic environment. They learn about birds and how to take care of them in winter through feeding them. They make models using construction kits. They make some use of computers to support their learning, although some of the programmes provided are too difficult for all pupils to access. In their topic “An Arctic Winter”, pupils made good progress in learning about a very different place, the people who live there, the animals and the weather. Very good resources such as the igloo role play area, a small world “arctic environment” and a water trough containing ice brought the learning to life.

Physical development

71. Children make steady progress in developing their physical skills and teaching in this area is satisfactory. In the nursery good use is made of the outside area to develop pupils’ climbing, jumping and skipping skills and their control and awareness of space. During the inspection it was not possible to observe outdoor play because of the poor weather, but a sensible decision

was made to provide ring games and physical activities indoors. Through songs and rhymes children moved around with control, stretching, jumping and turning. They develop their fine motor skills at an appropriate level through threading beads and cutting, painting and sticking.

72. Children in the reception class refine their skills, cutting and painting with greater care and accuracy. In their role play they stretch to build towers within “snow blocks”. When they are able to play outside they are beginning to develop skills in throwing and catching frisbees and balls. In dance lessons they demonstrate control and awareness of space, using high and low levels, although limited development of their skills was seen in one lesson because there was little emphasis on improving and expectations were not made clear to the children.

Creative development

73. Teaching is good and pupils make steady progress.
74. Children in the nursery can sing enthusiastically, learning new songs such as “When Santa got stuck up the chimney” quickly. They enjoy participating in role play, such as acting out the story of the Three Bears and in games such as “There was a princess long ago”. In these activities they are imaginative in the language and activities that they use. They play creatively with small world figures and toys such as a garage with cars. They explore making pictures and designs using crayons and paint, and use glue and a range of paper and fabrics to make collages.
75. In the reception class they continue to develop their creative skills, progressing to collages with a colour theme using different shades and a range of materials. Their gallery of pupils’ paintings of Humpty Dumpty are at a level expected for their age. They choose brushes, sponges and colours that are appropriate for snowman pictures. They are creative in their role play, for example when making “dens” for the polar bears and “cooking” food to keep them warm in the class “igloo”. Good intervention from adults extends their imagination.
76. They use percussion instruments to accompany songs they know such as “The Grand Old Duke of York”.
77. In dance sessions pupils move creatively, such as in a lesson moving like a snowflake or a snowman. However, there is insufficient emphasis on improving movement in dance. Because of good support pupils with special educational needs make good progress in this area of learning.

ENGLISH

78. In the 2002 national tests at the end of Year 6 standards in English were above the average attained by all and similar schools. When compared to schools where pupils achieved similarly in Key Stage 1 standards were well above the average. Inspection evidence indicates that for the majority of pupils in Year 6, standards in writing are in line with national expectations, and in reading, standards are above national expectations. Their progress over time in English is good. Pupils with special educational needs also make good progress due to the good support they receive, as do those pupils who speak English as a second language. Pupils currently in Year 6 are expected to meet the targets set in the national tests in 2003.

79. In the 2002 tests in Year 2 standards were below average in reading, average in writing and above average in mathematics when compared to all and similar schools. For pupils currently in Year 2, evidence gathered during the inspection shows that standards in reading and writing are average, and they make satisfactory progress. The results of the national tests in summer 2002 showed that standards in reading were below the national average, and below those achieved by schools with a similar number of pupils receiving free school meals. Consequently, the issue of raising standards in reading has been a priority, addressed by improving the teaching of letter sounds, the quality and variety of books, and by developing a 'Better reading' partnership and closer links with parents to help them support their child's reading at home.
80. Speaking and listening skills throughout the school are average. The majority of pupils are happy to talk and express ideas, but many do not speak at length or use a wide vocabulary, and some have difficulty organising their answers. The Literacy Improvement Plan recognises the need for pupils to practise and develop these skills. Teachers provide a variety of speaking and listening opportunities in all activities, act as good role models as speakers, and expect their pupils to listen carefully. They ensure pupils learn to use words that are appropriate to each subject. For example, Year 3 pupils referred to the 'forum' and the 'basilica' when discussing the features of a Roman settlement. The use of 'talking partners' encourages pupils to discuss and evaluate their work with each other. They read aloud confidently as a whole group, or individually when sharing a text in literacy lessons. Teachers phrase questions carefully to help pupils to answer and explain at length, and often use the plenary session at the end of the lesson to encourage pupils to talk about what they have learned. Pupils happily engage in conversation with adults, and good relationships throughout the school promote open, friendly discussions. In their religious education lesson, Year 1 pupils acted out the shepherds visit to the baby Jesus, making up their own dialogue. A visit by a poet, and the school drama club are additional ways in which the school provides broader opportunities for speech and language development.
81. Standards in reading have varied since the previous inspection, but are now improving and are above average for the great majority of pupils by the time they reach Year 6. All pupils use several strategies to help them read an unfamiliar word. They enjoy taking books home, and reading to their parents, who are encouraged to write in the home-school reading records. By the time they reach Year 2, the great majority of pupils recognise individual letter sounds, and can 'sound out' letters to build up words, although lower achieving pupils find it difficult to blend them together to form words. They are beginning to put expression into their voices when they read, and know the terms 'author' and 'illustrator'. More able pupils will pause appropriately when they see a comma or full stop, and confidently tackle words with apostrophes such as 'Louise's'. Although they like their reading books and use the school library regularly, most find it hard to name any favourite books, stories or authors. In Year 3 pupils explain the difference between fiction and non-fiction. By the time they are in Year 4, most pupils show above average skills in reading. They make use of context clues, show good understanding of what they have read, and predict what may happen next in a story. The more able pupils add interest by varying their voices for each character when reading aloud, and draw inference from the text to add to their understanding. Good progress is made in the development of skills, and Year 6 pupils read at a higher level, and talk with enjoyment and knowledge about their reading. They enjoy current popular authors JK Rowling, Roald Dahl and Jacqueline Wilson. They talk about the genre of books they prefer, with fantasy, mystery and good stories being the most popular, research information from reference books using the index competently, and access the Internet confidently. They make good use of their reading skills in all other subjects, for example reading for information in history and following instructions in mathematics and science.

82. The school aims to continue developing pupils' writing skills, in particular the writing of older boys. In order to increase their interest and enthusiasm, a poet was invited to work with each class, sharing his work and helping pupils write their own poetry. Year 6 pupils wrote lively poems and sustained the rhythm well through to the conclusion. The poems about 'My friend' by Year 4 pupils incorporated some imaginative phrases, for example 'Me and my friend are like two stars that will never be separated', but pupils used few adjectives to add interest and variety.
- The quality of pupils' handwriting and presentation is variable because the school has yet to adopt a consistent handwriting scheme. Each class has regular handwriting practice, but pupils do not always transfer the skills to their other written work. Most pupils write legibly from Year 1 but their letters vary considerably in size. By Year 6 nearly all pupils have developed a regular, joined style of writing, and standards are satisfactory, but some pupils still do not form all letters well. Pupils begin to introduce punctuation in Year 1, and know when to use a full stop. Some Year 2 pupils use speech marks correctly, and use speech bubbles in illustrations. The extended writing of older pupils shows an awareness of the need to demarcate sentences with question and exclamation marks and full stops, although even older pupils sometimes forget to do so.
83. In Year 1, pupils write about their teddy bears without help, using simple descriptive words. Year 2 pupils enjoy writing favourite stories, retelling the main events of *The Rainbow Fish* in the correct order. They communicate through writing for a variety of purposes, including a diary and letters to a friend, and more able pupils may be inspired to write lengthy stories. Spelling varies, but most words are understandable, for example bought is written as 'bort'. Older pupils write a wider range of material including play scripts and reports. Year 3 pupils used their writing well to produce information booklets about *The Romans*, and pupils in Year 6 drew on literacy skills during a religious education lesson to write an acrostic poem about Advent. By Year 6, pupils' use of adjectives and adverbs to increase the impact of writing is still limited, particularly by lower achievers. Pupils know how to make notes when planning a story, developing a useful skill for future stages of education. They have opportunities to redraft their work onto the computer, and are developing the ICT skills to change the fonts and manipulate their texts.
84. The quality of teaching seen during the inspection was good overall, and two very good lessons were observed. The strategies used for teaching literacy are good. Planning for lessons is thorough, breaks learning into small progressive steps and presents suitable challenges for pupils of all ability. Teachers ensure the pupils know what they will be learning during each lesson to help them focus on their activities, and build carefully on what pupils have already learned, testing their understanding by asking challenging questions. Pupils are given clear instructions to ensure they know exactly what to do, and this enables them to progress quickly in lessons. Most lessons move at a lively pace, which ensures pupils stay involved and progress well.
85. When the introduction is too long, or they are unsure of their tasks, pupils lose attention and their progress is slower.
- Classroom assistants are deployed well to support particular individuals or groups of pupils. A useful range of literacy prompts clearly displayed or pasted into their books are available for pupils to refer to whilst they work, for example ideas for beginning and ending stories. Well-organised, varied and interesting activities ensure that pupils behave well and show good attitudes towards their work in English. Marking is carried out regularly, and often provides guidance to show pupils how to improve their work. Pupils' spiritual, social and moral development is appropriately promoted through ways of working together, the system of

'talking partners' and through literature, drama and poetry. Year 6 pupils wrote spells in response to Shakespeare's Macbeth, and pupils read stories from different times and cultures.

86. The co-ordinator, who has only recently taken responsibility for English, has good knowledge and understanding of the subject, and good plans for future developments to raise standards of teaching and learning. Careful analysis of test results and staff assessments of progress have highlighted areas for improvement, and she has addressed these by preparing a Literacy Improvement plan. Although there have been no opportunities as yet to monitor teaching and learning in class, teachers' plans and pupils' work are monitored regularly. Recent staff training has included teaching spelling and handwriting, and the co-ordinator plans to hold workshops for parents to increase their involvement and understanding. Leadership and management in English are good, and there has been good improvement in English since the previous inspection. Resources are good overall, with a good number of books in the library, although many reference books are out of date and unappealing to pupils.

MATHEMATICS

87. In the 2002 national tests taken by pupils in Year 2 and Year 6, standards achieved were above the national average and above the average achieved by similar schools. The school has made good progress in raising standards over the past four years and the rate of improvement has been more rapid than the national trend. The percentage of pupils achieving levels higher than those expected for age was above average in Key Stage 2 and well above in Key Stage 1.
88. Evidence from the inspection indicates that standards are above, and are likely to remain above, expectation for age throughout the school. When they enter Year 1 pupils' attainment is about average. Throughout Year 1 they make good progress in number, measurement, pattern and shape. Higher attaining pupils have a good knowledge of the number bonds to 10 and are developing an understanding of place value. They measure using non-standard units and know the names of two dimensional shapes.
89. At the time of the inspection most pupils in Year 2 were working soundly at the level expected for the end of that year, and the indication is that many will reach the higher Level
90. Pupils' attainment in number, shape space and measures is beyond expectation for age, but evidence of them achieving above the expected levels in handling data is more limited. Pupils work confidently with numbers and this is a strength. Higher attaining pupils can multiply by 2, 3, 5 and 10 and understand halves and quarters of shapes. They have a secure understanding of place value up to 99 and know odd and even numbers. They can use their knowledge of addition, subtraction and multiplication to solve problems and can recognise and work with coins, giving change from £1.00. They can measure with a ruler in centimetres. Those pupils of lower prior attainment can measure in metres and are beginning to understand the place value of tens and units, and odd and even numbers.
91. Pupils continue to make good progress throughout Key Stage 2 so that by the time they are in Year 6 most are working soundly within Level 4 and some within Level 5, above expectation for age. Higher attaining pupils have a very sound grasp of place value and can add and subtract decimals to two places and multiply by two digit numbers. They can work out averages and medians and have a good understanding of probability. They can convert from imperial to metric measures such as miles to kilometres. All pupils can solve word problems

using the four operations at a level commensurate with their prior attainment. Most pupils understand the properties of quadrilaterals and can identify lines of symmetry, parallel lines and angles. Almost all pupils can calculate the perimeter of regular shapes and higher attaining pupils can do this for irregular shapes. Lower attaining pupils can use a tally chart to gather information and construct and interpret block graphs, while those of higher prior attainment can construct a line graph to show the temperature in the classroom over 12 hours.

92. Throughout Key Stage 2 pupils make good progress in number, shape, space and measures and in using and applying their skills and knowledge in a range of situations. Evidence indicates that progress in the use of data is satisfactory overall. Pupils learn well because teachers make their lessons interesting and they have good attitudes to learning, so their achievement is good.
93. Teaching in mathematics is consistently good throughout the school and occasionally it is very good. This is a significant factor in the standards that pupils achieve. Teachers plan their lessons well, making good use of the national numeracy strategy and having clear intended learning outcomes that are shared with pupils and revisited at the end of the session to ensure their understanding. The pace of the oral/mental session is usually appropriately brisk, although there are occasions when this could be more focused. In a Year 1 lesson, good use was made of “smiley face” masks to ensure that all pupils contributed to the session. Expectations are generally high and questioning is used effectively to target individual pupils and provide different levels of challenge, for example in a Year 6 lesson higher attaining pupils made very good progress in developing an understanding of decimals to three places when using a counting stick. Good use is made of pupils’ prior learning, for example, when pupils’ knowledge of fractions was used to learn about half past the hour in a Year 2 lesson on time. One significant strength in the teaching is the way in which all teachers use the correct mathematical vocabulary and expect pupils to do the same. This is seen in the displays around the school and in all lessons. For example, in Year 3 there was good reinforcement of the range of words for number symbols when playing a number game. Very good relationships and pupil management result in high levels of concentration in lessons and these make a significant contribution to learning. Good use is made of homework to consolidate and extend what has been learned.
94. Pupils have very good attitudes to learning in maths. They enjoy their lessons, respond with enthusiasm, are keen to do well and make progress. Only very occasionally, for example when Year 2 pupils spent too much time sitting on the carpet, does their concentration level dip. Most of the time they are very keen to contribute with answers and ideas and their behaviour is very good.
95. The co-ordinator for maths is new to the school. He has made a good start and has rightly identified the areas for development as the use of numeracy skills across the curriculum and changes to the planning to include national curriculum references.. Resources for mathematics are adequate. The school has worked very hard since the last inspection to improve provision in mathematics and is on target to maintain the good standards achieved.

SCIENCE

96. In the national tests in 2002 results at the end of Year 6 were well above average for all and similar schools and well above the average achieved by schools where pupils achieved similarly at the end of Year 2. The quality of teaching in science is good and the attitudes of pupils to

their work are positive. As a result, pupils of all abilities make good progress in their learning and achieve well as they pass through the school. Standards of work in the current Year 6 remain above average and are average in the current year 2.

97. Teachers prepare their lessons well and share the learning objectives with pupils, so that they are clear about what they are to learn and how to set about their work. They have secure subject knowledge and, therefore, are able to ask relevant questions to find out what pupils know and to further develop their scientific understanding. The activities given to pupils build well on previous work and, as a result, they can use prior knowledge to support their learning. In Years 1 and 2, pupils are encouraged to develop their knowledge and understanding by being involved in practical activities in which they are taught the skills of making close observations. This was seen in a lesson for pupils in Year 1 when they were using torches to find out what objects were placed in closed shoeboxes. The activities given to pupils are interesting and as a result they maintain their concentration, are well behaved and have a good work rate. This was evident in a lesson in Year 2 when the pupils were challenged to make a simple electrical circuit to make a bulb light. The activity captured the pupils' interest, as it was put in the Christmas context of the bulb lighting up Rudolph the Reindeer's nose. The pupils understood that a complete circuit was needed for the bulb to light and knew about the dangers associated with electricity in everyday life. There is emphasis given to teaching pupils the basic skills of carrying out an investigation, such as in making sensible predictions and recording their findings in a variety of ways. As a result, by the Year 2, most of them show secure skills in carrying out a simple, fair test with some help from their teacher.
98. The teachers of pupils in Years 3 to 6 continue to emphasise the basic skills of investigations and provide opportunities for pupils to work collaboratively, in structured practical activities, to find out information for themselves. As well as enabling them to make effective progress in their investigative skills, this also makes a positive contribution to their personal and social development, as was seen in an excellent lesson for pupils in Year 3, on investigating which materials let light through. The expertise of the teacher allowed pupils to show initiative and take some responsibility for their own learning. His careful explanations of scientific terminology very effectively extended their own vocabulary by learning new words such as hypothesis, method and conclusion. In a lesson for pupils in Year 4, the teacher's skilful questioning led to all pupils making good progress in their understanding of friction. In these lessons, the pupils maintained their concentration, behaved well and were interested in the opinions of others. They communicate their findings clearly, using correct scientific vocabulary and appropriately use their literacy skills in their investigative report writing, as well as in their labelled scientific drawings and diagrams. In experiments to find out similarities and differences between humans, pupils in Year 4 have used their numeracy skills to take accurate measurements of their forearms and created a table to record their results. The standard of presentation is good, showing that pupils take pride in their work. There are times when the pupils' conclusions to their experiments tend to be descriptive, rather than evaluative and based on prior scientific knowledge, and the school recognises the need to put more emphasis on this aspect of the subject. There is some use of pupils' skills of using information communication technology to enhance their work, but this is an area for further development. By the time that they are in Year 6, most pupils show good skills in being able to identify the need for a fair test and then to plan and carry one out, independently of the teacher. This was evident when they were working collaboratively in groups to investigate the factors that may effect how much solid dissolves in a liquid.
99. The curriculum is good, enabling pupils to develop their knowledge, understanding and skills through carefully structured investigative activities. The co-ordinator has only been in post a

few weeks and the school is keen to develop his monitoring role to better evaluate the quality of teaching. Planning is sound. Assessment arrangements are not effective in enabling the school to successfully track the progress that pupils make, in order to set precise targets for improvement. The accommodation and resources are adequate for practical group activities to take place. There has been good improvement made since the last inspection.

ART AND DESIGN

100. By the time that time they are in Year 2 and Year 6, most pupils attain the national expectation, and their achievement is satisfactory. There was insufficient evidence on which to make a secure judgement on the quality of teaching.

101. The pupils are presented with a satisfactory range of activities in all areas of the subject and develop appropriate skills in the use of different media. In Years 1 and 2 they have opportunities to experiment with line, texture and colour and show appropriate ability to use these skills in their drawings and paintings. In Year 1, pupils learn how to mix primary colours to create a variety of secondary colours to be used in their paintings. A group of Year 2 pupils, supervised by the teaching assistant, showed appropriate skills in using sponges, brushes and card edges to apply paint and glitter to create designs for Christmas cards. The pupils in Years 3 to 6 are helped to develop their skills by being given the opportunity to work with a wider range of materials. In Year 3, the pupils have used pencil and crayon effectively to make portraits in the style of Lowry and Picasso, and then in their own style. In a good quality lesson for pupils in Year 4, the expertise of the teacher led to them making good progress in their ability to use their knowledge of the properties of materials to add finishing techniques, such as painting, sewing and sticking, to models of chairs created previously. Pupils are given opportunities to develop their artistic skills by the use of sketchbooks, as was seen in the work of pupils in Year 3 in their designs for plates, based on the story of the 'Willow Pattern', and in Year 6 in their close observational drawings of trainers and shoes. Pupils throughout the school have opportunities to study the work of famous artists and then develop work in their style. A good example of this is the way Year 6 pupils have studied the cubist work of Picasso and the surrealist work of Miro and how they represented people. Pupils then sketched their partner and created two different collages, using Miro's 'The Matador' and Picasso's 'The Acrobat' as their inspiration.

102. The curriculum is enhanced by opportunities for pupils to work with artists, to provide further significant learning opportunities. A good example of this is the way that the whole school worked with an artist for a week, on activities ranging from fabric painting to making models on the theme of 'Dreams and Inspirations'. The planning procedures are satisfactory, being based on national guidelines. The monitoring role of the recently appointed co-ordinator is at an early stage of development. The procedures for assessment are not effective in monitoring the development of skills as pupils pass through the school. The use of art to develop an understanding of other cultures is underdeveloped. Pupils' artwork is attractively displayed throughout the school, and clearly celebrates and values the pupils' efforts. The school has made satisfactory improvement since the last inspection.

DESIGN AND TECHNOLOGY

103. Standards in Year 2 and Year 6 are in line with the national expectation and pupils' achievement is satisfactory. There was insufficient evidence on which to make a secure judgement on the quality of teaching.
104. In the work seen, pupils in Year 6 showed that they could appropriately design and make a pair of slippers using a variety of materials. In Year 5, the pupils have looked at different types of professional packaging and then designed and made a wrapper for a biscuit. In food technology, pupils in Year 3 have tested different sandwiches in terms of appearance, cost and taste, before making and packaging their own. In a Year 2 lesson, the pupils showed satisfactory skills in using a variety of materials to make a wind up mechanism to show Santa stuck up the chimney. This followed on work from previous weeks in which they have been studying such mechanisms in construction kits. In Year 1, the pupils have used satisfactory skills in using simple levers made out of card to make moving pictures. The curriculum is satisfactory, with pupils having access to a wider range of equipment and materials as they pass through the school. The planning procedures are secure, being based on national guidelines. The monitoring role of the recently appointed co-ordinator is at an early stage of development. Resources are adequate, as is the accommodation. There has been satisfactory improvement since the last inspection.

GEOGRAPHY

105. Standards in geography are in line with those found nationally at the end of Years 2 and 6. All pupils, make satisfactory progress and those, including those with special educational needs, and those who speak English as their second language. This is a similar position to that found at the previous inspection. Evidence was drawn from pupil's work and from discussions with the subject co-ordinator because only one Year 2 lesson was observed during the inspection.
106. Mapping skills are developed from the beginning, and pupils in Year 2 can name the four countries of the British Isles accurately. In history, they use a map of Europe to trace the journey of Florence Nightingale from Britain to Turkey. They learn about a locality that is very different from their own by studying life on an imaginary Scottish island. They discussed the various modes of transport they would use to travel from Whitefield to Struay. A speaker gave them an excellent 'power point' presentation of pictures of Iona, which helped them to understand the difference between the natural and man-made features of the island. A very good display that included a three – dimensional model of the island supported their learning well. Throughout this very good lesson, pupils were encouraged to observe carefully, ask questions and consider similarities and differences between the two locations. Correct geographical vocabulary was used, including 'physical' and 'human' features, and they made very good progress in their knowledge and understanding.
107. Older pupils understand how the weather shapes and changes an environment when they compare hot and cold countries. They use their mathematical knowledge to plot a graph showing the levels of rainfall in the rain forest, and compare this with the dry conditions in the Sahara Desert. Most pupils in Year 4 build on this knowledge of contrasting climates, and know that houses in hot countries are painted white because it attracts the sun less than dark colours. Less able pupils find it difficult to name the countries on a map of Europe. Year 6 pupils study mountain environments, comparing the Alps with the Himalayas and plot a graph to show temperature changes through the year. More able pupils clearly explain why the lack of oxygen

on a high mountain makes the atmosphere 'thin and cold'. Local studies, and the study of how humans can improve or damage their environment are timetabled for later in the school year.

108. It is not possible to make an overall judgement about the quality of teaching because only one lesson could be observed. The work in pupils' books indicates satisfactory teaching. The scheme of work, based on a national scheme for geography fully covers all aspects of the National Curriculum. The curriculum for Year 2 pupils was enriched well by the presentation on Iona, and pupils who attended the residential visit carried out some useful fieldwork, and also enhanced their social development. Pupils have satisfactory attitudes and are interested in geography, enjoying looking at photos and maps.
109. The co-ordinator has only recently joined the staff. After carrying out a subject and resource audit, he has prepared an action plan to develop the subject. Teachers' planning is checked to ensure that the scheme of work is fully implemented. Improvement since the last inspection is satisfactory.

HISTORY

110. At the end of Years 2 and 6, pupils attain standards that are in line with those expected for their age, and they make satisfactory progress. This was also the position at the previous inspection. Pupils who speak English as their second language and those who have special educational needs also make satisfactory progress. They are fully integrated into all activities, supported well by classroom assistants, and have opportunities to work in mixed ability groups. No lessons were seen in Years 1, 2 or 6.
111. In Year 2, pupils learn to distinguish differences between their own lives, and those of people in the past. They use photographic evidence to study the ways in which nursing has developed, and know the importance of Florence Nightingale's role in the care of soldiers wounded in battle. This is linked to geography, and they use a map to follow the route from Britain to Turkey. Chronological awareness is developing as they begin to sequence events.
112. In a good lesson in Year 3, pupils showed secure knowledge and understanding of the Romans when answering 'quiz questions'. They described the features of Roman towns well, using a good range of vocabulary including 'forum', 'basilica', and 'amphitheatre'. They looked closely at the way rich Romans decorated the floors of their villas with mosaic tiles before designing their own patterns, linking with symmetry in mathematics. They are able to identify the ways in which the Romans influenced life in Britain, make a map of the roads they built and compare their buildings with those of the Celts.
113. In Year 4, the pupils can trace the origin of the modern Olympic games back to their origins in Ancient Greece. More able pupils show a good sense of time and know that the Greeks lived 4000 years ago but others find it harder to grasp the implications of the passage of time, and cannot suggest how the ancient Greeks communicated. All pupils used their geographical skills well to locate Greece on a map of Europe. By Year 5, pupils made comparisons between the past and the present and within historical periods when they contrasted the homes of the rich and poor in Victorian times. They used this knowledge together with their literacy skills to write a good description in the persuasive style of an estate agent.

114. Year 6 pupils show an understanding of the principal events of the Ancient Egyptian period when they use a time line. They studied Egyptian artefacts and try to identify their purpose. A more able pupil recognised and described a canopic jar as being from a tomb, and knew that cats were a popular form of decoration. However, pupils have not yet learnt to identify and consider the validity of primary and secondary sources of evidence.
115. Teaching is satisfactory in Years 3 – 6. No judgement can be made for Years 1 - 2. Teachers have sound knowledge of the subject. Careful questioning and clear explanations help pupils organise their thoughts and ideas, and build upon their previous learning. Teachers ensure that pupils have frequent opportunities to use their speaking and listening skills. Pupils are encouraged to work co-operatively, discuss their ideas with ‘talking partners’ and share materials. This is particularly supportive to pupils who have special needs. Pupils’ behaviour is good, they listen well, try to complete their work well, and are fully involved in their activities. On some occasions, lessons are too long and pupils then begin to lose concentration and interest.
116. The work in pupils’ books shows that the scheme of work is fully covered. There is some enrichment, for example when a parent shares her special interest in the Vikings, and pupils try on the costumes of the period..
117. The co-ordinator has only recently taken responsibility for the subject. Leadership and management are satisfactory. The co-ordinator has a clear view of standards, checks teachers’ planning and has appropriate plans to review and develop the scheme of work, and to make more resources available to support learning. Improvement since the last inspection is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. Overall standards in information and communication technology are in line with expectation for age at the end of Years 2 and 6 and achievement is satisfactory. There has been major improvement in the provision since the last inspection, with the creation of a computer suite that allows for half or whole class skills' teaching. The suite is rather cramped, especially for older pupils, and the school is eager to extend facilities. There has been training for staff that has led to improved confidence and expertise in the teaching of this subject. Consequently, the attainment of most pupils currently in Year 6, matches the national expectation in word processing and data handling. Opportunities to take part in activities involving control and monitoring are restricted, so the skills involved in these aspects are not as well developed.
119. The quality of teaching is good, with lessons being carefully prepared and placing importance on giving pupils opportunities to learn and practise the basic skills of the subject. Teachers plan their lessons well and show secure subject knowledge that enables them to give clear explanations and ask relevant questions to develop their learning. This was evident in a lesson for pupils in Year 2 on learning how to use a computer programme to create a picture. The teacher demonstrated how to drag the 'brush' using the mouse to create wavy lines across the screen. Pupils also learned how to fill shapes with colour. In Year 1, appropriate emphasis is given to developing pupils' basic skills in the subject and they are taught that computers can be used to make words, pictures and to assemble text. As they pass through Year 2, pupils learn how to change the type and size of text and to retrieve, process and display information. Their attitudes to learning are positive and, when working in pairs on the computer, they work well together. The pupils treated the equipment carefully and were well behaved.
120. For pupils in Years 3 to 6 there is continued development of their expertise, as a result of the direct teaching of basic skills in the subject. This was evident in a good quality lesson for pupils in Year 3, in which they were being taught how to search the Internet for pictures of Romans and then copy and paste them into a word document. As a result of the teachers' clear demonstration, the pupils showed confidence in logging on, finding the pictures and then downloading them, before word processing a descriptive sentence about one of them. In a Year 4 lesson, the expertise of the teacher enabled the pupils to make good progress in their ability to use copy and paste techniques to create a repeating pattern as the basis for celebratory wrapping paper. They could quickly change the size and colour of font and use a variety of technological terms, such as highlight, click, drag and insert, to explain what they were doing. By the time that they are in Year 6, pupils use computers to enhance some of their work in other subjects but the school has identified this as an area for further development. In these activities, the pupils are able to organise and present their ideas and show confidence and enjoyment when using computers. This was evident in a very good lesson when they were evaluating a multimedia CD-ROM to see which aspects were successful and which were not. The lesson built well on previous work and the teacher used questioning very effectively to ensure that pupils were evaluative in their comments.
121. The co-ordinator has only been in post for a few weeks and the school recognises that his role in monitoring and evaluating the quality of teaching is in need of development. Planning is sound. Arrangements for assessment are not effective in enabling the school to track pupils' attainment and progress and then set targets for improvement. Resource provision is adequate, and the school is actively trying to further improve this by providing better quality computers in the classrooms and extending the computer suite.

MUSIC

122. As at the time of the previous inspection of the school, standards attained in music in Years 2 and 6 are in line with national expectations and pupils' achievement is satisfactory.
123. By Year 2 most pupils can identify high and low sounds in music that they listen to, for example, "In the Hall of the Mountain King". They recognise loud and quiet sounds and can reproduce these using their voices and instruments. They are beginning to understand the difference between tuned and untuned percussion and that it is not possible to change pitch using an instrument such as a tambourine or maracas, but can be done using glockenspiel, chime bars or the piano. In a good Year 2 lesson pupils used instruments effectively to explore pitch and dynamics. Pupils are beginning to understand the value of musical notation in guiding what they play. Throughout Years 1 and 2 pupils make satisfactory progress in developing their knowledge, understanding and skills in music.
124. By Year 6 most pupils reach the expected levels in performing and composing. Throughout the school pupils sing well in assemblies and lessons. Pupils in Years 3 - 6 work well in groups to compose short pieces using tuned and untuned percussion instruments, developing a good understanding of rhythm, accompaniment and creating an effect, although they are less successful in composing melodies. They are able to evaluate their work and suggest where improvements could be made. There are some opportunities for them to listen to and appreciate the work of famous composers but their knowledge and understanding would improve if this area was extended.
125. Only two lessons in music were observed during the inspection and evidence suggests that teaching is satisfactory overall with some good lessons. Good use is made of a published scheme to ensure that the curriculum is adequately covered and that progression is secure. Teachers plan and organise their lessons effectively, give clear instructions and support and encourage pupils well. However, sometimes teachers' subject knowledge is insecure and some lack confidence in teaching music. Pupils' learning is satisfactory; they make steady progress and try hard to improve their skills. They are proud of their achievements and have good attitudes, generally behaving well and showing enthusiasm.
126. The co-ordinator for music is new in post and is fully aware of the areas in need of development. The subject has not been a recent priority in the school improvement plan, but the scheme was purchased recently to provide support for class teachers. The co-ordinator is aware of the need for staff training to use this scheme to its' fullest effect and to improve the confidence of some staff. There are plans in place to monitor the teaching and development of music throughout the school in the coming year and to ensure that resources are appropriate and assessment secure.
127. The school has a choir which is attended by around 50 pupils from Key Stage 2. Peripatetic tuition for violin and recorder is available to some pupils who make good progress in developing their musical skills. The school has previously provided tuition in guitar and hopes to continue in the near future. Music in the school makes a good contribution to pupils' spiritual and cultural development when they listen to music in assemblies and lessons and to their social development when they sing together and work in groups to compose.

PHYSICAL EDUCATION

128. As at the time of the last inspection, standards are in line with expectation for age at the end of Years 2 and 6. Pupils make steady progress in developing their skills throughout the school.
129. Pupils cover the full range of the curriculum in Years 1 and 2 but during the inspection only dance was observed. Photographic evidence indicates that they have successfully mastered the skills of skipping, hopping and jumping. In the other areas of the curriculum teachers' planning and discussion with the co-ordinator indicate that standards are in line with expectation for age. In the dance lesson seen standards were above expectation for age. Pupils showed good control in emulating the slow twisting and turning movements of a snowflake. They were able to work at different levels and with a partner to create a sequence of movements.
130. Pupils in Years 3 – 6 develop gymnastics skills satisfactorily. In a Year 3 lesson they were able to practise and perform rolling techniques in preparation for linking their movements together, working with a partner. They improved the control of their movement and were able to evaluate their own performance and that of others. Pupils steadily develop their games skills so that by Year 6 they can control a ball in the context of skills needed in a variety of games, for example learning the specific skill of “digging” required in volleyball. Pupils understand the importance of warming up properly and do so by jogging and stretching specific muscle groups. They learn how to attack and defend in a variety of games and know the rules of the games they play, for example, cricket rules were displayed in the school.
131. Overall teaching is good. Teachers plan their lessons well using a published scheme of work and this ensures that skills are taught progressively and that they are confident in the teaching of the subject. The good management of pupils' behaviour that exists throughout the school ensures that lessons run smoothly and that pupils respond to instructions and advice on how to improve. Teachers are generally enthusiastic, explain things clearly and make good use of demonstrations, as in a Year 2 dance lesson when the teacher showed pupils the kind of movement they might make, and this helped them to improve their performance. Good use is also made of pupils demonstrating good performance, such as in a Year 3 gymnastics lesson where they were able to evaluate their efforts and suggest how they might improve. Where teachers' subject knowledge is very good, pupils make very good progress, as in a Year 6 games skills lesson where a clear focus on specific skill development was evident.
132. Pupils respond well to their lessons and make good progress in their learning. They demonstrate enjoyment and enthusiasm and a desire to improve through practising. This results in learning that is good. They behave well and respond instantly to instructions which means that lessons are safe and good use is made of time.
133. The curriculum is well balanced with games taught throughout the year and gymnastics and dance alternating each half term. Pupils in Year 5 learn to swim and outdoor and adventurous activities are provided annually, partly through a residential visit for pupils in Years 4, 5 and 6. The co-ordinator is well qualified and experienced, but is new in post and as yet has not had the opportunity to fully monitor the subject. However, this is planned so that the new scheme of work can be reviewed and adapted as necessary. Assessment has not yet been developed and is a priority for the school. The school provides a good range of extra-curricular activities that include football, netball, cricket, dance, cross-country and athletics, at appropriate times of

the year. Parents are very supportive of these and many willingly provide transport when there are games against other schools.

134. The subject makes a positive contribution to pupils' personal development by providing opportunities for them to work together in groups and teams, to observe rules and conventions and to raise their self-esteem. Pupils whose behaviour is otherwise sometimes challenging often respond very well to physical education and games activities. Resources are barely adequate, but there are plans in place to address this in the near future, in particular gymnastics mats and games equipment are needed. The outside accommodation is very good with large attractive playing fields and a suitable hard area. However, the school hall is too small for games lessons, particularly for older pupils, and is also used for a variety of other purposes so that equipment needs to be stored there. Teachers adapt their lessons accordingly, choosing activities that require less space and paying careful attention to safety. However, this still has a negative impact on the teaching of games during poor weather.
135. Given the enthusiasm of the new co-ordinator, the planned review of the subject and the intended improvement to the resources, there is every indication that provision and standards are likely to improve.

RELIGIOUS EDUCATION

136. Year 2 and Year 6 pupils' attainment matches the expectations of the local Agreed Syllabus. Pupils make satisfactory progress, including those who have special educational needs and for those whom English is an additional language. At the time of the last inspection, standards and progress were also judged to be satisfactory. During the current inspection, one lesson for younger pupils was observed, and one for older pupils, and further evidence was gathered from pupils' books and discussions with the subject co-ordinator. The school scheme of work is based firmly on the local agreed syllabus for religious education, and pupils study the major world faiths of Christianity, Judaism and Islam. During the current inspection, all classes were studying aspects of the Christian faith, in particular the festival of Christmas.
137. In a good lesson, Year 1 pupils listened well as the teacher made imaginative use of puppets to retell the gospel account of the angels appearing to the shepherds, and created good opportunities for the pupils to develop their speaking skills whilst acting out the story dressed in suitable costumes. They showed good recall of the events. Pupils have visited All Saints Church, but do not yet recognise the symbolism or significance of many features of the building for Christians. However, when they make a Christingle orange, they learn that the candles symbolise Jesus as the Light of the World.
138. More able pupils in Year 3 show greater knowledge and understanding of the Christian faith, and know that at Holy Communion, Christians remember Jesus' last supper. They know the Bible contains important messages, read the parable of the Lost Sheep, and the man who was taken to Jesus for healing by being lowered through the roof. They record their work in pictures and write lengthy accounts and reports, using their literacy skills well. Pupils in Year 4 reflect on the significance of gifts, and demonstrate a more personal and spiritual response by writing prayers of thanks at harvest-time.
139. Year 6 pupils make a more in-depth study of the New Testament and compare the different versions of Jesus' life in the four Gospels. They explained the significance of the Christian

Eucharist using the appropriate vocabulary, and know there are elements of thanksgiving, repentance and sharing in the service. They link this to the baptism service when sins are symbolically washed away. In a spiritual moment, they reflect on and share personal reasons for keeping a special object, and one pupil describes a special piece of jewellery that was her grandmother's. In a good lesson, pupils eagerly discuss the difference between the true meaning of Advent and the commercialism of Christmas. They show good understanding of information learned in school assemblies when writing an acrostic poem about Advent, and, although they find this task fairly difficult, they persevere well.

140. Teaching and learning are good overall. Teachers have good subject knowledge, explain clearly, and make learning active and interesting with varied resources and activities, such as puppets and drama. Pupils have good opportunities to work together and share ideas. They reflect on their own responses, and learn about religions other than Christianity. Pupils visit All Saints Church frequently, but have not yet visited a mosque or a synagogue. They have participated in a re-enactment of a Jewish wedding and prepared a Jewish meal table. Lessons make a valuable contribution to pupils' spiritual, moral, social and cultural development.
141. The leadership and management of the subject co-ordinator are good. She demonstrates good subject knowledge, and leads all activities by example, particularly in spiritual development. She has clear plans to lead the subject forward, and has ensured that the quality and range of resources and artefacts to support pupils' learning are good. There has been good improvement in the subject since the previous inspection.