

INSPECTION REPORT

CLOVERLEA PRIMARY SCHOOL

Altrincham

LEA area: Trafford

Unique reference number: 106295

Headteacher: Peter Linnett

Reporting inspector: Barbara Darley
22518

Dates of inspection: 4th – 7th November 2002

Inspection number: 246583
Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Green Lane North Timperley Altincham
Postcode:	WA15 7NQ
Telephone number:	0161 980 8338
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Roy Cowhig
Date of previous inspection:	12 January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Barbara Darley 22518	Registered inspector	Foundation Stage Art and design Music Physical education	How high are standards? The school's results and pupils' achievements How well are pupils taught?
Christine Wild 19369	Lay inspector	Equal opportunities	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?
Philip Martin 23262	Team inspector	Science Design and technology Information and communication technology	How well is the school led and managed?
Beryl Richmond 32142	Team inspector	Mathematics Geography History Special educational needs	
Kathleen McArthur 30934	Team inspector	English Religious education Provision for English as an additional language	How good is the curriculum and other opportunities offered?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cloverlea is a community primary school with a nursery in the village of Timperley. A third of its pupils come from outside the local area. The school is about the same size as most other primary schools. There are 236 pupils on roll with 26 full-time equivalent places in the nursery. Children start the nursery at the age of three years and most transfer to the reception class when they are four. At the time of the inspection most children were aged three years in the nursery and four in reception. Most children start school with knowledge and skills in line with expectations for their age. The number of pupils with special educational needs is broadly similar to the time of the last report but the school no longer has a special unit. The percentage of pupils with special educational needs, including those with Statements, is below the national average. The percentage of pupils with English as an additional language is higher than most schools. The number of pupils entitled to free school meals is below the national average. A third of teachers, including the previous headteacher, left the school in the last two years. The current headteacher has been in post for just over 18 months.

HOW GOOD THE SCHOOL IS

This is an improving school. Good leadership from the headteacher and the governors is ensuring a clear focus on raising expectations. Standards overall are above national averages in Year 6 tests. Consistent good quality teaching in Year 2 is raising attainment in national tests. Over time pupils make satisfactory progress. The school provides satisfactory value for money.

What the school does well

- Good provision in the Foundation Stage gives children a good start to their education.
- Across the school standards are above expectations for pupils' ages in English and singing, and in music in Year 2, gymnastics in Years 1 and 2 and dance in Year 5.
- Pupils' attitudes, behaviour and personal development are good.
- Pupils' attendance is well above the national average.
- Consistently good and very good teaching in nursery, Year 2 and Year 6 is raising standards.
- The school's provision for moral and social development is good.
- Parents are very supportive of the school and have very positive views of the school.
- The headteacher provides strong leadership, a clear vision and strong direction for the school.
- The governing body plays an effective part in shaping the direction of the school.

What could be improved

- Pupils' standards in science are below national averages at the end of Year 2 and Year 6.
- Pupils' standards in and use of information and communication technology is below national expectations at the end of Year 6.
- Procedures for assessing pupils' abilities and their use in setting appropriately challenging work and monitoring progress are unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was inspected in January 1998. Many of the school's strengths were not sustained in the intervening years. Policies became dated, teachers lacked recent training in several subjects and good assessment procedures were replaced by less rigorous ones. National test results in Year 2 fell in June 1998 and remained low until 2001. Parents report that the school has improved in the last 18 months with the arrival of the new headteacher. The school has addressed all the key issues from the last report and worked hard to update policies, train staff and implement new assessment procedures. Overall the school has made satisfactory progress.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A*	A	A	C
Mathematics	A	B	A	C
Science	A	B	D	E

Key	
top 5% nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

In Year 6 pupils' test results have been consistently high for the last three years in English and mathematics indicating very good and good progress respectively. Science results fell last year and pupils made unsatisfactory progress in relation to their prior attainment. Inspection evidence shows pupils lack investigative skills and this limits their understanding and progress. The school's targets for English and mathematics for 2003 are challenging, but most pupils are on target to reach them by the end of the year.

Since the last inspection, standards in Year 2 national tests have been below national averages in reading and variable in writing and mathematics. They rose dramatically in 2001 and fell to in line with national averages in 2002 due to a high percentage of pupils with special educational needs.

Inspection evidence shows that pupils attain well in English across the school. Attainment in mathematics is in line with expectations. In science pupils' attainment is below expected levels across the school. Junior pupils' attainment is below expectations in information and communication technology. In all other subjects and years pupils attain standards in line with national expectations for their age. Pupils' standards of attainment are above national expectations in music in Year 2 and in singing across the whole school. In gymnastics and dance pupils' attainment is above expectations for pupils' ages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like school, are eager to learn and work hard.
Behaviour, in and out of classrooms	Good. Pupils understand the school's expectations and behave well in lessons and around the school.
Personal development and relationships	Good. Pupils relate well to each other and adults, show initiative and willingly accept responsibility.
Attendance	Very good. Attendance rates are well above the national average

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall due to variations in teachers' expectations of standards of work between year groups and different subjects. There were examples of good teaching throughout the school and examples of very good teaching in nursery, Year 2 and Year 6. Assessment procedures were changed after the last inspection, and this left teachers with too little information to plan effectively to meet the needs of all pupils, particularly more able pupils. The new procedures and policies are not firmly embedded to ensure consistency in teaching throughout the school. Teachers successfully include and support pupils with English as an additional language and those with special educational needs helping them make satisfactory progress. The strategies for teaching literacy are good and those for numeracy are satisfactory. Weaknesses in teacher's subject knowledge in science and information and communication technology have an adverse impact on standards pupils achieve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum meets the statutory requirements, is wide ranging and well balanced. There is insufficient use of information and communication technology across the curriculum. The Foundation Stage curriculum is good.
Provision for pupils with special educational needs	Good. There are effective procedures and in class support which enable pupils to make sound progress.
Provision for pupils with English as an additional language	Satisfactory. The school liaises well with support services for pupils. There is appropriate support for and inclusion of pupils at the early stages of learning English and all pupils make sound progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for moral and social development is good and promotes high expectations of pupils and a positive response from them which aids their learning. The provision for spiritual and cultural development is sound but the multi-cultural aspect is not integrated across the curriculum.
How well the school cares for its pupils	Satisfactory overall. There is satisfactory support for pupils' guidance, health and welfare but assessment procedures are unsatisfactory.
How well the school works with parents	Good. The school has close links with parents and consults and informs them about changes to policy and the curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher provides a strong lead and is instrumental in promoting improvement. The senior management team needs to have a higher profile in ensuring school improvement.
How well the governors fulfil their responsibilities	Good. Governors have a good understanding of the school's strengths and weaknesses and effectively assist in ensuring improvement.
The school's evaluation of its performance	Satisfactory. The school accurately identifies its strengths and weaknesses and takes appropriate action to ensure improvement.
The strategic use of resources	Satisfactory. The school looks carefully at how finances are spent to ensure it gets the best value.

The internal accommodation is satisfactory and the classrooms are spacious and adequate for the delivery of the curriculum. Internally the building is clean and well maintained. The condition of the outside of the building is unsatisfactory and is dilapidated as outlined in the last report. The local authority has plans to renovate the building in 2004. Overall, the adequacy of resources is satisfactory but there are some resources that would benefit from replacement. The school has significantly improved resources for reading and English since the last inspection.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Parental responses are from 108 questionnaires, some written comments and the views of 19 parents who attended the pre-inspection meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Nearly all parents say their children enjoy school and attendance is very good. Their children respond well to the school's expectations and work hard and want to do well. They are happy with the homework set for their children. The school helps pupils become mature and responsible and they behave well. The school is well led and managed and the headteacher has had a positive impact on improvement since his arrival 18 months ago. Nursery/reception provision is a strength of the school. 	<ul style="list-style-type: none"> Some parents would like to be better informed about their children's progress. They would like the school to work more closely with parents. Some parents believe the school should offer a wider range of activities outside school particularly for younger pupils.

The inspection team supports parents' positive views of the school. There are satisfactory procedures for working with, informing and consulting parents. However, there is too little time for parents to discuss their children's progress. The provision of extra-curricular activities is satisfactory but there are too few for younger pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children start school with skills and knowledge in line with expectations for their age. The current reception year has more higher achieving children than usual and this reflects the very good start they get to their education in the nursery. Children in the nursery are similar, with several children who have skills and knowledge in advance of their years. Good quality teaching ensures children achieve well in relation to their prior attainment. They attain the expectations for their age in all areas¹ and exceed them in communication, language and literacy, creative, physical and personal and social development. There is good liaison between the nursery and reception class teachers but too few opportunities for liaison between the Foundation Stage team and Year 1. This does not assist the effective transfer of assessment information, or ensure consistency in teachers' expectations of what children know and can do. Consequently the targeting of more able pupils in Year 1 is less well established and on occasions there is too little difference in the tasks presented to pupils.
2. There has been considerable variability in the school's national test results for pupils aged seven. Standards rose sharply from below national averages since the last inspection to above in 2001. The school's 2002 national test results show pupils' attainment in reading, writing and mathematics was in line with national expectations but below those of similar schools. These results reflected a high percentage of pupils with special educational needs in the 2002 group of pupils. More able pupils achieved well and the school's results were well above the national average in reading and above in writing and mathematics. Teachers' assessment in science showed a similar picture with attainment for more able pupils at well above the national average but overall attainment was below national averages. This was well below the average for similar schools. However, the proportion that reached higher levels was well above that nationally and above that for similar schools.
3. Consistently strong teaching in Year 2 sets high expectations for the current Year 2 pupils. Inspection evidence shows that standards in reading and writing are above average for pupils and they make sound progress. In mathematics pupils' attainment is in line with national expectations for pupils of this age and they make sound progress. Standards in science are below expectations due to insufficient availability and use of assessment to ensure all pupils are appropriately supported and challenged.
4. The school's test results for Year 6 pupils have been consistently high for the last three years. In the 2002 national tests pupils' results were well above the national average in English and mathematics. Pupils made very good and good progress respectively against their prior attainment. The targets for English and mathematics for 2003 are challenging, but most pupils in the current Year 6 are on course to reach this by the end of the year. In this year's National Curriculum mathematics tests, pupils in Year 2 achieved broadly in line with the national average when compared with all schools. However, when these results overall are compared with schools in similar contexts, their attainment is well below average. In Year 6 pupils achieved well above the national average when compared with all schools in English and mathematics but their attainment was average in relation to schools in similar contexts. In relation to their prior attainment, pupils' achievement was well above average in English and above average in mathematics.

¹ These are expectations for most children to reach by the end of the Foundation Stage. They mainly refer to achievements children make in connection with communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

5. Science results fell last year and were below national levels and well below those of similar schools. Year 6 pupils made unsatisfactory progress in relation to their prior attainment. These results show a decline in standards following the previous inspection. One of the reasons for this is that the school's procedures for checking how well pupils are learning fell into disuse during this time. Consequently, teachers did not have enough information to discover and deal with the situation. Pupils learn a reasonable amount of scientific knowledge but they are not encouraged to ask their own questions, devise ways to test them or to record them in different ways and this limits their understanding and thus their progress. Year 6 pupils did not benefit from the same degree of revision provided last year for other tested subjects.
6. Speaking and listening skills are good throughout the school for the great majority of pupils. By the time they reach Year 6, pupils are confident, articulate speakers, and use their skills well in all subjects across the curriculum. Challenging targets have been set for reading, showing high teacher expectations. Overall, standards in reading are good throughout the school. All pupils make good use of their reading in other areas of learning, to read and follow instructions, and older pupils research information from different sources including the library and the Internet. Writing standards are above expectations across the school. Year 2 pupils write well in full sentences. They plan and write stories at length using basic punctuation correctly. More able Year 2 pupils use a wide range of punctuation to enliven their writing but few use many descriptive words. Year 6 pupils punctuate their work accurately, and build more complex sentences with a variety of words. They write lengthy book reviews and more able pupils frequently add descriptive similes to enliven their lively and imaginative poems. Pupils' spelling progresses well and is generally accurate and they use dictionaries or a thesaurus to help them increase their vocabulary. Standards of handwriting and presentation are good by the time pupils reach Year 6. However, standards are variable in some classes because pupils are not always expected to produce their best work. Effective use of pupils' speaking and listening skills are developed through discussion in art, and history. When pupils draft work on the computer, they make good use of all their literacy skills, and write reports and accounts in religious education. In science and art, pupils do not get enough opportunities to use their literacy or numeracy skills.
7. By the time pupils are 7 years old standards of attainment in information and communication technology are similar to those expected at that age. However, by the time they are 11, standards of attainment are below those expected. Pupils make sound progress in lessons but by the age of 11 pupils' standards of attainment are below national expectation because their skills and knowledge are not sufficiently well extended through use in information and communication technology lessons or across other subjects. The school does not consistently use information and communication technology as an effective aid to teaching and learning in science, art and design, design and technology, geography, history, music and physical education.
8. Standards of attainment for pupils aged 7 and 11 are in line with national expectations in art and design, design and technology, geography and history. In all these subjects they make sound progress. In art there are strengths in pupils' skills in close observational drawing but too little formal evaluation of the work of other artists. In design and technology pupils have a good understanding of the design process, making a range of products and paying good attention to the quality of the finished article. In geography younger pupils learn about the local area and older pupils debate the impact of a new airport development on the surrounding areas. Pupils' understanding of the passage of time and key events broadens as they go through the school and learn more historical facts. In religious education pupils attain standards in line with the expectations of the locally agreed syllabus at the ages of 7 and 11 years.

9. Standards in music are above expectations by the age of 7 years and in line with national expectations by the age of 11 years. The difference relates to pupils' experience over time. Changes to reinvigorate the subject over the last two years are bearing fruit for younger pupils as they build on good experiences in the Foundation Stage but it is too soon for significant change to show for older pupils. Standards of singing are good across the school due to specialist teaching. There is insufficient evidence to make an overall judgement about standards in physical education across the school. However, in lessons younger pupils achieve standards of attainment above expectations in gymnastics. Year 5 pupils achieve standards in dance above that which is usually seen.
10. Pupils with English as an additional language make satisfactory progress and achieve standards in line with their peers. The small proportion of pupils with special educational needs achieve well and at a suitable level for their age and prior attainment. The standards pupils with special educational needs attain are below those expected for the pupils' ages but they are satisfactory in relation to the pupils' identified needs and targets. These targets are clear, specific, achievable and suitably challenging. Pupils with special educational needs make satisfactory progress towards these targets, particularly in literacy and numeracy skills and in behaviour. Teachers track their progress satisfactorily in order to give them a chance to succeed. Relationships are good throughout the school. Pupils with special educational needs are included in all aspects of school life and this helps them make satisfactory progress. Pupils' work is always valued and this encourages them to try harder. Pupils receive additional input by dedicated support staff and make good progress when staff refer to pupils' individual targets in planning work for them and focus on the development of language skills. In science over the last three years, boys' performance has been better than girls' in the National Curriculum tests at the age of 11. However, boys and girls appear to be performing equally at this time and there is no significant difference between them in mathematics or English. Pupils who are gifted academically or talented in sports or the arts have been identified and appropriate work is planned to meet their particular needs, although this is not seen in every class.

Pupils' attitudes, values and personal development

11. In the nursery and reception classes children's attitudes to school are well formed. They get a good introduction to life in the school community. They respond well to their teachers and are happy and confident in school. Children in the nursery and the reception class understand what is expected of them and show independence and initiative by selecting their activities and equipment without adult help. They are independent and most of the nursery children dress and undress themselves unaided. They listen to teachers and share equipment with other children. In reception they make up a range of role play situations based on a story of going to the moon.
12. Pupils' attitudes, values and personal development are good which is as they were at the time of the last inspection. Most pupils enjoy school and are happy to be there. Parents state that their children like school, work hard and want to do well. In class pupils are eager to learn and interested in their lessons. They answer questions sensibly and listen carefully to their teachers, for example, in physical education lessons pupils listen carefully to instructions, carry out the tasks set and learn to improve their performance through instruction. Pupils' social development is good. They form good relationships with all staff which motivates them to work hard and respond well. Pupils readily talk about what they are doing and eagerly take part in class discussions. They are relaxed and confident when talking to visitors. Pupils have consideration for others, are aware of those less fortunate than themselves and like to help. For example, they raise funds for children's charities.
13. All pupils including those with special educational needs and English as an additional language have a positive attitude to their work. They are keen to make progress, eager to

please and enjoy succeeding. They are well behaved and respond well to the encouragement they receive, which helps to boost their confidence and enable them to take pride in their achievements.

14. Overall, the behaviour of pupils within the school is good and has a positive impact on their learning. Most pupils respond well to the staff's expectations of how they should behave in and around the school. Older pupils explain the school's code of conduct and all pupils respond well to the school's rules. They have a good sense of what is expected of them and have an understanding of right and wrong. Their moral development is good and they express opinions about racism and bullying indicating their clear disapproval. During the inspection, no instances of bullying, aggressive, sexist or racist behaviour were observed. Pupils' spiritual and cultural development are satisfactory. Through personal, social and health education lessons they gain an understanding of working together as a community. For example, they link the Ancient Greeks' democratic system to their own experience of devising class and school rules.
15. In the classroom, the majority of the pupils behave well. There are very occasional instances of inappropriate behaviour from the older pupils in some lessons. This exhibits itself as low level talking at the wrong time or evidence of lack of sensitivity to others by laughing inappropriately when someone makes a mistake. Pupils' moral development is good. Most pupils understand the impact their actions have on others and respect the feelings, values and beliefs of others. They respond appropriately to opportunities to reflect on and discuss their behaviour, feelings and experiences. For example, in a history lesson pupils commented that if they chatter or argue they will not make sufficient progress.
16. Pupils behave well around the school and in the playground. They are pleased with the purchase of equipment for use at lunchtimes as they feel it helps to create a purpose to their play. They make full use of the equipment and eagerly engage in structured games. For example, older pupils play a game with a parachute organised by the midday supervisor in the playground. Younger pupils enjoy playing together with bats and balls and with stilts and eagerly join in a skipping game with a midday supervisor. One pupil has been excluded for a fixed term in the previous academic year and there have been no permanent exclusions. Parents state that their children's behaviour in the school is good and they respond well to the school's expectations.
17. Relationships within the school are good and pupils' social skills develop well. The pupils show respect for teachers, adults and each other. They are invariably polite and trustworthy. The staff make good role models in the way that they respond to and value the pupils' participation in lessons which ensures pupils talk confidently about their views and beliefs and listen to others. Pupils display a sense of initiative when given responsibility in the school. They willingly accept the responsibility of routine tasks such as returning registers to the office, clearing away the equipment and preparing for the next lesson. They play an active part in the life of the school. In the playground, pupils take responsibility for organising the equipment and older pupils visit the younger ones to play with them. Older pupils have responsible roles as monitors in areas such as the library. Pupils value the fact that they have a pupil council; representatives from each class put forward their peers' suggestions for discussion and deliberation. They believe the council is successful and is an important avenue for airing their views and bringing about helpful changes.
18. Pupils' attendance at the school is very good and reflects what parents say about their children liking school. The attendance rate for the last academic year was well above the national average at 95.9 per cent. The unauthorised absence rate was below the national average. Attendance rates have been consistent over the last three years. Most pupils are punctual, and this enables lessons to start on time.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is satisfactory overall due to variations between year groups and in teachers' expectations of standards of work. The judgement on teaching is based partly on lessons observed but also from aspects of teaching evidenced through pupils' work. For example, pupils' standards of handwriting and presentation are good in Year 6 but there are some inconsistencies in teachers' expectations as pupils are not always expected to produce their best work. There are also inconsistencies in the implementation of the school's marking policy. For example, in English and mathematics pupils' work is marked regularly but it does not always show pupils how to improve their work or the amount of support given to pupils.
20. During the inspection 59 lessons or parts of lessons were observed of which 54 were graded. The overall inspection statistics indicate that the majority of teaching observed during the inspection was good. However, the overall figures masks variation between infants and juniors, different subjects and between year groups which affects the consistency of the teaching overall. In the 4 per cent of lessons where teaching was unsatisfactory teachers do not have high enough expectations of what their pupils can achieve, or lessons are not well structured, or the pace is too slow, and pupils do not make as much progress as they could. The overall judgement from the last inspection was slightly higher. There have been changes in staff and the curriculum since the last inspection and no recent training in some subjects. In information and communication technology, training is very recent and has yet to have a full impact on teachers' practice. However, the key features to impact on inconsistency in teaching are that policies and support to teachers through guidance and schemes of work were not updated and assessment procedures were changed after the last inspection. This left teachers with too little information to plan effectively to meet the needs of all pupils. The new procedures and policies are not firmly embedded to ensure consistency in teaching throughout the school.
21. In the Foundation Stage there is greater consistency in quality and expectations due to strong team work, effective liaison and leadership. Eighty-nine per cent of lessons in the Foundation Stage were good and 11 per cent of the teaching in the nursery was very good. Very good teaching and provision in nursery is also leading to good progress and more children achieving higher scores on the reception baseline. Good use of assessment information helps staff meet children's varying needs. Good adult to children ratios and consistently good teaching ensure all children including those with special educational needs and English as an additional language make good progress. This good level of support is not available to teachers in the infant classes.
22. The quality of teaching Years 1 and 2 is good or better in 65 per cent of lessons. Consistently strong teaching in Year 2 is raising expectations and standards. Forty per cent of all teaching in Year 2 is very good. In Years 3, 4, 5 and 6, 59 per cent of all lessons during the inspection were good or better. All the very good teaching occurred in Year 6 and this is having an impact of raising expectations for all pupils. Examples of good teaching were seen across the school and in all subjects.
23. Teachers have a sound understanding of most of the subjects they teach. Variations occur across and within subjects. For example in art teachers' good understanding of the subject and very good management of pupils ensured they listened well to instructions and improved as a result of instruction. However, in science teachers have the basic required scientific knowledge but are not sufficiently clear about the role of scientific enquiry. Consequently teachers do not encourage pupils to ask their own questions, devise ways to test them or to record them in different ways which affects the standards achieved.

24. The strategies for teaching literacy are good. Teachers' planning is thorough and breaks learning into small progressive steps and presents suitable challenges for pupils of all ability. There are some good examples of the use of pupils' literacy skills in art and design and technology. The National Numeracy Strategy is firmly embedded in the work of the school and teachers plan thoroughly but do not always provide explicit work to challenge and extend more able pupils. This stems in part from the lack of firmly embedded assessment strategies which would help teachers know more about what the pupils can and cannot do. For example, in mathematics lessons higher attaining pupils are not always effectively challenged and this results in them not achieving their full potential in lessons. Their work reflects this lack of challenge. This can also be seen in geography and history.
25. Teachers manage pupils well and promote good social behaviour. They plan a variety of interesting activities which captures pupils' enthusiasm and clear expectations on behaviour ensures pupils work well together, discuss their work and share activities. This enhances their progress. Teachers' demonstrations, directions and comment on pupils' performance led to a willingness to try hard and improvement in skills through practice. Their interest and enthusiasm for a subject ensures pupils are interested in the subject, enjoy their lessons, want to learn and do well, for example, in singing and dance lessons there is a spiritual quality to the pupils' intense concentration.
26. The quality of teaching for pupils with special educational needs is good. Most teachers use a wide range of successful strategies to motivate, involve and challenge pupils. They regularly monitor the progress pupils make towards achieving their targets. Teachers ensure pupils' records are well maintained and regularly updated, enabling them to track progress carefully. Pupils are accurately assessed using outside agency support if necessary and their individual education plans are targeted carefully to help them learn. Teaching assistants work effectively to support these pupils. There are examples where they make very good use of resources to support pupils with special educational needs in all parts of the lessons. The teachers ensure that pupils with special educational needs are included in all lessons and appropriately supported where necessary by specialist support staff.
27. The key issue in relation to homework has been successfully addressed. There is a clear policy which parents understand and support. Parents know that all pupils receive homework regularly and are happy with the amount and quality. Pupils know what is expected, and there are usually extension activities for those who wish to do more. Parents value the termly outline of what their child will be studying because they can reinforce this with visits and other activities at home.

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

28. The school provides a satisfactory curriculum that is wide ranging, well balanced and meets statutory requirements. The school is socially inclusive and ensures all pupils have equal access to the full curriculum, including those with special educational needs and those for whom English is their second language.
29. The quality of the curriculum for children in the nursery and reception classes is good. They follow the Foundation Stage curriculum, specifically designed for the youngest children in schools nationally, covering all six areas of learning well. All activities are carefully planned in small steps to ensure that the children meet each learning area

regularly in a structured approach. There is insufficient focus on the link between the Early Learning Goals² and starting the National Curriculum.

30. The school ensures all National Curriculum subjects are included, and there is appropriate coverage of the programmes of study in each subject. A policy and the national scheme of work for each subject forms the basis of teachers' planning. The school has instigated a programme of updating policies in line with current guidance. The long-term curriculum plan has recently been updated, and is ready to be shared with governors and parents. At the time of the last inspection, the provision of curriculum information to parents was a key issue. This has been satisfactorily resolved, and parents now receive regular newsletters about what their children are to study. Parents also have good opportunities to give their views on the school in an annual questionnaire. The school is aware that the curriculum in art is underdeveloped in certain areas, for example three-dimensional work, and has drawn up an action plan for improvement. The length of the school day for younger pupils has been satisfactorily adjusted to provide more teaching time. There is a suitable time allocation for all subjects, although some numeracy lessons for younger pupils are longer than the national recommendations and consequently pupils are sometimes restless and lose concentration.
31. The quality of personal, social and health education is satisfactory. This gives pupils useful opportunities to consider and discuss a range of issues and choices that will affect their own lives as they grow and mature. It is often taught through 'circle time'³. The newly developed School Charter with the emphasis on promoting values for life also supports pupils' personal development. The current school improvement plan includes the introduction of citizenship education. The school governors intend to introduce a policy and programme for sex education in the current school year, in consultation with parents. Drugs education is covered within the science curriculum. The National Literacy and the National Numeracy Strategies are firmly established in the school curriculum. The strategies for numeracy are satisfactory. Those for literacy are good, and pupils use their literacy skills well to access the whole curriculum.
32. Pupils who are gifted academically or talented in sports or the arts have been identified using guidelines in the school's gifted and talented policy. Appropriate work is planned to meet their particular needs, although this is not seen in every class. The provision for pupils with special educational needs is good. The school provides a flexible range of support to meet the various needs of individual pupils. This ensures all pupils are fully included in lessons. The most effective strategy is in-class support from teaching assistants when pupils are taught with their classmates. Teachers have copies of pupils' individual education plans, which they use effectively to plan suitable work to meet the needs of individuals. The school ensures that the provision outlined in a pupil's Statement of Special Educational Need is in place and will ensure that it is reviewed annually in line with the 2001 Code of Practice guidance. The school ensures pupils with English as an additional language are identified and appropriate support is provided through good liaison with support services.
33. The school makes satisfactory provision for extra-curricular activities. A variety of clubs and sports are open to boys and girls, but only football is available to younger pupils.

² **EARLY LEARNING GOALS**

Early learning goals - these are expectations for most children to reach by the end of the ~~F~~Foundation ~~s~~Stage. They mainly refer to achievements children make in connection with communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

³ During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference of interruption from other children.

Older pupils enjoy playing lacrosse and netball, the art club, dancing and music activities, including the choir. Year 6 pupils have a residential visit towards the end of the school year. Parents' concerns about the provision of extra-curricular activities are not supported by the inspection evidence but the comments about too few activities for younger pupils are justified.

34. 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 the local community or local businesses. Links are mainly with Christian churches. Visitors from local churches come into school several times a year to conduct assemblies, and pupils may visit the nearby Church of England. There are plans to develop the wilderness area in the school grounds for pupils to use through a company that will also help the school find sources of funding for this project. A small number of parents help regularly in school and class, and parents support their children with reading and homework.
35. The school has satisfactory links with other schools. As pupils move to many different schools for the next stage in their education, the school has to liaise with a variety of them. Local secondary schools offer support with information and communication technology and sports activities. All pupils have good opportunities to visit their next school prior to the time of transition.

Spiritual, moral, social and cultural provision

36. The provision for the pupils' spiritual, moral, social and cultural development is good overall. This is similar to the judgement made at the previous inspection.
37. Provision for spiritual development is satisfactory. In assemblies, pupils learn the meanings behind different Christian religious festivals but little about those from other faiths. Provision for collective worship meets statutory requirements and provides appropriate opportunities for pupils to reflect on the key messages from the assembly. The school demonstrates respect for pupils from different faiths and beliefs who do not wish to be involved in the act of Christian worship and there are appropriate arrangements to support them. Pupils are given sound opportunities in lessons to think about their own experiences and feelings as well as to reflect on how others might feel in a range of situations. For example, Year 2 pupils were encouraged to think about how Saul might have controlled his anger at David's increasing success. They were then asked to consider how they might deal with similar feelings themselves. Personal, social and health education is being increasingly used to help pupils to consider their own feelings. However, at times, the actions of some pupils, for example, laughing at classmates because they need extra support, go unchecked. This results in embarrassment and an unwillingness to persevere. There are missed opportunities to plan for promoting spirituality across the curriculum.
38. The provision for pupils' moral and social development is good. Pupils learn the difference between right and wrong during everyday school life through the good examples provided by all staff. The guidance provided in assemblies helps pupils to learn about social and moral issues such as honesty and caring for others. They find out about the lives and works of individuals such as Mother Teresa and Helen Keller, and the lessons that we can learn from their actions. They come to a greater understanding of their own and others' places in society. For example, pupils learn about the pernicious effects of racism when watching the 'Show Racism the Red Card' video. Teachers usually have high expectations of good behaviour and implement a system of certificates and house points to encourage effort, good behaviour, responsibility and team spirit. These have a positive impact on pupils' attitudes, behaviour and learning. Non teaching staff and in particular the caretaker have a significant impact in supporting pupils' social development. Positively phrased class

rules are on display in each classroom and set out clear expectations. All staff help to promote a positive ethos and ensure pupils understand and adhere to the expectations of the school charter. In a number of lessons, such as science and information and communication technology, pupils work well together in small groups. This also helps them to develop a range of social skills. Pupils also develop these skills as they take part in extra-curricular activities. Year 6 pupils learn to exercise responsibility and develop social awareness when they take part in their residential trip. The School Council gives pupils sound opportunities to take responsibility for some aspects of school life. The selection and voting process also helps pupils to begin to understand some aspects of citizenship. Pupils support a range of charities. This helps them to think about those less fortunate than themselves.

39. The provision for pupils' cultural development is sound. Pupils find out about some of the cultural heritage of this country through lessons in music, art and history. Year 2 pupils learned about the Gunpowder Plot and how this led to Bonfire Night. There is a country dance club in which participants take part in traditional dances, including Maypole dancing. Aspects of other cultures are used as the basis for some lessons, for example, Australian aboriginal art and making chapatis in design and technology. Pupils compare life in this country with that in another. For example, Year 4 find out about everyday life in Chembakolli in India in geography. However, there is not enough work about the customs, traditions and values of other cultures that make up British society. The multi-cultural dimension is not firmly established as a central part of each subject.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. Overall, the school provides appropriate care of its pupils and ensures their safety and welfare. Staff know their pupils well, ensure they are treated with respect and valued as individuals which results in good relationships and positive responses from pupils.
41. There are satisfactory arrangements for child protection which are in line with the local guidelines. The school has a designated child protection co-ordinator with recent training. The procedures and routines for dealing with child abuse are understood by all staff and the school seeks and receives support from outside agencies as required. The child protection policy needs updating and the school is awaiting the publication of new guidelines before revising it. Formal child protection training for the staff is due soon.
42. The school has an appropriate health and safety policy and ensures there is a regular review of the premises with findings reported to the governors. The last inspection report highlighted the potential risk to pupils from the congestion of parents at the school gate. This has been successfully addressed by creating a safe waiting area and an accessible pathway. Fire procedures are adequate and regular testing of fire and electrical equipment takes place. The provision for first aid and supervision at mealtimes are good. Members of staff are fully trained in first aid procedures and the school has sound procedures for dealing with accidents and emergencies. The school satisfactorily promotes pupils' awareness of health and safety through talks from the local police and fire service and personal, social and health education lessons. For example, in Year 6 pupils took part in the Crucial Crew programme, involving learning about the roles of the emergency services. Participation in a 'walk to school week' taught pupils about the value of exercise and good health and helped them reflect on the impact cars have on the environment.
43. There are good procedures for monitoring and promoting good behaviour. The school's behaviour policy is satisfactory and consistently implemented apart from very occasional instances when inappropriate behaviour is not challenged. The school helps create a happy atmosphere, which promotes good behaviour and self-discipline and any

misbehaviour is handled satisfactorily by the school. There is a satisfactory anti-bullying policy and the procedures for monitoring and eliminating oppressive behaviour are good. There are good recording systems for any acts of bullying and harassment and records of pupils' behaviour are well kept. Incidents of bullying are handled well by the school. Pupils say they are unaware of any bullying, but they know whom to approach if it did occur. At lunchtime there are good strategies to manage pupils' behaviour, for example, structured games initiated and supervised by the lunchtime staff.

44. The school has satisfactory procedures for the educational and personal support of pupils. Although the school does not have a formal policy in place for the recording of personal development, it keeps detailed records of pupils' progress. This is included in the annual progress reports to parents. Informal procedures are good, teachers know their pupils well and the school provides a variety of activities, for example, the school takes part in a residential trip which enables pupils to build confidence and develop their sociability. Parents are happy that the school helps pupils to become mature and responsible and that staff know the pupils well.
45. Overall, the school's systems to promote regular attendance are satisfactory. Daily registration procedures comply with the statutory requirements. The school has an expectation of good attendance to which parents and pupils respond well. The school reminds parents in the prospectus of the requirements in reporting absence. Procedures for following up unauthorised absences are unsatisfactory. At the time of the inspection, the percentage of pupils with unauthorised absence for the last few weeks was high and due to an oversight the reasons for absence had not been pursued for a number of weeks. The school investigates the whereabouts of pupils on the first day of absence. A formal system of analysing the types of absence is not in place and the school makes insufficient use of the data available to monitor attendance patterns. However, the headteacher and the educational welfare officer monitor pupils who are a cause for concern. The school makes effective use of the support of its education welfare officer when needed.
46. Procedures for monitoring academic and personal development are unsatisfactory and progress since the last inspection has been unsatisfactory. Assessment procedures were a strong feature in the last inspection but shortly afterwards they were changed to a very light system. This had an impact on standards which fell in Year 2. The current headteacher recognised this as a problem and re-established a more thorough system of assessment and reintroduced setting targets for pupils in English and mathematics. The new assessment policy was agreed in June 2002 and is in the early stages of implementation with satisfactory progress over the last few months.
47. Assessment procedures for the Foundation Stage are satisfactory. Children are assessed by nursery staff against development markers in the Foundation Stage curriculum when they start at the age of three. On entry to the reception class children are assessed using the local education authority's baseline assessment and this will be repeated at the end of the year. Children had just been assessed at the time of the inspection and staff were at the early stages of analysing the results and using these to group pupils. Baseline assessments are shared with parents in the first term of reception. The school continues to assess children's progress regularly throughout the year.
48. In other years assessment and record keeping is unsatisfactory as it is too inconsistent. The school has already recognised this and taken some action but systems are not yet embedded in the practice of the school. At the end of most years the school tests its pupils formally, in Years 2 and 6 through statutory National Curriculum tests and in Years 3, 4 and 5 through optional national tests. Teachers' use of assessment information to help them plan further lessons is inconsistent. Some teachers plan ongoing assessment for and evaluations of their lessons; some modify plans for subsequent lessons according

to what has been learnt and target support where individual pupils require it but practice is too variable.

49. Parents attending the pre-inspection meeting said they found the end of year report on their child's progress useful. They believe that class teachers put a lot into them to make them personal to each child. Parents discuss them with the teachers and may add their comments to the reports. They value the opportunity to visit the school at work on the annual 'open afternoon'. Twenty per cent of parents responding to the questionnaire wanted more information of progress. The inspection team found that whilst detailed end of year records of pupils' achievements are kept for English, mathematics and science, other subjects are monitored at a very basic level when teachers comment on progress at the end of the year. The quality of these reports is satisfactory but they only identify areas for improvement in English and mathematics.
50. The school sets individual targets for pupils in English and mathematics, which are shared with parents. These targets are reviewed at the end of the year. Where targets are successfully used they are meaningful to the pupils and part of their daily working environment. For example, in Year 1 targets are displayed on the pupils' worktables and in Year 2 they are displayed on the baskets on the worktables. Pupils talk about their targets and understand what they mean. However, the school recognises that this is still an area for development to ensure a consistent and appropriate approach in all year groups.
51. The school cares appropriately for pupils with special educational needs. Pupils who are below the attainment expected for their age are placed on the special educational needs register. The school uses assessment well to set their individual educational plans. Their work is regularly monitored to ensure that they are making sound progress towards the targets set for them. Regular reviews of pupils' progress help to ensure that most work is suited to their needs. Outside agencies are involved, as required, to help meet their specific targets. The quality of the school's liaison with outside professional agencies to support special educational needs pupils is sound. The school complies with the statutory requirements for pupils with Statements of Special Educational Need. Well written individual education plans ensure pupils' special educational needs are met. This enables them to make satisfactory progress. There is a register of gifted and talented pupils which identifies high ability across different subjects. For example, in music gifted and talented pupils are given more demanding tasks and their skills are used to lead the work of others in performance of a percussion piece.
52. The school analyses in detail completed national assessment test papers to modify teaching methods and content where weaknesses are identified. Curricular targets have been set to improve, for instance, pupils' problem solving skills and their ability to estimate and approximate in mathematics. The school works closely with external agencies to provide support for pupils with English as an additional language who are at the early stages of learning English. The school does not monitor attainment of pupils with English as an additional language closely enough.
53. There is a lack of consistency in the standards of marking. Though some marking is constructive and gives guidance on how to improve, elsewhere it is brief and does not provide sufficient support or encouragement. There is very little annotation of work to indicate how much support a pupil has had in completing a task. There is a new draft policy for marking.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. Good links with parents have been established and parents have very positive views of the school. Almost all the parents who replied to the questionnaire or attended the pre-inspection meeting felt comfortable in approaching the school with questions or problems. Most parents are happy with the values and attitudes that the school promotes, and feel that behaviour is good and is achieved through good management.
55. The quality and quantity of information provided for parents are satisfactory. Parents state that communication between school and home has greatly improved in the last 18 months. The school has successfully dealt with the key issue from the last inspection regarding providing more information about the curriculum to parents. The quality of information about the curriculum is good. They receive information on what is taught and the topics that each class will cover in the term. The introduction of a notice board at the school gate and regular newsletters keep parents aware of day-to-day activities and events. Parents value the curriculum evenings, for example on the National Literacy and Numeracy Strategies, which help them to understand changes to the curriculum and how it is taught.
56. The prospectus and annual report from governors provide adequate information on how the school works and what parents can expect. The documents meet the statutory requirements apart from minor omissions. The prospectus does not include the rates of pupils' absence. The annual report to parents provides too little information on pupils with disabilities and special educational needs. The school's annual reports to parents on their children's progress are satisfactory. They are specific to each pupil and provide good information on what the pupil can do in all subjects. An area for improvement is only provided for in English and mathematics, and how pupils could improve in other subjects is not always apparent. There are formal evenings in the autumn and spring terms. There is too little time for parents to discuss their children's progress with teachers. In the summer term, following the distribution of the annual progress reports, parents can drop in to school or make an appointment with class teacher to discuss the reports. Teachers are easily accessible to parents for either informal discussions or a more formal appointment at other times in the year.
57. Arrangements are in place so that parents of pupils with Statements of Special Educational Need are appropriately involved in annual review meetings. The school is efficient in consulting and involving parents of pupils who have individual education plans. Parents are invited into school to discuss pupils' progress and all parents of pupils with special educational needs receive a regular newsletter and an up-to-date individual education plan for their children. Links between home and school are regular and constructive and this helps to ensure that pupils receive good support and make sound progress.
58. Parents' involvement has a satisfactory impact on the work of the school. Parents support their children's learning through hearing their children read. Parents of children new to education are invited to come into school in the autumn term to discuss their children's baseline assessment. Parents of pupils with special educational needs are encouraged to take an active role in their children's education, individual educational plans are in place and parents are involved in their reviews. The home/school agreement is not highly valued, some parents could not remember if they had signed one and only 17 parents had signed an agreement this year. Some parents help in the classroom, and the school is planning to extend opportunities and improve parental contribution in the daily life of the school.
59. Parents are consulted on major decisions; their views are sought, and acted upon through an annual questionnaire. Provision of homework and parents' understanding of what is expected have improved since the last inspection. Parents were consulted on the content

of the homework policy and the school implements its policy satisfactorily. Invitations are extended to parents regularly to attend class assemblies and other events such as the Year 6 Summer Show. The parents' association provides good support for the school through fund raising and social events.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The leadership and management of the school are satisfactory overall and include both strengths and a number of shortcomings. A new headteacher has been appointed since the last inspection and there are several new governors. The leadership and management of headteacher and governors are good and an important factor in helping to raise and maintain standards. Overall there is sound commitment to moving the school forward and a satisfactory capacity for effecting change.
61. The previous inspection report noted that the school was 'well organised and very effectively managed'. However, a number of the structures and systems in place at that time, for example, assessment procedures, deteriorated following that inspection and resulted in falling national test results for 7 year olds. The new headteacher identified key issues quickly and began a development programme that is having a positive impact on school improvement.
62. The headteacher has a good vision for the school's educational direction, provides a strong lead and has worked hard to set the school on the right track. He has led all those involved with the school, including staff, governors, pupils and parents towards the creation of the School Charter. This puts children's academic, personal and social development firmly at the centre of the school's intentions and purposes. There is an ethos of wanting to learn and achieve well. The headteacher monitors standards and shares the findings with governors and staff, takes effective action and sets appropriately challenging targets for improvement. Parents are strongly supportive of the headteacher and believe he plays a key role in improving the school.
63. The headteacher is supported by a team of senior members of staff to help to create good practice and spread procedures and ideas for school improvement. The senior management team needs to have a higher profile in ensuring school improvement and more training on strategic management. They have had some training in performance management and school evaluation. The range of areas to be covered by a small team limits its effectiveness. Performance management arrangements were successfully put in place soon after the headteacher's arrival. The system has bedded down well and provides him with a clear view of the strengths of his team and areas where more training and development is needed. Provision for special educational needs is effectively led and managed and the co-ordinator is well trained. The special educational needs register is established, all pupils have been accurately assessed and they have relevant achievable targets. Good links with outside agencies are established. The new policy for special educational needs reflects the requirements of the 2001 Code of Practice. The co-ordinator holds termly review meetings with class teachers, the learning support service, parents and pupils. Individual education plans are regularly monitored and feedback given to teachers. Monitoring of teachers' planning has recently started and this is an area where the school recognises there is more work to do. Pupils' progress is tracked annually but the planned implementation of more effective assessment procedures requires more regular monitoring.
64. The Foundation Stage has been well led ensuring sustained good quality teaching and curriculum improvement and development over time. Subject leaders have a good understanding of the strengths and areas for development in their subjects and how to go about securing these improvements but implementation is at an early stage. They check teachers' plans to ensure that these cover the appropriate content; and some subject

leaders have looked at the quality of pupils' work. However, systems to check that the teaching plans have been implemented, or to evaluate their success in raising standards, are not fully in place. The school has recently successfully completed its first cycle of monitoring and evaluation of performance. This has led to some useful developments in reading, writing and in enhancing teachers' understanding of the use of information and communication technology.

65. The governing body plays an effective part in shaping the direction of the school. With the help of the headteacher, governors keep themselves fully informed about the school's strengths and weaknesses. They fully recognise, for example, that standards in some subjects have been maintained, but fell in others after the last inspection. They are involved well in developing and implementing the school's planning to bring about improvements. The school is also working closely with the local education authority's advisors, who have helped to evaluate current practice, including teaching. They have made useful suggestions for further development.
66. The school's plans for further improvement identify appropriate areas for development, for example, in raising standards in English, mathematics, science, and information and communication technology. A positive feature of the plans is that the number of targets is manageable. However, sometimes the targets for individual areas are not clear enough. Some aspects of the plan, for example those concerned with information and communication technology, are much clearer than others. The financial implications enabling the school to reach its targets are soundly considered. The implementation of earlier plans is beginning to overcome some of the deterioration that followed the previous inspection, for example, by beginning to re-establish effective assessment procedures. The school's use of new technology is satisfactory. For example, attendance is computerised and older pupils use computerised thumb prints to access the library system.
67. The quality of financial planning is satisfactory and the school makes sound use of specific grants. The school carefully considers different options before spending to ensure that it receives good value for money and uses its funding soundly. However, it has built up a considerable financial reserve of just over ten per cent of its budget. There are firm plans to use this for building improvements but there are some resources that would benefit from replacement. In physical education, for example, some of the gymnastics apparatus is too large for younger infant pupils but too small for older juniors.
68. The school has a suitable number of qualified staff to meet the demands of the curriculum. A significant change in staffing has taken place in the last two years including the headteacher. The teaching staff as a whole have sufficient knowledge and expertise to meet the requirements of the National Curriculum and most have responsibility to lead development in a specific subject. The nursery class benefits from very good support from a full-time qualified nursery nurse. The reception teacher is satisfactorily supported by a teaching assistant with some specific training for this age group. There are four teaching support assistants. They are appropriately deployed in classrooms providing support to teachers and pupils for approximately 50 per cent of the teaching time. The limited support for the pupils in Years 1 and 2 has an impact on sustaining the quality of learning from the Foundation Stage. The school has satisfactory arrangements for the induction of new staff. Newly qualified teaching staff are well supported by their appointed mentor and all the staff. The school welcomes student teachers and has the potential to be a satisfactory provider of initial teacher training.
69. Overall, the adequacy of resources is satisfactory. The school has significantly improved resources for reading and English since the last inspection. They are now good and for literacy they are very good in range and quality. Library resources are good. Years 1 and 2 pupils have good access to a library specifically resourced for their ages. It includes a

satisfactory range of fiction and non-fiction books. Teachers make good use of the library and teach pupils how to use it appropriately. The school has introduced computerised thumbprints for identification for older pupils to assist their use of the library. Resources for English are good, and a recent audit has shown that there is a need to increase the range of books available for older pupils to use in literacy lessons. There is a satisfactory range of resources to support the curriculum. The school has identified gaps in information and communication technology software and allocated sufficient funding to address the problem. In all other subjects, the resources are satisfactory apart from a lack of construction equipment in design and technology in Years 1 and 2 and resources in music need updating. In the Foundation Stage, resources are good apart from a lack of sufficient resources to support the new computers. Access to some resources, such as the cookers, is limited.

70. The internal accommodation is satisfactory and the classrooms are spacious and adequate for the delivery of the curriculum. Internally the building is clean and well maintained. In the nursery, there is no provision for a disabled toilet and cloakroom and toilet areas are cramped. Some of the school toilet accommodation is poor but the school has plans in place to refurbish some of these. Displays around the school are attractive and add to the character of the school. The school has recently refurbished the outdoor play areas in the Foundation Stage. The outdoor play facilities for the nursery are very good with an enclosed area that is landscaped to include adventure and exploration to stimulate the children. Similar provision is available for the reception age children who have access to an appropriate, enclosed area. The school has two playgrounds and a pleasant quiet area has been created with a friendship bench in the older pupils' playground. The playground for younger pupils is basic. The surface of the play area is breaking down and becomes waterlogged with very large puddles in heavy rain. The condition of the outside of the building is unsatisfactory and is dilapidated as outlined in the last report. The local authority has plans to renovate the building in 2004.
71. Considering the standards that pupils achieve, the degree of improvement since the last inspection particularly recently and the overall effectiveness, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72. In order to raise pupils' attainment and the quality of education the governors, headteacher and staff should:

(1) raise standards in science by:

- establishing procedures for monitoring pupils' progress;
- providing opportunities for older pupils to review their knowledge;
- ensuring appropriately challenging activities are designed for younger more able pupils;
- ensuring consistency in the quality of teaching;
- providing training for teachers on the purpose of scientific enquiry;
- providing opportunities for pupils to ask their own questions, devise ways to test them or to record them in different ways;
- providing a range of ways for pupils to record their work utilising their literacy and numeracy skills;
- providing more opportunities for information and communication technology;
(paragraphs 2-7, 23, 31, 49, 66, 90,100-106)

(2) raise standards in information and communication technology in Years 3, 4, 5 and 6 by:

- providing guidance to teachers showing how and where information and technology can be used in other subjects;
- ensuring each subject policy has information about the use of information and technology skills;
- providing more opportunities for pupils to use their skills in other subjects;
- providing a suitable large demonstration screen;
- ensuring an appropriate range of software;
(paragraphs 7, 20, 35, 38, 64, 66, 69, 90, 99, 106, 111, 118, 122, 125-6, 128-133, 136, 140)

(3) ensure procedures for assessing pupils' abilities are consistently applied and used to set appropriately challenging work for all pupils by:

- ensuring regular and consistent use of procedures by all teachers;
- ensuring clear links between assessments and teacher medium and short term planning;
- ensuring all teachers identify assessment opportunities in lessons and evaluate the lessons, and that they change planning for the follow up lesson as necessary;
- ensure consistent implementation of the marking policy.
(paragraphs 1, 3, 20, 24, 45-49, 92, 100, 106, 119, 124, 148)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	7	25	20	2	0	0
Percentage	0	13	46	37	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	236
Number of full-time pupils known to be eligible for free school meals	0	8

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	34

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	14
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
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	19	11	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	18
	Girls	9	9	9
	Total	25	25	27
Percentage of pupils at NC level 2 or above	School	83 (97)	83 (90)	90 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	18	17
	Girls	9	9	9
	Total	25	27	26
Percentage of pupils at NC level 2 or above	School	83 (93)	90 (97)	87 (100)
	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	11	20	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	8	9
	Girls	18	17	17
	Total	24	25	26
Percentage of pupils at NC level 4 or above	School	80 (90)	80 (81)	87 (90)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	8	9
	Girls	18	18	17
	Total	23	26	26
Percentage of pupils at NC level 4 or above	School	74 (87)	84 (84)	84 (94)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
211	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
8	0	0
0	0	0
0	0	0
2	0	0
1	0	0
0	0	0
0	0	0
14	1	0
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)	8.5
Number of pupils per qualified teacher	28
Average class size	34

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	72.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	27.5
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Financial information

Financial year	2001/2
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	£
Total income	470,493
Total expenditure	486,133
Expenditure per pupil	2,086
Balance brought forward from previous year	67,273
Balance carried forward to next year	51,633

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2
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.

Results of the survey of parents and carers

Questionnaire return rate 46%

Number of questionnaires sent out	236
Number of questionnaires returned	108

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	28	1	0	0
My child is making good progress in school.	39	54	2	1	3
Behaviour in the school is good.	54	44	2	0	0
My child gets the right amount of work to do at home.	24	64	5	3	4
The teaching is good.	52	43	12	0	3
I am kept well informed about how my child is getting on.	22	58	15	0	5
I would feel comfortable about approaching the school with questions or a problem.	70	29	1	0	0
The school expects my child to work hard and achieve his or her best.	59	38	2	0	1
The school works closely with parents.	23	65	12	0	0
The school is well led and managed.	67	32	0	0	1
The school is helping my child become mature and responsible.	46	49	2	0	3
The school provides an interesting range of activities outside lessons.	15	51	18	17	9

Other issues raised by parents

Nineteen parents attended the pre-inspection meeting. They were very happy with all aspects of the school. These parents felt that the headteacher provided strong leadership and that the school and links with parents had improved.

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

73. Children start school part time in the nursery class at the age of three but some of the older children stay for the whole day. Most children in the nursery transfer full-time to the reception class in September and this ensures good continuity of learning. At the time of the inspection most children in the nursery were three years old and those in reception were four. During the children's first term in the nursery teachers informally assess them using the assessment steps of the Foundation Stage curriculum. In the reception class the teacher formally assesses children's abilities using the local authority baseline assessment. The current intake in nursery is above expectations for their age. Very good teaching and provision in nursery is also leading to good progress and more children achieving higher scores on the reception baseline. Most children enter the school with knowledge and skills in line with expectations for children of this age.
74. The reception teacher is aware of the challenge of meeting the needs of more able children. She is starting to use the recently completed baseline assessments to group children. Over the year the format for the day is gradually adapted to prepare children for the National Curriculum. Staff make good use of national guidance on the steps in children's learning to plan activities and continually to assess children's knowledge and skills. All staff know the children well. The reception teacher is investigating ways to adapt the curriculum more quickly to provide for the larger number of more able children in the current class. This is an ongoing challenge for the school in ensuring that the expectations are continued into Year 1. Very good quality full-time specifically trained support and good part-time support in reception is an important factor in meeting children's needs well. Good adult to children ratios and good teaching ensure all children including those with special educational needs and English as an additional language make good progress. This is not available to teachers in the infant classes.
75. In the nursery and reception the curriculum is wide ranging and well balanced. Staff have responded well to innovation and change since the last inspection. They have sustained the strengths seen then and continued to improve. Teachers make good use of all the space available to them including planning a range of activities in the good quality outdoor environments. There has been significant improvement to the accommodation for reception class pupils since the last inspection. The nursery environment is very well cared for but the basic structure means some areas are very small and cramped and would provide limited access for children with disabilities. Similarly, storage space is too limited and some resources are not sufficiently accessible.
76. Staff have good strategies to make parents and children welcome and there are some informal opportunities for parents to talk to staff at the start and end of each session. The cloakroom accommodation and parents waiting area are too small and this limits opportunities for developing this contact further.

Personal, social and emotional development

77. There are clear routines and expectations in the nursery and reception classes, which ensure children settle in well and quickly gain independence. All equipment is organised to ensure it is easily accessible enabling children to select activities without adult assistance. Children are encouraged to be careful and responsible and take good care of all equipment. They listen to staff and have good relationships with each other and all adults. In nursery and reception they happily worked together and shared equipment well. The quality of teaching is good and ensures children have positive attitudes to learning and develop an enthusiasm for exploration, investigation and learning. In nursery and reception classes children meet expectations for their age and many exceed this.

Communication, language and literacy

78. Staff provide a wide variety of activities and model language well which helps children gain in confidence when speaking to adults and to the class. In the nursery, they spoke confidently to others in the group. Through skilful questioning the reception teacher successfully helped children extend their thoughts and ideas and they developed an extended conversation about what they saw on bonfire night. Having both staff involved in one large group limits children's opportunities to take turns in the activity. There are good opportunities in nursery to promote an interest in early mark making. These develop well, and in reception most children form their letters well and most write legible letters under the teachers' writing or from memory. They made good use of words about the environment when making a list of things they would take on a journey to the moon. There are good links between the big books staff read with children and opportunities for role play. There is a strong focus on learning the sounds of the words which helps children to try and write their own words. In nursery and reception children enjoy looking at books. They handle them well and older children know about titles, authors and illustrators. The quality of teaching is good and promotes good listening skills and positive attitudes to writing. More able children are well prepared to start reading and recognised that print carries meaning. They eagerly 'read' a familiar story. There is too little emphasis on adult support for reading activities. In nursery and reception children make good progress in their communication skills and exceed expectations for their age.

Mathematical development

79. In nursery and reception classes there is a strong emphasis on oral number games and rhymes. In nursery this helps children recognise numbers and enabled them to count confidently to five, and several to ten and beyond. Reception children confidently counted to ten and recognised numbers to ten. They counted beyond ten but had more difficulty using their skills to work out how many objects there were with numbers after ten. More able children are developing an understanding of simple addition and represented this with numbers. The quality of teaching is good and there is a strong focus on developing children's mathematical vocabulary. In reception there is a good focus on teaching specific mathematical vocabulary such as more/less, bigger/smaller, taller/shorter. The teacher helps children gain confidence and learn specific vocabulary by explaining words and using visual clues such as boxes of four different sizes. There are missed opportunities to highlight mathematical elements of general activities. Having both staff involved in one large group limits children's opportunities to take turns in the activity. In nursery and reception pupils make sound progress and reach expectations for their age.

Knowledge and understanding of the world

80. Children have a satisfactory general knowledge of the world around them but do not always have the language to express what they know. Teachers provide good opportunities for investigation and discussion, for example, experimenting to find out which car will roll fastest down the slope. Children recognise differences in the weather and in reception they use symbols to represent the weather on a chart. Nursery children confidently use computers – for example, they select an article and click on where it goes to help dress the teddy. In reception after some initial support children start a simple program and choose an activity. Staff make good use of the outdoor play areas to extend children's experience of the natural world by looking for creatures in the wet earth after a shower of rain. The quality of teaching is satisfactory. Staff provide a range of challenging experiences and through effective questioning extend children's knowledge and understanding of the world. This ensures they make sound progress and meet expectations for their age.

Physical development

81. In nursery children control a range of wheeled toys successfully and make sure they do not crash into others. Reception children handle small equipment and tools successfully and are developing good control of pencils and tools. Staff make good use of the school hall for specific physical education sessions. The nursery staff use the hall to play games with children, for example using a large parachute. They make good use of mathematical vocabulary in counting and recognising shapes. In the reception class the children are challenged to use their bodies in a range of ways with control and an awareness of safety. They moved about the hall confidently imagining they were a range of creatures such as crabs, rabbits and monkeys. They showed good control of their bodies and good co-ordination when slowly reaching to the ceiling like a germinating seed. Reception children confidently use the relatively large space in the hall. There is a limited amount of equipment that is a suitable size but teachers make very good use of what is available. The quality of teaching is good and promotes children's physical development well helping them to make good progress and exceed expectations for their age.

Creative development

82. Creative play equipment is well organised and accessible. There are very attractive role play areas in both nursery and reception classes. Children are surrounded by a stimulating environment and enjoy creative activities such as making creatures from play dough. All staff show an enjoyment and enthusiasm for singing and the children respond well. Children learn simple songs and tunefully sing them from memory. One of their favourites is 'I can sing a rainbow' and they all eagerly join in. They recognise pictures of instruments on a card, name them and find the right instrument to accompany a song. In the reception class children recognise that sounds change and make a variety of sounds with a range of instruments. There is a clear progression in teachers' expectations and the skills children learn. There are good teaching strategies in nursery and reception to develop creative enjoyment of music, role play, painting and collage. The quality of teaching is good and ensures effective learning. This enables children to exceed expectations for their age.

ENGLISH

83. Evidence gathered during the inspection shows that standards are above national expectations for the majority of pupils in Year 6. Their progress over time is satisfactory. Pupils with special educational needs and those for whom English is a second language also make satisfactory progress.
84. The evidence gathered during the inspection shows that standards in reading and writing are above average for pupils currently in Year 2, and they make satisfactory progress. Results in the national tests showed that standards, particularly in writing, were below those achieved by schools with a similar number of pupils receiving free school meals. However, the relatively high number of pupils with special educational needs whose attainment is well below the rest of the class affected results last year.
85. Speaking and listening skills are good throughout the school for the great majority of pupils. The school's good social provision helps pupils to understand the conventions of discussions. By the time they reach Year 6, pupils are confident, articulate speakers, and use their skills well in all subjects across the curriculum. They listen carefully to instructions, for example when using the computers. Listening skills were developed in Year 1 when the teacher used a puppet game, deliberately mispronouncing the middle part of a word to help pupils discriminate between two similar sounds. A role-play situation based on Guy Fawkes enabled Year 2 pupils to make good progress in expressing their ideas and feelings whilst acting in character, and they made very good use of their voices to create atmosphere. Pupils use their speaking skills well when reading work aloud, or

when they evaluate their work at the end of a design and technology lesson for example. When pupils do not get enough experience of speaking in different situations and organising their ideas, their skills are weaker and they are less confident.

86. Reading standards declined after the previous inspection, but rose significantly in 2001 as a result of better teaching, with many pupils attaining the higher level. There was a small decline in the 2002 reading results, but a similar percentage of pupils reached the higher level as in the previous year. The improvement of reading standards is a priority in the current school improvement plan, and challenging targets have been set, showing high teacher expectations. Overall, standards in reading are now improving, and are good throughout the school. Parents support learning well by listening to their children read at home.
87. Teachers ensure that pupils have a range of strategies to help them tackle new words. Younger pupils can 'break up' words, 'sound out the letters' and blend them together competently. In Year 1, pupils are not always able to predict the words the teacher has covered up in a text, but can make sensible suggestions. By Year 2 pupils use their reading skills well to check the instructions they have written for growing a bean in a jar. These pupils try to add interest and expression to their voices when they read aloud. They read confidently and fluently, and more able pupils pause appropriately when they meet a comma or a full stop.
88. Most pupils in Year 6 make sensible, independent choices of books to read. The more able readers hold the listener's attention well, using clear diction, pauses and good expression. All pupils make good use of their reading in other areas of learning, to read and follow instructions, and to research information from different sources including the library and the Internet. Pupils know their preferred genres, and suggest a wide range of favourites including sports, science fiction and adventure stories. They have a reasonable knowledge of authors and their favourites tend to be the current popular choices, for example JK Rowling, Jacqueline Wilson and Roald Dahl. A good range of books in the two school libraries supports their choices. The computerised management system in the junior library enables pupils to borrow books by scanning both the bar code and their thumbprint. The system is well organised and run by Year 6 pupils. The poor quality of books was a key issue at the previous inspection. This has been well resolved and the quality and range of books now available in the school is good, and is kept under constant review.
89. The literacy action plan identifies the need to improve standards in pupils' writing. There are plans to involve parents in this, helping their children at home. Good displays of words and prompts in classrooms help younger pupils develop writing skills. Year 1 pupils find examples of words beginning with different sounds such as 'th' and 'sh' and can write three or more sentences without help, expressing themselves clearly and confidently. When writing, most pupils form letters accurately and to a uniform size. Their work progresses well so that in Year 2 pupils use their reading skills to answer questions about a text, writing well in full sentences. They plan and write stories at length, describing a visit to the seaside, using capital letters and full stops. More able pupils add question and exclamation marks correctly, and also introduce extra features to add impact and build up excitement in their writing. Examples include 'help.....' or 'ahhh.....' and 'she tried again and again, but it was no use.....'. The introduction of simple connectives makes their writing more interesting, but few pupils use many adjectives to enliven their work.
90. Standards of handwriting and presentation are good by the time pupils reach Year 6. There are some inconsistencies as they move through the school because pupils are not always expected to produce their best work. Pupils write lengthy book reviews and enjoy comparing the book of Roald Dahl's 'Matilda' with the film, pointing out where the film diverges from the plot in the book. They punctuate their work accurately, and build more

complex sentences with a variety of words to connect sub-clauses. They identify words that sound the same but have different meanings, but do not always use them accurately, mixing up 'there' and 'they're' for example. Pupils' spelling progresses well and is generally accurate, as they learn spelling rules, identify patterns, and learn that many English words do not fit any patterns. Homework may be to learn spellings, and time in lessons is used well to ensure pupils make good use of their homework. Although pupils use a good range of vocabulary in their writing, they do not add many adjectives. Pupils do not make enough use of dictionaries or a thesaurus to help them increase their vocabulary. However, more able pupils frequently add descriptive similes to enliven their lively and imaginative poems. When they draft work on the computer, pupils make good use of all their literacy skills, and write reports and accounts in science and other subjects.

91. The quality of teaching seen during the inspection was good overall, and two very good lessons were observed. The analysis of pupils' work and planning shows that teaching and the strategies 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. Pupils are given clear instructions and teachers ensure they know exactly what to do, which enables them to progress quickly in lessons. A lively pace and varied and interesting activities ensure that pupils' concentrate well and show good attitudes towards their work. Teachers ensure the pupils know what they will be learning during each lesson to help them focus on their activities. Teachers set targets for their pupils to achieve, and share these with the pupils, for example displaying targets on each group table or inside their books. When teachers do not have high enough expectations of what their pupils can achieve, or lessons are not well structured, or the pace is too slow, pupils do not make as much progress as they could. Marking is carried out regularly, but does not always show pupils how to improve their work. Pupils' spiritual, social and moral development is appropriately promoted through working together and experiencing different literature, drama and poetry. They read the biography of Helen Keller and reflected on different experiences. A range of literature from different countries and times helps pupils' cultural development.
92. The temporary co-ordinator has previous experience as English co-ordinator, and has good knowledge and understanding of the subject. Leadership and management are good. She has undertaken some monitoring of teaching and learning in two classes and given useful feedback to the teachers, but has little release time from class to carry out her responsibilities. She has previously organised in-service training in literacy for all the staff. The school's assessment systems have yet to make a full impact on the way teachers evaluate pupils' learning in lessons and use the information when planning work. Reading and writing are regularly assessed to track pupils' progress. There has been satisfactory improvement in English since the previous inspection.

MATHEMATICS

93. Inspection evidence indicates that by the ages of 7 and 11 standards in mathematics meet those expected for the pupils' ages. All pupils make satisfactory progress. The inspection evidence matches that seen in the national tests. Higher attaining pupils are not always effectively challenged and this results in them not achieving their full potential in lessons. Pupils with special educational needs are usually fully integrated into all classroom activities and they make similar progress to their classmates.
94. Pupils' standards of attainment in number work are sound. In Year 2, pupils knew that addition can be done in any order and demonstrated how to calculate using a range of mental calculation strategies. In Year 4, pupils know that multiplication is the inverse of division and use an expanded method for division. In Year 6, pupils know the decimal and fraction equivalents of percentages. Standards in shape, space and measures are in line with national averages. Year 2 pupils measured accurately in centimetres. Year 6 pupils demonstrated a very good knowledge of the names and properties of quadrilaterals and accurately drew the shapes in a lesson to consolidate their knowledge of shape. Standards in handling data are in line with national averages. In Year 6, most pupils interpreted pie and bar graphs accurately. However, there was little evidence of work in this area for the younger pupils.
95. The National Numeracy Strategy is firmly embedded in the work of the school. Analysis of test results is satisfactory. The school has identified particular areas of mathematics that it needs particularly to focus on as a whole school and in year groups to address specific needs. Reasoning, problem solving, estimation and approximation are key areas that the school has identified.
96. Some teachers plan work well to enable pupils to apply their literacy skills when working in mathematics. For example, pupils are encouraged to use the correct mathematical vocabulary and to read problems carefully to ensure understanding. However, this is not consistent across the school. Mathematical skills are applied well in other subjects. For instance, in information and communication technology lessons pupils create graphs and in geography they measure temperature. Over time pupils have too few opportunities to focus on the use and application of mathematics in problem solving in all year groups. Investigations also need to be improved.
97. The teaching of mathematics is satisfactory. Some examples of good teaching were observed during the inspection. Teachers have a good understanding of the National Numeracy Strategy and consequently they plan work well to ensure sound progress. They make the purpose of their lessons clear to pupils by writing the objectives on the board, sharing them with the pupils and checking their understanding of what they are to learn. Teachers usually make very clear to pupils what they have to do but not always how much time they have to do it and how much work is expected. Teachers are positive and enthusiastic about mathematics and consequently the pupils respond well. They highlight mathematical language well, model it effectively for the pupils and actively encourage the pupils to use the correct mathematical words. Some teachers actively help the pupils to remember not only the words but also how to spell the words by having mathematical vocabulary on display in their classrooms. They use a range of questions to extend pupils' learning. For example, it could be a question needing a quick response to a mental calculation or a question that asks pupils for an explanation of how to do something. Teachers use a good range of mathematical resources, such as class-sized one hundred squares for number pattern work, number lines for counting and calculating and 'washing lines' for ordering numbers. They plan well to enable pupils to respond in a variety of ways. For instance, pupils answer questions orally, by writing an answer on a white board, by using a number fan, or by demonstrating to the rest of the class on the main board of

the classroom. Teachers use effective strategies to ensure that all pupils are included and consequently pupils' behaviour and attitudes are good.

98. However, in the lesson observations and from the analysis of pupils' work, some weaknesses in teaching emerged. Teachers' planning does not always take account of the needs of all pupils, especially the higher attaining pupils and their work reflects this lack of challenge. Work is usually marked well but it would be useful to indicate the amount of support given to pupils. The school has identified a need to focus on the mental and oral starter to the lessons. In some cases, the pace of this part of the lesson is too slow. There is insufficient teaching of calculator skills and too few opportunities for pupils to make decisions about the appropriate use of calculators.
99. The subject leader provides satisfactory leadership by monitoring teaching and learning, providing feedback and training on developments to the National Numeracy Strategy. There is a good, recently developed policy for mathematics supported by an appropriate action plan to ensure improvement. The mathematics lesson for the younger pupils is longer than the recommended time of 45 minutes. Consequently pupils find it difficult to remain on task and sustain their concentration. Resources for teaching mathematics have been improved with the purchase of a range of practical resources and scheme materials to support teaching and learning. Staff training in the use of information and communication technology in mathematics has ensured it is used to support learning. The school recognises that it needs to develop this area further. The school has held parents' evenings to show them how mathematics is taught in schools following the National Numeracy Strategy approach. More work still needs to be done to explain to parents the reasons why calculation is being taught in a different way in schools today. Each teacher uses a tracking system to record how pupils are progressing against the key objectives for mathematics. However, this is a new development and is not yet embedded in the practice of the school. The monitoring of standards is sufficiently frequent to give a clear idea of standards in all year groups and to ensure consistency. Teachers regularly give a satisfactory amount and range of homework.

SCIENCE

100. By the time pupils are 7 years of age, standards of attainment in science are below national standards. When they leave school at the age of 11, standards are also below those achieved nationally. These findings match those of teachers' judgements of standards of attainment in science for 7 year olds at the end of Year 2 and the results of National Curriculum tests for 11 year olds in 2002.
101. The quality of learning is satisfactory for both infants and juniors. This stems from the sound quality of teaching. All pupils make similar progress in lessons. There are some good elements of teaching, but not enough to raise standards to average levels or above. Teachers have a sound understanding of the required scientific knowledge. However, this is not matched by a clear understanding of the purpose of scientific enquiry in teaching and learning in the subject. Consequently, whilst pupils learn a reasonable amount of scientific knowledge, they are not encouraged to ask their own questions, devise ways to test them or to record them in different ways.
102. Pupils in the infants make sound progress in relation to what they already know and understand, but this progress is not fast enough to raise standards. Younger pupils made sound progress when learning that pushes and pulls cause movement. The teacher used resources well. These included reference to a previously shown videotape of children in a physical education lesson. However, the activities provided were a little too easy for the higher attaining pupils and they did not make as much progress during this part of the lesson. Older pupils made good progress when the teacher encouraged them to apply their knowledge of animals and plants to group pictures of different examples of these.

However, these pupils already had a good understanding that all living things carry out similar processes such as breathing, moving and reproducing. They were not asked to build on this understanding and consider the differences between animals and plants in the light of these. This would have increased their understanding of life and living processes.

103. Pupils in the juniors also make sound progress but, once again, this is not enough to raise standards. Year 3 pupils made good progress in a lesson where they tested different objects to find out which were magnetic. The teacher had a good understanding of magnetism and provided a good range of resources, including magnets and different materials, for pupils to examine. Because of the interesting practical activities, pupils were keen and enthusiastic. They worked hard and this made a positive contribution to their learning. Some were interested to find that not all metals are magnetic when they tested different parts of a pencil sharpener. However, they did not have opportunities to devise their own investigations or decide how to record their findings. This restricted their progress in developing skills of scientific enquiry.
104. Teachers use science effectively to teach important messages. Pupils learn about the importance of keeping healthy. Older junior pupils learned, usefully, that medicines are often drugs, but that not all drugs are medicines. They also learned that medicines must be treated with care. The teacher rounded the lesson off well, linking the ideas the pupils had learned to other aspects of keeping healthy, such as eating healthily and exercising. These lessons make a positive contribution to pupils' personal, social and health development. Older pupils made good progress in a well-taught lesson during which they began to apply their knowledge of materials and dissolving to produce 'clean' water from a muddy mixture. During the introductory discussion, the teacher drew out what pupils already knew and rigorously insisted on appropriate scientific vocabulary and definitions. She encouraged them well by setting the class a challenge to produce clean water, and inviting them to think of ways of meeting it. This greatly enthused the pupils and they thought of some interesting ideas. However, the teacher did not then give them opportunities to try these out, but channelled them into a particular method using filter papers and cloth circles. The teacher provided a good level of resources but, by giving each group what was necessary, once again limited pupils' opportunities to plan their own work. Teachers do not encourage or suggest a wide enough range of ways for pupils to record their work or display their findings. This reduces the quality of learning of scientific enquiry.
105. Pupils have good attitudes to their work. These attitudes are fostered by the good relationships teachers have with pupils. Teachers plan activities that pupils find interesting. This promotes good attitudes to their work. Consequently, they behave well, work hard and accomplish a fair amount of work in lessons. An examination of pupils' previous work shows that pupils are learning the scientific knowledge required by the National Curriculum. However, this work also underlines the fact that pupils do not learn to ask questions or record their work using a wide enough range of methods.
106. Science is well managed. The subject co-ordinator has checked teachers' plans and pupils' work. He recognises that standards have fallen and has produced firm plans for improving them. The good assessment and recording systems reported at the time of the last inspection fell into disuse. Consequently, there was not enough information to tell teachers how well pupils were performing, or if they were falling behind. Thus, whilst more able pupils were able to make a suitable degree of progress, other pupils did not, and standards of attainment have fallen. The school has recognised this and is beginning to introduce new systems for gauging progress and finding information. These are to be used in planning lessons so that all pupils can make progress and standards can improve. The curriculum is effectively planned and organised to ensure that the requirements of the National Curriculum are met. Pupils do not get enough chances to use their literacy and

numeracy skills. Teachers are beginning to use information and communication technology, for example, encouraging research into animals from particular habitats. However, the technology is not consistently used as an effective aid to teaching and learning.

ART AND DESIGN

107. Not all classes timetabled this subject during the inspection. Consequently it is not possible to make an overall judgement on the quality of teaching. Judgements about pupils' standards are made from a combination of lesson observations and looking at pupils' past work.
108. By the ages of 7 and 11 pupils' standards of attainment were in line with expectations for their age which is as it was at the time of the last inspection. All pupils including those with special educational needs and those with English as an additional language make sound progress. Looking at the work of 'Mother Nature Designer' Year 2 pupils closely observed a variety of bark, leaves and autumn fruits and carefully drew what they saw. The teacher had good subject knowledge and directed pupils' attention successfully to looking for shape, colour and texture. This resulted in improvement between pupils' first and later attempts as they looked ever more carefully. Good use was made of a plenary session to discuss each other's work. In this and the lesson the teacher supported pupils' literacy skills by explaining specific words and drawing on the specific vocabulary from literacy lessons. Another good example of the use of literacy skills was seen in Year 5 when pupils discussed their work with a partner. The partner had to listen carefully in order to tell the rest of the class what their partner had found difficult and what they were pleased with. Past Year 6 work shows that pupils apply their understanding of shape, style and design with different materials, for example by creating large pots with handles and complex patterns cut into the clay.
109. In the lessons seen teachers' good understanding of the subject and very good management of pupils ensured they listened well to instructions and improved as a result of instruction. The teachers' interest and enjoyment of what they teach ensures a positive response from all pupils. They planned interesting lessons with well prepared resources to help pupils investigate ideas and materials.
110. Teachers use the government recommended guidelines for the subject so that pupils experience a range of experiences including some three-dimensional work such as pottery. The school alternates its provision for art and design with design and technology in order to facilitate longer periods for sustained work. During the inspection the longer lesson time enabled Year 5 pupils to complete a wide range of exploratory work leading up to and creating an abstract still life painting in the next lesson. In this lesson good use was made of the time available as there was a good pace to the lesson and the amount of work pupils' had to complete in the time was clearly stated. The school does not have a clear policy for recording pupils' work, for example, pupils' past work is kept in a variety of ways and older pupils do not have sketch books to record their thoughts and ideas. There are examples of pupils copying the work of other artists but few examples of working in the style with similar techniques. Similarly there are few recorded examples of a response to the work of artists from different times and cultures. This limits the school's provision for cultural development.
111. Responsibility for leading the subject has changed recently. In the past there had been insufficient focus on the strategic development of the subject and ensuring teachers' understanding and skills in developing pupils' skills. Recent developments have included setting up a pupils' gallery and updating the policy. Staff have not had any specific training since the introduction of new national guidelines in September 2000. The school is aware that some aspects of the subject are under-developed, for example the multi-

cultural dimension and opportunities for three-dimensional work. There is limited use of numeracy to develop pupils' awareness of pattern and information and communication technology as another medium. The range and quality of resources has improved and is satisfactory.

DESIGN AND TECHNOLOGY

112. During the inspection no design and technology lessons in Years 1 and 2 were available. Judgements relating to the infant classes are based on an examination of pupils' work, photographs and discussions with the subject co-ordinator.
113. By the end of Years 2 and 6, standards in design and technology are similar to those expected nationally. All pupils, including those with special educational needs and those for whom English is an additional language, make sound progress. The school has maintained the standards that were noted at the time of the previous inspection and made satisfactory improvement.
114. The quality of teaching is satisfactory across the school. Teachers plan lessons according to the government recommended guidelines for teaching the subject. Consequently, pupils complete projects that enable them to apply and slowly improve their skills of designing, making, evaluating and changing the things that they make. Years 1 and 2 teachers ensure pupils follow a useful design process when creating objects and working with food. Year 1 pupils made a fruit salad, first deciding what fruits they would like to include and drawing a picture of what they think it will look like. In this way, they begin to create plans and go on to make the salad. They make moving vehicles, first looking at moving toys in the nursery and then realising their preliminary ideas with construction kits. Year 2 pupils build on this process by drawing the hand puppets they intend to make. The plans are followed through and pupils learn to cut and join different materials in different ways. Year 1 pupils make and assemble pictures with moving parts, whilst older pupils make pencil holders from cartons and tubes. They complete these carefully so that the result is pleasingly finished.
115. In Year 4, design and technology projects are linked successfully to pupils' previous science work and enhance their learning. Pupils use their understanding of circuits to design and make different types of switches. They try these out and consider how they might be used to make alarms. The teacher provides guidance that helps pupils to focus on relevant issues and to think about what they are doing. Sometimes, however, the shortage of resources such as electrical components and wires means that the groups pupils work in are too large. This means that a few pupils do not get enough opportunities to try things out themselves.
116. Teachers have a good understanding of the design process. For example, in a well-organised lesson in Year 5 pupils evaluated their completed Tudor houses. These have been carefully planned, made and completed. Pupils carefully used a range of materials, including card, paper, wood and paint, and tools such as saws, scissors and glue guns when making these. They drew on their mathematical skills to measure accurately in order to make prefabricated units that fit together to make the houses. The teacher provided a good framework for pupils' evaluation. There were good opportunities for pupils to discuss their views in their working groups before presenting their evaluations to the rest of the class. This part of the lesson made a positive contribution to developing pupils' speaking and listening skills.
117. Pupils' attitudes to their work are good. This has a positive impact on their learning. Photographs show that younger pupils work hard and are rightly pleased with what they produce. Older pupils are interested and take a good deal of care with their work as they understand that the quality of the group's finished product depends on how well they co-

operate. One group of Year 5 pupils recognised that they would have completed more work and reached a higher standard if they hadn't 'argued about it all the time'.

118. The subject is well led. The subject leader regularly monitors teachers' plans and notes alterations that feed into the development of the subject. He has a clear understanding of what is done well and where improvements need to be made, for example, in developing skills so that pupils develop more of their own ideas. Resources are adequate, although some of the construction kits for younger pupils are past their best, being somewhat battered and depleted. Information and communication technology is under-used in the subject, for example in planning or in control technology.

GEOGRAPHY

119. Pupils attain standards in line with those expected nationally for pupils aged 7 and 11 years. All pupils including those with special educational needs and English as an additional language make satisfactory progress in their learning. The lack of training and time to update policies and assessment procedures have led to insufficient support to raise teachers' expectations to a higher level.
120. In Year 2 pupils developed their geographical skills by drawing maps of the centre of Timperley. They compared Timperley as it is now to how it had been in the past. Their learning was enhanced by looking at photographs and an old map of the area projected onto the whiteboard. Pupils thought about how the names of places originate and made several links between the present and the future. For example, they linked the name of the local public house to the local quarry. In Year 3 pupils developed their knowledge and understanding of places and how the weather affects people's lives in different countries. The teacher's imaginative use of three suitcases packed ready to go to different places captured pupils' interest. Pupils displayed very good attitudes to learning. They worked hard matching which suitcase belonged to each journey by using their knowledge of the weather and physical characteristics of different places in the world. Good questioning by the teacher challenged the pupils to explain what they thought and why.
121. In Year 6 groups of pupils worked together to prepare arguments for a debate on whether Manchester Airport should expand or not. Pupils demonstrated knowledge and awareness of many of the issues associated with environmental change and sustainable development. The school's good social provision gives pupils confidence in expressing an opinion and a willingness to take part in discussions. However, many pupils found putting their opinions forward difficult because they had limited understanding of how to debate issues. There was insufficient teacher support to help pupils understand how to summarise the points put forward by other groups and develop the ability to organise information in order to explain how their views might differ or support previous opinions.
122. The quality of teaching is satisfactory overall and promoted sound responses from most pupils. In two of the three lessons observed the quality of teaching was good and promoted positive attitudes to the subject. The analysis of pupils' work shows insufficient challenge for more-able pupils overall. Where the quality of teaching was good teachers had clear expectations of what pupils would learn, made good use of well prepared resources and ensured a brisk pace to the lesson. The efficient organisation and use of time help pupils learn well and make good progress in developing knowledge and understanding. Teachers have good subject knowledge, use specific geographical vocabulary effectively and ensure all pupils are included in the lessons. They endeavour to make links with other subjects, for instance, handling data and measures in mathematics and speaking and listening and persuasive writing in English. However, there is insufficient use of information and communication technology to support pupils' learning.

123. The subject leader provides satisfactory leadership and management. She has developed a whole school plan for geography and a new policy has been agreed. The previous policy was out of date. The subject leader attends relevant training and provides written feedback to teachers at staff meetings. There has been no other recent training for staff. The subject leader monitors standards by scrutinising pupils' work termly and produces a written report for the headteacher. Procedures for assessing pupils' progress and monitoring the quality of teaching are not in place. This is unsatisfactory. Resources are satisfactory and have been improved since the last inspection. New resources include a wide range of videos to support teachers. The school makes satisfactory use of resources from the local education authority's library services to support pupils' independent research. A range of visits, for instance to a farm, enriches the curriculum.

HISTORY

124. Pupils attain standards in line with national expectations for pupils aged 7 and 11 and all pupils make sound progress in developing their knowledge and skills. Standards are lower than they were at the last inspection. The lack of training and time to update policies and assessment procedures has led to insufficient support to raise teachers' expectations to a higher level.
125. In Year 2, pupils develop their knowledge and understanding of events and people in the past. They recognised differences in the lives of Elizabeth I and Elizabeth II. They drew up a personal time-line to show how key events mark the passage of time. Year 6 pupils learned about World War II, in particular about children and evacuation, rationing and planes. They developed their historical enquiry skills by using the Internet to research information. They had a greater understanding of the passage of time and developed a timeline from 1931 to 1991. They know about inventions in the last 70 years.
126. The quality of teaching is satisfactory resulting in satisfactory learning for all pupils. Teachers include all pupils well in the lesson ensuring those with special educational needs and English as an additional language achieve at the same rate as other pupils. Teachers have good subject knowledge. Their planning ensures satisfactory coverage of the knowledge and skills that need to be taught. There is insufficient attention to setting up more challenging activities for more able pupils in teachers' planning. As a result, in lessons most pupils are completing the same task and more able pupils' work shows they are insufficiently challenged. In Year 2 the quality of teaching was good because the lesson had clear objectives explaining what pupils were expected to learn, a brisk pace to delivery and well organised resources. This enabled all pupils to learn well and demonstrate very positive attitudes. In other lessons pupils' attitudes and behaviour were good. However, in the classes for the older pupils, where the pupils were learning about the Egyptians and World War II, a limited range of resources did not sufficiently bring the subject to life or enthuse the pupils. Teachers make satisfactory links with other subjects. For instance, Year 1 pupils used mathematical skills such as sequencing when ordering the story of the Gunpowder Plot. In several classes pupils used number skills when creating timelines. There are satisfactory opportunities for pupils to use their literacy skills in discussing and recording historical events. There is insufficient use of information and communication technology to support the subject. The subject makes a sound contribution to the school's provision for cultural development.
127. The subject leader provides satisfactory leadership. She has recently updated the whole school plan. The old policy was dated and a new policy has recently been adopted. The subject leader has attended training and provides written information to teachers at staff meetings but there has been no recent training for staff. The subject leader looks at pupils' work after each topic in order to ensure that pupils are making satisfactory progress and provides a written report to the headteacher. There is no programme of monitoring the quality of teaching or procedures for assessing pupils' progress, which makes both

these areas unsatisfactory. Teachers evaluate each topic and the subject leader tries to address any gaps. Resources from the local education authority's library services supplement the school library resources for independent research. A range of visits to local places of interest and local museums enriches the curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

128. By the time pupils are 7 years old standards of attainment in information and communication technology are similar to those expected at that age. However, by the time pupils are 11, standards of attainment are below those expected. Nonetheless, pupils throughout the school are making sound progress. What they do, they do to a satisfactory standard. At the time of the previous inspection, standards of attainment were reported to be similar to those expected for 7 and 11 year old pupils. Pupils are still doing what they were doing at the time, but junior aged pupils do not use information and communication technology enough in other subjects. There has been a considerable improvement in the accommodation and number of up-to-date computers available. Teachers have recently completed a training programme in the use of information and communication technology. Hence the school has shown a satisfactory degree of improvement.
129. The quality of teaching is sound throughout the school with some good elements. This results in satisfactory quality of learning for all pupils, including those with special educational needs and those for whom English is an additional language. Teachers share the purpose of the lessons with the pupils and this helps all to understand what needs to be done so they usually stay focused during the activities. They have a sound understanding and knowledge of the programs they are using and the skills they are teaching. This means that their introductions are purposeful and to the point, although lessons suffer from the lack of a suitably large demonstration screen. This means that not all pupils can see the demonstration clearly enough, so they need a good deal of support at the beginning of group activities. In Year 2, for example, the teacher had used a printed copy of Jackson Pollock's 'Yellow Islands' to stimulate interest. She showed the class how a similar effect could be created using the line and fill tools of a painting program. Both the copy of the picture and the demonstration suffered from being too small, so pupils could not clearly see all elements of the introduction. However, the teacher provided each pair with a summary of the instructions, so some of this initial lack of clarity was resolved. Sometimes, however, the teacher chooses to use an inappropriate program and so pupils do not make enough progress. Younger junior pupils were asked to make a collection of information of too wide a range of types on an unsuitable commercial application. This information was meant to include measurements, 'yes or no' information, dates and preferences, and the pupils were asked to use the program to create graphs to display it. None completed the task and many became noisy as they asked their classmates for information. This reduced the quality of learning in the lesson. In a well-taught Year 6 lesson the teacher set the class an interesting challenge that required them to use their understanding of the perimeter and area of rectangles. 'Marvin the Alien' needed a specific size of garage to house his spacecraft, but this had to meet certain size criteria. Meeting this challenge led pupils to a greater understanding of the use of mathematical formulae, as well as using spreadsheets to model information.
130. The quality of teaching helps to meet, develop and utilise pupils' good attitudes to learning. The school's good provision for social development ensures pupils collaborate well. They are interested and work well together, discussing their work and sharing activities. This enhances their progress. Occasionally, pupils will become a little too noisy in their discussions and this reduces progress.
131. The school has adopted the government's guidelines for teaching the subject. This helps to ensure that pupils will learn the full range of skills outlined by the National Curriculum. Pupils use word processing software to present work attractively and spreadsheets to

produce graphs. Sometimes however, this information does not directly relate to pupils' work in other subjects. Often, the graph seems to be the end product and there is little evidence of interpretation.

132. Teachers are becoming increasingly confident in using and teaching information and communication technology. Most have taken part in training aimed at developing their understanding of how to use the technology in teaching and learning of other subjects. However, they do not consistently use it in this way. One reason is that there are not yet enough resources for this. Another is that the computer suite is currently underused. There are some good examples of teachers using other subjects to teach information and communication technology skills, for example art and mathematics. There are some good examples of word-processed work in literacy, but sometimes this merely involves copy-typing work that has already been drafted and corrected.
133. The subject is soundly led. The subject co-ordinator recognises the strengths and areas for development in teaching and learning in information and communication technology. There is a useful action plan for improving standards. Targets include improving the range of resources to include equipment for introducing lessons and demonstrating skills. The plan also includes targets for extending the use of the technology in teaching and learning in other subjects.

MUSIC

134. In Year 2 pupils' standards of attainment are above those usually seen for pupils this age and in Year 6 they are similar to those expected nationally. All pupils, including those with special educational needs and those for whom English is an additional language, make sound progress over time. The school has maintained the standards noted at the time of the previous inspection for younger pupils but those for older pupils are no longer above. Until recently there was no specialist musician on the staff and limited focus on the subject. However, the school has clear targets for development in its improvement plan and the new subject leader is reinvigorating interest and making a significant impact on the quality of singing. She teaches two singing sessions once a week for younger and older pupils. In assemblies pupils showed keen enjoyment of music and pleasure in learning new songs. Across the school the quality of singing is above what is usually heard. The schemes and resources for teachers have been upgraded and teachers' confidence and knowledge is improving as a result. Overall improvement since the last inspection is satisfactory.
135. Not all teachers were seen teaching music during the period of inspection. In the lessons observed the quality of teaching in lessons was good promoting good learning and positive attitudes to music. Teachers plan lessons carefully and have clear expectations to which pupils respond well. Pupils enjoy making music whether with their voice or a range of instruments. In response to very good teaching in Year 2 pupils demonstrate mature attitudes and see themselves as musicians working well together to make a good quality performance. They use their voices and tuned and untuned percussion instruments to make a wide range of sounds of different lengths and pitch. In Year 5 pupils explore different harmonies in two and three part songs and improve their ability to sustain their part and keep the pitch. In Year 6 pupils listened to extracts of South Asian music and recognised the use of repeating patterns. They composed similar cyclic musical patterns with a range of percussion instruments. They practised in groups and came together to give a satisfactory performance after just a little practice. In lessons there is a good balance of activities including composing and appraising their work and that of other pupils. There are too few planned opportunities for pupils to appraise the work of other musicians or to record their compositions. There are missed opportunities in assemblies to include aspects of the school's cultural dimension. For example, there are few

strategies to promote pupils' appreciation of composers, musicians and music from other times and cultures when pupils listen to music in assemblies.

136. The subject is well led. The subject leader sets clear targets and has a clear vision on how to develop the subject. She has bought in new resources and introduced strategies to assess pupils' abilities and progress. She is keen to extend the subject particularly in creating opportunities for pupils to make an emotional response and link this to other subjects such as art and literacy. There is satisfactory use of pupils' numeracy and literacy skills but limited use of information and communication technology skills. She recognises the need to provide more courses for teachers and time to monitor the impact of these on classroom practice. Resources are satisfactory in range and quality but many are showing signs of wear and tear and there is insufficient recording equipment.

PHYSICAL EDUCATION

137. Some classes were not timetabled for physical education lessons during the days the inspectors were in the school and it was not possible to observe the whole of all available lessons. Lessons during the term focus on the gymnastic and dance aspects of physical education. Consequently it is not possible to make an overall judgement on the quality of teaching or standards for the subject as a whole or by the age of 11 years.
138. In lessons seen pupils' standards of attainment were above expectations for their age in three of the four lessons. By the age of 7 standards are above expectations for pupils of their age. This is an improvement of standards at the last inspection where they were in line with national expectations. Teachers' good understanding of the subject and very good management of pupils ensured they listened well to instructions. Teachers' demonstrations, directions and comment on pupils' performance led to a willingness to try hard and improvement in skills through practice. All pupils including those with special educational needs and those with English as an additional language successfully took part in the lessons. All pupils made good progress in developing their skills and understanding of movement. Teachers in all year groups ensure pupils understand the importance of warming up before and cooling down after strenuous activities. They plan interesting lessons with a variety of activities leading to a finished performance and this ensures positive attitudes to both gymnastics and dance. The pace of the lessons challenges pupils' fitness levels and teachers ensure pupils know and recognise the effects of exercise on their bodies.
139. Year 1 pupils successfully show good control and co-ordination of their body when finding different ways to travel around the hall. By Year 2 pupils have a very serious attitude demonstrating good control and producing a polished performance, for example they confidently perform a sequence of movements combining controlled jumps and signal the end of the performance with a still pose. Year 3 pupils continue this focus satisfactorily by devising a gymnastic sequence with a beginning, middle and end using apparatus. The school's good social development means that pupils know the value of working together. For example, in Year 5 pupils work in pairs and groups to combine a complex rhythmic sequence of movements. All pupils keenly participate and demonstrate imagination, creativity and confidence. They collaborate well to give a good quality of performance with co-ordination and control above that usually seen at this age. In all lessons but particularly the dance lesson, the teachers' interest and enjoyment of what they teach ensures a positive response from all pupils.
140. Teachers plan individual lessons carefully and ensure they share what pupils will learn at the start of the lessons and review what they have learnt at the end of lessons. This gives pupils a clear understanding of what is expected and increases their ability to judge how successfully they have achieved the objectives. Evaluations of performance provide satisfactory use of speaking and listening skills. Teachers plan each term's programme

thoroughly and in accordance with the government recommended guidelines for the subject. Over the course of the year and over time in the school pupils experience all the different aspects of the recommended programme of physical education activities. Swimming is provided in Year 4 but there is no follow-up for pupils who by the end of the year cannot swim the required length. Teachers use technology such as videos to help pupils review their performance but there is limited use of other forms of information and communication technology or numeracy skills.

141. The subject is well led. The subject leader has a clear vision for further development. She has a clear understanding of her role and regularly monitors teachers' plans. Her action plan recognises the need to watch lessons in order to judge the quality of teaching and the standards being achieved. At present she has no opportunity to do this. Resources for games have been improved since the last inspection and are good. However, the shortcoming in the range of indoor apparatus has not been addressed sufficiently well. There are insufficient resources of appropriate sizes for the range of ages in the school. There is a satisfactory range of extra-curricular sports including football and lacrosse attended by boys and girls.

RELIGIOUS EDUCATION

142. For the pupils in Year 2 and Year 6, attainment matches the expectations of the local agreed syllabus for religious education. Pupils' progress is satisfactory, including those who have special educational needs and for whom English is an additional language. At the time of the last inspection, standards were judged to be above expectations and progress was good.
143. Younger pupils study the Christian faith, learn about the Jewish faith and study important religious festivals during the year. The spiritual dimension of beliefs is explored when pupils in Year 2 gain a good understanding of the Old Testament story of how the shepherd boy David used music to calm King Saul. They considered this example and thought about the value of their own gifts and talents. They were enthralled by the exciting way the teacher told the story of David and Goliath the giant.
144. Older pupils make further studies of Christianity, and in addition, are introduced to the world religions of Islam and Sikhism. They also have opportunities to learn about Hinduism and Buddhism and to make further study of Judaism. Pupils in Year 4 produced interesting 'eye witness' accounts of Jesus baptising his followers, writing from the viewpoint of a mouse observing the scene. They show satisfactory understanding of important events in life: baptisms, weddings and funerals. They know the symbolism of candles and water in religious ceremonies and that rings are given as a sign of unity. They understand that Christians see Jesus as the Light of the World, and believe they will go to Heaven after death. They make good use of the skills learned in their literacy lessons when writing about events and beliefs.
145. Pupils in Year 6 study Christianity in a lively variety of ways. There are useful curriculum links with geography and art when pupils draw and illustrate a map of Joseph and Mary's journey to Bethlehem. They use their literacy skills well to write as Joseph, and empathise with his difficulties on the journey.
146. Pupils considered what Christmas means to them today and reflected quietly on what Christmas was like for children who were evacuated away from their families during World War 2. The classroom was darkened so the children could imagine they were in an air raid shelter, which linked well with their current history lessons. Their wishes for Christmas showed an understanding of the importance of family life and values. They said, 'I wish my family could be together again' and 'I hope my family will be safe'. They

listened to each other's ideas with respect and interest. They are able to contrast the Jewish Sukkoth with the Christian festival of harvest.

147. Two religious education lessons were observed during the current inspection, and the quality of teaching was very good in both. In one lesson, the teacher showed very good subject knowledge, and used this sensitively to help the class to increase their understanding of Christianity, and to gain an insight into the feelings of others. In the other lesson, the teacher very skilfully helped pupils consider their own special gifts and talents by using stories from the Old Testament. Well planned lessons and interesting stories and activities ensure that pupils behave very well during lessons. Pupils' work and teachers' planning shows there is satisfactory coverage of the locally agreed syllabus. Lessons for younger pupils are often in the form of discussions, with little recording.
148. The leadership and management of the subject is satisfactory, and the co-ordinator has clear ideas for future developments. The co-ordinator is also responsible for personal, social, health and citizenship education, and sees important links with these areas and religious education. The policy and scheme of work are based firmly on the agreed syllabus, and acknowledge that the values taught in religious education permeate the whole curriculum. There is no formal assessment system, but the scheme of work shows what pupils are expected to achieve by the end of each year. Resources are satisfactory, and there are plans to increase the stock of artefacts for different religions. Pupils may visit a nearby Church of England church, and visitors from the local churches occasionally come to school to talk to pupils and conduct assemblies. At present, there are no connections with other faiths. Religious education, as well as assemblies, makes a valuable contribution to the pupils' spiritual, moral, social and cultural development by helping them to consider choices to be made in their lives, and to develop respect for the feelings and beliefs of others.