

INSPECTION REPORT

GARRETT HALL PRIMARY SCHOOL

Tyldesley, Manchester

LEA area: Wigan

Unique reference number: 106433

Headteacher: Mrs L B McArdle

Reporting inspector: A Margerison
21666

Dates of inspection: 17 – 20 March 2003

Inspection number: 246593

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: Primary

Age range of pupils: 3-11 years

Gender of pupils: Mixed

School address: Garrett Lane
Tyldesley
Manchester

Postcode: M29 7EY

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Appropriate authority: Governing Body

Name of chair of governors: Mr R Astall

Date of previous inspection: February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21666	A Margerison	Registered inspector	Geography History Special educational needs	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What the school should do to improve further?
31758	E Tipper	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22967	M Griffiths	Team inspector	Mathematics Art and design Design and technology	
16971	R Hardaker	Team inspector	Information and communication technology Music Physical education	How well the school is led and managed?
23158	M D'Arcy	Team inspector	English Religious education	
4343	S Billington	Team inspector	The Foundation Stage English as an additional language	
32304	J Banting	Team inspector	Science Educational inclusion	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Garrett Hall Primary School is bigger than most primary schools and is situated in the south east corner of the Metropolitan Borough of Wigan. Most of the pupils come from owner occupied homes in the immediate area. There are currently 520 pupils at the school and another 60 children attend the nursery part-time. Six per cent of pupils are eligible for free school meals which is well below the national average and nine per cent have special educational needs, mainly for general learning difficulties which is also well below average. There are a very small number of pupils for whom English is an additional language but very few are at an early stage of learning English. When children start in the nursery their attainment varies. A good proportion having good levels of language, but overall attainment is broadly typical for children of their age.

HOW GOOD THE SCHOOL IS

The school provides pupils with a sound standard of education. Pupils make satisfactory progress as they move through the school to attain at least satisfactory standards in all subjects, including English and mathematics by the end of Year 6. The school has gone through a turbulent period since the last inspection due to the previous headteacher being absent for considerable periods. However, the school is now well led by the newly appointed headteacher who is ably supported by senior staff and governors. They share a clear vision for the school focused on raising standards and improving the quality of education provided for pupils so the school is now improving at a good rate. The school provides satisfactory value for money.

What the school does well

- Eleven year olds attain good standards in science, music and history.
- Pupils achieve well in Years 3 to 6 in information and communication technology.
- Children in the nursery achieve well as a result of good teaching.
- Teaching of pupils in the nursery and in Years 3 to 6 is good.
- Provision for pupils' personal development is good so they behave well, form very good relationships and develop very positive attitudes to school.
- The school is effectively led by the headteacher, who is well supported in day-to-day management by the acting deputy headteacher and other senior staff.
- Governors have a clear understanding of the strengths of the school and what needs to be improved

What could be improved

- Pupils' standards of reading by the end of Year 2.
- The progress made by children in literacy and numeracy in the reception classes.
- Procedures for monitoring and supporting pupils' attendance
- Provision for developing pupils' understanding of life in a culturally diverse society

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since the last inspection in February 1998. Teaching time in Years 1 and 2 and Years 3 to 6 is now above national guidelines, all subjects have a scheme of work and an appropriate allocation of teaching time. The organisation of teaching groups has improved so that teaching time is generally well used. The pond has been filled in. The action taken to address the weakness relating to teaching for pupils in Years 1 and 2 has had only a limited effect. There is still a significant difference in the quality of teaching between these year groups, particularly in English and mathematics, and the upper years of the school. Activities in mathematics, science, history and

geography are now generally appropriately matched to pupils' ability, but the progress in English of some pupils, particularly in learning to read is not as good as it could be. Improvements have also been made in special needs provision, the provision for children in the nursery and the procedures to identify targets for improvement in the school development plan.

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	C	B	C	E
mathematics	A	A	B	D
science	C	A	B	C

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

In the 2002 national tests for pupils at the end of Year 2, pupils' standards of attainment were average in writing, but well below average for reading and mathematics when compared with all schools. When compared to similar schools, these results were well below average in all three subjects. However, taking the three years 2000–2002 together the schools' results are in line with national averages in reading and have exceeded the national average in writing and mathematics. In the 2002 national tests for pupils at the end of Year 6, the results in English were in line with the national average and above average in mathematics and science. Taking the three years 2000-2002 together the school's results have exceeded the national average in all three subjects. When compared to similar schools, the results in 2002 were well below average in English and below average in mathematics. However, the school achieved its targets in 2002 and this group of pupils made satisfactory progress from the end of Year 2. Children achieve well in the nursery, but progress slows in reception, particularly in literacy and mathematics. However, due to the good start they receive in the nursery most children attain the expected levels for their age by the end of reception. By the end of Year 2, pupils generally make sound progress to attain satisfactory standards except in reading in which pupils do not achieve as well as they should. In Years 3 to 6, pupils learn well due to good teaching so that by the end of Year 6, standards are at least in line with expectations in all subjects. In science, music and history, standards are above those expected for their age. Pupils with special educational and those with English as an additional language make satisfactory progress as they move through the school. There is no significant difference in the progress of girls and boys.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and have very positive attitudes to learning. They are well motivated and try hard.
Behaviour, in and out of classrooms	Good. Most pupils behave well in lessons, during other activities in school and during those that take place out of school.
Personal development and relationships	Good. Relationships are very good and pupils take responsibility for various tasks around school very effectively. They work together well and respect each others feelings, values and beliefs.

Attendance	Satisfactory. The rate of unauthorised absence is very low.
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TEACHING AND LEARNING

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

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

Teaching is satisfactory overall, but varies significantly across the school. Throughout the school, teachers manage pupils effectively so almost all pupils are fully involved in lessons, behave well and are interested and enthusiastic. In both nursery and reception classes staff pay a high level of attention to boosting children's confidence and they are encouraged to try out new experiences and to develop positive attitudes to learning. Basic skills of literacy and numeracy are taught well in the nursery. However, this is not built upon in reception. In some classes, the range of activities in these subjects do not consistently challenge all children sufficiently so their rate of learning slows. In Years 1 and 2 teaching is satisfactory overall, but not enough emphasis is placed on teaching pupils to read so the progress they make in this aspect of English is unsatisfactory. In Years 3 to 6, teaching is good so the pace of pupils' learning improves significantly. Teachers in these year groups have good subject knowledge and very high expectations of pupils. Consequently, they plan a good range of activities that effectively challenge pupils of all abilities. Lessons are generally brisk with a strong emphasis on developing pupils' basic skills in English and mathematics. In addition, to being taught well in these lessons, pupils are given many opportunities to use these skills in other subjects such as science and history. Teachers and support staff respond well to pupils in lessons and teachers' marking of pupils' work clearly identifies what they have done well and how they can improve their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. It is good for children in the nursery and Years 3 to 6. Older pupils have good opportunities to develop and use their literacy and numeracy skills making the curriculum broader and more relevant to their needs.
Provision for pupils with special educational needs	Satisfactory. Targets in individual education plans are clear, but not used consistently by teachers to plan work in lessons. Pupils are well supported in lessons and in small groups so they make good progress in reading and writing. However, the lack of targets in individual plans for mathematics is reflected in the slower progress pupils make.
Provision for pupils with English as an additional language	Satisfactory. Pupils with English as an additional language are well integrated in all lessons and make progress in line with that of their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for pupils' social development is very good. It is good for pupils' spiritual and moral development and satisfactory for their cultural development. Although pupils learn about different cultures and religions, not enough is done to prepare them for living in a culturally diverse society.
How well the school cares	Good. Procedures for child protection and ensuring pupils' welfare are good, but procedures for monitoring and promoting attendance are in

for its pupils	need of improvement.
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The school has established good links with parents and they have positive views of the school. Information provided for parents is good so they are able to make a positive contribution to their children's learning at home and in school. The school has also established good links with the local community and other schools. The range of activities provided for pupils out of lessons is good

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The school is well led and managed by the headteacher and those staff with management responsibilities. The school has clear direction and its aims and values are well reflected in its work.
How well the governors fulfil their responsibilities	Good. Governors have a clear understanding of its strengths and what needs to be improved. They fulfil their statutory duties well.
The school's evaluation of its performance	Good. There are effective procedures to monitor and evaluate the work of the school so its priorities for improvement are very appropriate.
The strategic use of resources	Good. Financial planning is good and resources are used appropriately to support teaching and learning.

The school has sufficient resources, teachers and support staff. The accommodation is good, particularly for children in the nursery. The principles of best value are applied well with spending carefully monitored by the headteacher, governors and school bursar.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school expects children to work hard and do their best. • Teaching is good, children behave well and make good progress. • The school helps pupils become mature and responsible • The school is well led and managed 	<ul style="list-style-type: none"> • The amount of work pupils get to do at home. • How well they are kept informed about how their child is doing in school. • How closely the school works with parents

The inspection team endorses parents' positive view of the school. The inspection found that the amount of work pupils get to do at home is satisfactory. The inspection team found that the school provides good opportunities for parents to work with the school. Overall, the information they get about the progress their children are making and the work of the school is satisfactory. Parents have plenty of opportunities to discuss their children's progress and some information provided for them is good, but there is some inconsistency across the school in the quality of annual reports and the use of home-school diaries to keep parents informed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards have generally been maintained since the last inspection. Evidence from the inspection is that, overall, by the end of Year 2 and 6 pupils attain standards that are in line with national expectations, although there are variations between subjects. Pupils with special educational needs make satisfactory progress overall, although these pupils make good progress in reading. Pupils for whom English is an additional language make similar progress to other pupils. There is no significant difference in the progress made by girls and boys.
2. Children receive a good start in the nursery. They make good progress in developing their skills, knowledge and understanding in all areas of learning. In reception, children's rate of progress slows, particularly in reading, writing and mathematics due to some weaknesses in the teaching of these aspects of the curriculum. Consequently, although by the end of reception most children attain the expected levels for their age, some do not achieve as well as they could. Standards in children's personal development and their speaking and listening skills are better than expected.
3. Pupils in Years 1 and 2 make satisfactory progress to attain standards of work that are in line with expectations for their age in all subjects except reading in which standards are below those expected. This is due to weaknesses in the teaching. In some classes, pupils have too few opportunities to read so they do not achieve as well as they could. Standards of speaking and listening are good. Pupils listen well to their teachers and each other in discussions. Their response to questions is good and many pupils express their own ideas and views clearly. Standards in writing are in line with those expected. Pupils take pride in their work and their handwriting is generally neat and legible. In mathematics, most pupils have a secure understanding of the relationships between numbers and how to do basic addition and subtraction on paper and in their heads. Pupils with special educational needs make satisfactory progress overall, but make good progress in learning to read due to the effective support they have in lessons and in individual sessions.
4. Pupils' pace of learning improves significantly in Years 3 to 6 so they attain average standards in English and mathematics. By the end of Year 6, pupils' standards in speaking and listening are good, most pupils are confident and articulate speakers. Their good levels of spoken language is reflected in their writing in which they make good progress because they use a broad range of interesting vocabulary to add imagery to their stories and poetry. In contrast, spelling is a weakness. However, this reflects the deficiencies in the teaching of reading in Years 1 and 2 so that many pupils enter Year 3 with weaknesses in their basic skills. Overall, pupils' standards in reading by the end of Year 6 are satisfactory. They are given many more opportunities to use and develop their reading skills in Years 3 to 6, so by the end of Year 6 most pupils have well developed reading skills, but a significant proportion still make basic errors and their understanding of what they have read is at a literal level. In mathematics, pupils quickly work out sums in their heads. The school's current emphasis on developing their problem-solving skills is having a positive effect on their ability to work with numbers in a practical way. In science, pupils achieve well in Years 3 to 6 to attain good standards. Pupils have a good understanding of all the aspects of the subject including how to set up and evaluate investigations.

5. In other subjects, standards have been maintained since the last inspection and some have improved well. For example, pupils now attain standards above those expected in music and history. Standards in history reflect the emphasis teachers place on developing pupils' good research skills and the good opportunities they have in history topics to practise their literacy skills. Consequently, they develop a very secure understanding of the subject, but are particularly good at expressing their own ideas and opinions. In music, standards have improved since the last inspection so they are now good. In information and communication technology (ICT), pupils are achieving well in Years 3 to 6. This reflects the improvements in the resources for the subject and improved teachers' subject knowledge since the last inspection so pupils develop a secure understanding of the basic skills in all aspects of the subject. However, these improvements have not had sufficient time to raise standards of attainment overall.
6. Pupils with special educational needs, including those with statements of special educational needs, make good progress towards the targets in their individual plans for reading and writing, but the lack of targets for mathematics means that they make satisfactory progress overall. Those pupils with English as an additional language make steady progress in all subjects. Talented pupils who take extra lessons from visiting music specialists or in classes out of lessons make good progress in learning to play their chosen instrument.

Pupils' attitudes, values and personal development

7. Pupils' attitudes to school are very good and they speak about their school with noticeable pride. Most pupils are eager to come to school and approach their lessons and extra-curricular activities with enthusiasm. They treat classrooms and equipment with respect and care and are determined to ensure their school is kept clean and tidy with a noticeable absence of litter. Attendance is in line with national average, although it has declined steadily since the last inspection when it was above average. Punctuality is very good with very few pupils late for school.
8. Behaviour throughout the school is good. Pupils move about the school in an orderly manner and the vast majority behave well in lessons, although a few pupils in Year 6 have negative attitudes to school and when they are not firmly managed can be disruptive at times. Behaviour in the dining hall is good. In assemblies pupils are very attentive and involved throughout. They generally play well together in the outside playing areas at break-times. There have been no exclusions in the last year.
9. Relationships between pupils and with adults are very good and pupils clearly understand the impact their actions have on others. Consequently, they are courteous and polite to each other and adults and they approach visitors in a confident and friendly manner. Most pupils work and play well in pairs and group situations and respect their feelings, values and beliefs. There is a very harmonious atmosphere within the school with an almost total lack of oppressive behaviour such as sexism and racism. Bullying is not seen as a major problem by pupils, staff or parents. There is an anti-bullying policy which is very clear and well implemented with any incidents dealt with promptly.
10. As pupils move through the school they learn to take responsibility and use their initiative very well so by the end of Year 6 they are mature and responsible individuals and most are good role models for younger pupils. For example, Year 6 prefects and monitors carry out numerous tasks such as listening to younger pupils read and

setting up the toys in the outside play areas very effectively. They also perform very well as ambassadors for the school at public functions. A school council has recently been introduced, with representatives from each class elected by their class-mates. The council is involved in making decisions, about for instance, the recent reorganisation of the playground activities during break-times.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 11.** The quality of teaching is satisfactory overall, but the pattern is similar to that seen at the last inspection. It is good in the nursery, satisfactory overall in reception and in Years 1 and 2. However, in Years 3 to 6 teaching is a strength of the school and a significant amount of very good teaching takes place, particularly in Years 4 and 5. Throughout the school teachers manage pupils well so lessons are orderly, pupils behave well and concentrate well on their work.
- 12.** In the nursery, teaching is good because the teacher and support staff work well together and plan a good range of interesting and challenging activities that develop childrens' skills and understanding in all the areas of learning. A very strong emphasis is placed on developing childrens' personal and language skills so they quickly learn school routines and confidently work on their own with little adult supervision. Early reading, writing and mathematical skills are taught well and children develop positive attitudes towards school and learning. However, this good base is not systematically built upon in all reception classes where teaching is more variable. While there continues to be good attention to promoting skills in speaking and listening, basic literacy and numeracy skills are not extended as much as they should be. Some teachers' expectations of what children might achieve are not high enough so the progress children make in these areas is not as good as it should be. The low expectations in some classes are reflected in the narrow range of activities which do not consistently challenge all children sufficiently. In addition, in the parts of lessons when the class are working together, in for example discussing the text in literacy lessons, support staff are not always used effectively to support the children. In contrast, knowledge and understanding of the world is taught well in both nursery and reception classes because the range of activities are interesting and challenging and build on children's skills and understanding.
- 13.** Teaching in Years 1 and 2 is satisfactory overall and has improved since the last inspection, but is still variable across the classes. Overall, teachers have secure subject knowledge and use it to provide pupils with an appropriate range of activities that develop their basic skills in most subjects satisfactorily. Consequently, lessons in different classes give pupils similar experiences and pupils of different ability are sufficiently challenged. Pupils' speaking and listening skills are taught well with teachers putting a strong emphasis on involving pupils in discussion. Most teachers use questions well so all pupils are involved in lessons. However, the teaching of basic reading skills is unsatisfactory. Although, it varies from class to class, overall not enough emphasis is placed on giving pupils enough opportunities to read in lessons and in some classes, group (guided) reading sessions are not used effectively enough to develop and reinforce pupils' reading skills. Consequently, the progress pupils make in this essential aspect of English is not as good as it could be. In contrast, pupils are given good opportunities to develop their writing skills. Teachers' marking of their work is generally good, clearly identifying for pupils what they have done well and what they need to work on so they make better progress.
- 14.** Teaching in Years 3 to 6 is good and significantly more effective and consistent across all the classes so pupils of all levels of attainment learn well. Teachers have

good subject knowledge and understanding so they plan a good range of interesting and challenging activities that enthuse and motivate pupils. Consequently, they concentrate well, try hard and are very interested in the tasks they are given. Teachers have very high expectations of pupils' behaviour and of what they are capable of learning, so in a good portion of lessons the pace of their learning is brisk. For example, in a Year 4 mathematics lesson, the teacher used her excellent subject knowledge to teach pupils about decimal fractions. The teacher's explanations were very clear and through a series of small steps developed pupils' understanding of this challenging idea very effectively. Written tasks that followed gave pupils very good opportunities to demonstrate their understanding. The strong features of this lesson frequently occurs in all subjects, particularly in Years 4 and 5 where the quality of teaching is consistently high in all the classes. This also reflects the good approach to planning in Years 3 to 6 where teachers in each year group plan together very effectively for all pupils. In addition, teachers provide many opportunities for pupils to practise and develop their basic literacy and numeracy skills in subjects other than English and mathematics. Pupils are expected to find things out for themselves and to record their own ideas.

15. Pupils with special educational needs are taught basic skills of reading and writing well when they work in small groups or on their own with support staff. This is because the activities planned by staff in these sessions develop pupils' skills in very small steps and what they have learnt in previous sessions is constantly reinforced and built on.

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

16. Overall the quality and range of the curriculum is satisfactory and meets all statutory requirements. However it is good for pupils in Years 3 to 6 where they have more opportunities to use their literacy and numeracy skills in lessons other than English and mathematics. Since the last inspection, the school has developed the curriculum well addressing all of the key issues effectively. The school now provides the full range of National Curriculum subjects and religious education and the amount of teaching time throughout the school, which was identified as a weakness in the previous inspection, is now within national recommendations. In addition, the time wasted during the school day due to the complex teaching arrangements has now been eliminated and the lessons start promptly, with registration being used for extra revision work in all classes. It has maintained the range of activities outside of lessons which were commended in the last inspection
17. The curriculum for nursery and reception children takes account of the recommended areas of learning for this age range. Work in most areas is carefully planned and lesson plans generally include learning objectives; this is an improvement since the last inspection. However, there is a better range of opportunities provided in the Nursery where children are able to explore a wide range of activities both inside and outdoors and the curriculum is more challenging. In reception classes, learning objectives are not always used effectively to inform teaching so at times children are offered limited experiences or low-level activities, particularly in aspects of literacy and numeracy and this slows their learning.
18. All pupils have equal access to the curriculum. The school is conscientious about promoting equal opportunities for all pupils and the support given to both boys and girls results in their academic achievements being very similar. Provision for pupils with special educational needs is satisfactory overall. Targets in pupils' individual

plans are variable in quality. Those for reading and writing are generally good and provide teachers and support staff with clear guidance on what pupils need to learn next. However, there are very few targets for mathematics so support is not provided to tackle specific areas of weakness. However, due the effective support provided in lessons by support staff, pupils make sound progress in developing their skills.

19. There are few pupils for whom English is an additional language, but the support for these pupils is satisfactory enabling them to take a full part in school life. Plans are being drawn up to improve access to parts of the school to enable disabled pupils to have maximum independence.
20. The school has developed sound strategies for teaching literacy and numeracy and makes appropriate use of additional support programmes, such as early literacy support, designed to help pupils who find aspects of these subjects difficult. In Years 2 to 6 pupils are taught English and with the exception of Year 2, mathematics in groups based on their prior attainment.
21. The school offers a full range of opportunities outside of lessons which include sports, music and mathematics clubs. The choir was seen practising for a school performance and the children sang with great enthusiasm. Other programmes enrich the work of the school well. These include the 'Eco Schools' and 'Earth Keepers' projects, both of which provide good opportunities for the pupils to develop their knowledge and understanding of issues linked to environmental science and citizenship.
22. The school provides good opportunities for pupils' personal, social and health education (PSHE). Teachers are committed to this area of work and displays around the school reflect this well.
23. The school has established good links with the local secondary school which ensures the smooth transition of pupils at the end of Year 6. In addition gifted pupils in Year 6 go there to do extra lessons in science and English. The school also works with partner schools when the need arises to improve the opportunities offered to pupils. For example, when the new nursery was being designed the advice of neighbouring nurseries was sought and visits made to see how they were organised. Links with the local community are good. There are frequent visitors to school who contribute to lessons and assemblies. The involvement of education business partnerships has provide staff and pupils with a valuable insight into the work of the business community.
24. Provision for pupils' personal development is good. Provision for their spiritual development is good so pupils develop a set of values which allows them a greater understanding of themselves and their approach to life. School and class assemblies help pupils to appreciate and celebrate the positive aspects of their own lives and of others. For example, in an assembly for pupils in Years 1 and 2, based on the theme of 'hobbies and talents', the pupils were spellbound as a group of Year 6 girls performed a dance routine they had devised. The headteacher followed this by reinforcing the importance of hard work and how practice is essential to ensure enjoyment of a hobby and the realisation of talent. This was followed by a presentation to a pupil for her charity activities and an opportunity for the pupils to reflect on how they might develop their own particular talents. The whole assembly clearly made a deep impression on the pupils present as well as raising the self-esteem of the performers. There are good opportunities in other lessons, such as PSHE, for pupils to reflect on and understand their relationships with one another. Activities and

discussions in religious education, geography and history lessons provide good opportunities for pupils to explore the lives, values and beliefs of other people around the world and in the past.

25. Provision for pupils' moral development is good. The school has a clear code of behaviour consisting of a combination of whole-school and class rules which are well displayed throughout the school. A combination of teaching in PSHE lessons and consistent adult reinforcement ensures that pupils are given many opportunities to develop moral values such as honesty, truth and justice. Many assemblies have moral themes which stimulate reflection on such matters as rights and responsibilities, right and wrong and personal responsibility.
26. The school promotes pupils' social development very well. They are encouraged to work and play together in pairs and groups and as a consequence, develop the skills necessary to build very good relationships with others. Many Year 6 pupils learn how to take responsibility as prefects and monitors while others throughout the school have the opportunity to serve on the school council. The election of the council provides all pupils with experiences of the democratic process and its members are given real experience in exercising leadership. Most pupils also demonstrate personal initiative in the classroom and around the school without adult intervention. Assemblies prove very successful in creating a community spirit within the school.
27. Provision for cultural education is satisfactory. While there are good opportunities for pupils to develop an awareness of different cultures through subjects such as geography and history this does not extend to their developing an in-depth appreciation of the richness and variety of the cultures of other communities. For example, more use could be made of the influences of non-western cultures through lessons in art and music. Not enough is done to prepare pupils fully for life in a culturally diverse society through trips to places of worship and visits by members of local ethnic communities. Visits to local places of interest helps pupils develop a good understanding of their own heritage through subjects such as history and geography. However, opportunities to develop pupils' understanding and appreciation of the broader aspects of music and drama through visits to theatres, museums and art galleries are limited. The school is aware of the importance of these activities but mainly due to the the large numbers of pupils in year groups this is difficult to organise on a very regular basis.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28. This is a caring school where the teachers and support staff get to know their pupils well and are vigilant in their concern for their health and safety.
29. The bursar has the overall responsibility for implementation of the health and safety policy which he performs conscientiously ensuring outside agencies carry out regular audits and that remedial action is then taken. He is well supported on a day-to-day basis by the constant vigilance of all members of staff. The headteacher is currently the designated person responsible for child protection and is operating a system in line with local procedures.
30. The school's good procedures for monitoring and promoting good behaviour are securely based on the clear, whole school behaviour policy. It is based on a list of school rules supported by class rules which are agreed by the pupils with their teachers. They are prominently displayed in classrooms and public areas. Poor behaviour is generally resolved by the class teacher and the situation rarely develops

beyond this point. As a result, the ultimate sanction of exclusion was not used in the previous year. Each class has its own system of rewards for good behaviour on an individual and class basis which works well in promoting good behaviour in most classes. Certificates are presented during school assemblies to reward good behaviour over a period of time.

31. Procedures for monitoring attendance are satisfactory, but those for promoting good attendance are unsatisfactory. The educational welfare officer reviews the registers on a regular basis but the school does not analyse patterns of poor attendance by particular individuals and any variations between classes and year groups. Consequently, although attendance is satisfactory, it has declined since the last inspection and the school does not have a clear view of the reasons other than the increasing number of holidays taken during term-time. Apart from certificates awarded to individual pupils for perfect attendance, there are few rewards for encouraging attendance and there is little focus within the school highlighting its importance.
32. In Years 1 to 6, procedures to assess pupils' attainment and progress are satisfactory overall and good in English, mathematics and science. The information from the statutory tests and assessments taken by pupils in Years 2 and 6 is carefully collated and used to help the school compare its performance with that of others, set targets for improvement and plan action to address weaknesses. A good example is the work that has been done to improve standards in writing. Some effective use is also made of assessment information to identify pupils in need of additional support in literacy and numeracy, to organise pupils into teaching groups, and to set year and group improvement targets. However, whilst much data is collected, the school is still in the early stages of making the best use of the information to track pupils' progress, particularly that of groups such as boys and girls or pupils of the same age in different classes.
33. Since the last inspection, there has been some improvement to the school's implementation and use of assessment in subjects other than English, mathematics and science. However, procedures are not consistent throughout the school. Consequently, while some teachers have good information about pupils' standards and progress, thereby helping them to match work well to their needs, others are working from a weaker base. Overall, whilst there is some effective use of assessment in Years 1 and 2, implementation and use of assessment is better in Years 3 to 6.
34. The pupil services co-ordinator is very effective in ensuring the monitoring of the personal development of pupils. A member of the senior management team, the post-holder is responsible for liaison with parents and outside agencies and for developing the provision for pupils' personal development. In this role she has effectively introduced the school council, increased the range of opportunities for pupils to have responsibility in school and has begun to involve parents more in the work of the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

35. The school has developed good links with parents whose involvement has a positive impact on the life of the school.
36. The information provided for parents about their children's progress and the work of the school is good and meets statutory requirements. There are regular school

newsletters as well as those produced by individual year groups which keep parents well-informed of future events and classroom activities. Parents are informed about what their pupils will be studying through leaflets sent home by their teachers, but there is some inconsistency in their regularity and content across the school.

37. Parents have plenty of opportunities to discuss their children's progress. There is a formal parent's meeting in March and there are also informal opportunities in October and July for parents to meet with teachers. In addition, each class has a short session once a week when parents can see their children at work and have an informal discussion with the teacher. Annual reports are produced in July and provide a description of pupils' achievements in each subject. From Year 2 upwards, in English, mathematics and science, reports state where pupils are in relation to expected performance and they are also given a grade for effort. However, the reports do not consistently provide sufficient information on what a pupil needs to work towards and there is limited assessment of their personal development. Reports could be improved to provide parents and pupils with a greater understanding of progress made and areas for development in all subjects. Also, the standard of presentation and the quality of content is inconsistent across the school. Home-school diaries make a valuable contribution to informing parents of their children's progress, but these are not always used to best advantage in each class.
38. Parents are welcome to assist in the life of the school and many do so. The School Friends Association, run by an enthusiastic group of volunteers, is very active in organising social and fund-raising events which raise considerable sums for the benefit of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. Following an unsettled period owing to the prolonged absence of the headteacher, the overall quality of leadership and management has recently improved significantly. Parents at their meeting raised this as one area in which the school had improved recently since the current headteacher took up office. Leadership and management is now good and due to her very good leadership the school is currently improving at a good rate.
40. The headteacher has a clear vision of how she wants the school to develop. She has communicated this well to governors and staff with the result that the governors and a majority of staff share this vision about future priorities and how to achieve them. A hardworking acting deputy and the other senior teacher, both members of the senior management team, support the headteacher very effectively in her drive to improve the school.
41. Subject co-ordinators lead their areas well and are giving clear direction to colleagues aimed at improving the curriculum and standards of attainment. The provision for pupils with special educational needs is well managed. The co-ordinator, who has recently taken over the post, has a very clear understanding of what needs to be done. Since the last inspection, systems have been updated to comply with new requirements. There is good liaison between the special needs co-ordinator (SENCO) and class teachers with the result that all staff are properly informed so that they can offer soundly-targeted support and monitoring for each pupil.
42. Governors are a committed and loyal team who give generously of their time and effectively support and contribute to the school's improvement. They are well led by a well-informed chairperson. The headteacher provides governors with very good

information about the school's performance. Subject co-ordinators also report to governors and the finance bursar keeps governors well informed on spending. As a result they have a good understanding of the school's strengths and weaknesses which enables them to play an effective part in strategic management of the school and planning for the future. They fulfil their statutory responsibilities well.

43. The quality of financial management and control is good. The school's development plan is a good working document with a focus on managing change and supporting improvement clearly linked to costings. The principles of best value are used well to ensure the school obtains good value for money from these spending decisions so effective use is made of funds the school receives. Additional funding, such as that for staff training and to support pupils with learning difficulties, is used well. Governors are fully involved in budgeting and they carefully monitor spending. In managing the finances, the headteacher and governors receive very good support from the school bursar. Effective use is made of computer technology to support the budgeting process
44. There is a satisfactory number of teachers and support staff to meet pupils' needs. The skilled learning support staff provide good support in lessons and significantly contribute to the achievement of children in the nursery and reception classes and pupils with special educational needs. Administrative staff provide a welcoming first contact for parents and visitors and good support for the smooth running of the school. The school has developed a good system for the performance management of teachers aids the setting of school and individual targets for improvement. The good procedures for monitoring the quality of teaching has ensured that the quality of teaching has been maintained since the last inspection against the background of significant turbulence in staffing that has seen a third of the staff change in the last two years. Teachers receive detailed evaluations of their teaching and good support through advice and training to enable them to improve. Procedures for the induction of newly qualified teachers to the school are good.
45. The accommodation overall is good with some weaknesses. Two halls provide very good learning opportunities for whole school activities and physical education. Most classrooms are of adequate size but a room in the upper story is used jointly as a library and computer suite. This room has no air extraction facilities and gets uncomfortably warm during teaching sessions. As a library it is badly located for use by all the pupils. Access is difficult for people with disabilities and easy access is not possible when ICT lessons are taking place which limits pupils' opportunities to use and develop their library skills. The caretaker and cleaning staff maintain the interior of the school to the highest standards. Displays of pupils' work help to provide a pleasant and stimulating learning environment.

Resources to support learning are satisfactory overall. However, the range of some equipment used for outdoor play by children in the nursery and reception classes is limited.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

47. In order to improve the standards pupils' attain and the quality of education provided, the governors, headteacher and staff should:

(1) Raise standards in reading by the end of Year 2 by:

- providing more opportunities for pupils to read and ensuring consistency of reading opportunities between classes;
- improving the quality of teaching of group (guided) reading sessions;
- making use of assessment information to track pupils' progress including that of groups, such as boys/girls and pupils of the same age in different classes.

(Paragraphs: 3,13,32,61,65,71)

(2) Improve childrens' levels of achievement in their literacy and mathematical skills in reception classes by:

- systematically building on the good basis of skills acquired in the nursery.
- raising expectations of what children might achieve.
- ensuring that activities in literacy and mathematics lessons consistently challenge children of all abilities;
- ensuring that classroom support staff have a clear role and are used effectively in all parts of lessons.

(Paragraphs: 2,12,17,48,52,54)

(3) Improve procedures for promoting pupils' attendance by:

- analysing attendance information more closely to identify groups of pupils and individuals whose attendance is a cause for concern;
- introducing a systematic whole school approach to encouraging and rewarding good attendance.

(Paragraphs: 31)

(4) Provide more opportunities in lessons and other activities to prepare pupils for living in a culturally diverse society.

(Paragraphs: 27)

OTHER ISSUES TO BE CONSIDERED BY THE SCHOOL

- Provide more opportunities for pupils in Years 3 to 6 to practise and develop their library skills and for lower attaining pupils to practise their reading skills.

(Paragraphs: 46,64,66,67)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

100

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

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Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	21	45	29	3	0	0
Percentage	2	21	45	29	3	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

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)	30	520
Number of full-time pupils known to be eligible for free school meals	-	30

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	46

English as an additional language

	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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	37	38	75

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	31	31
	Girls	32	35	36
	Total	60	66	67
Percentage of pupils at NC level 2 or above	School	80 (93)	88 (95)	89 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30	33	33
	Girls	32	35	35
	Total	62	68	68
Percentage of pupils at NC level 2 or above	School	83 (91)	91 (93)	91 (93)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	35	47	82

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	28	32
	Girls	39	37	42
	Total	66	66	75
Percentage of pupils at NC level 4 or above	School	80 (84)	80 (78)	90 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	28	30
	Girls	35	34	39
	Total	59	63	69
Percentage of pupils at NC level 4 or above	School	70 (70)	75 (79)	82 (79)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	316	0	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	2	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	204	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)	20.5
Number of pupils per qualified teacher	26.6:1
Average class size	27.3

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	218.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30
Total number of education support staff	2
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	11.8:1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	7

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	2

FTE means full-time equivalent.

Financial information

Financial year	2001-2
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	£
Total income	1009734
Total expenditure	1006427
Expenditure per pupil	1738
Balance brought forward from previous year	36823
Balance carried forward to next year	3307

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	520
Number of questionnaires returned	143

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	36	5	1	0
My child is making good progress in school.	54	38	6	1	2
Behaviour in the school is good.	41	52	6	0	1
My child gets the right amount of work to do at home.	33	51	11	5	0
The teaching is good.	48	44	6	0	2
I am kept well informed about how my child is getting on.	31	44	17	6	2
I would feel comfortable about approaching the school with questions or a problem.	55	36	8	1	0
The school expects my child to work hard and achieve his or her best.	53	41	5	0	1
The school works closely with parents.	31	48	14	4	3
The school is well led and managed.	43	48	6	1	2
The school is helping my child become mature and responsible.	47	46	6	1	1
The school provides an interesting range of activities outside lessons.	45	37	10	4	5

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

48. The majority of children spend a year in the nursery class before transferring to reception classes. Teaching in the nursery is good overall and children make good progress in their time there. By the time they leave, their personal and social skills are good and the majority has good skills in speaking and listening. Overall, their base for further learning is good, but this is not built upon consistently in the reception year and children do not achieve as well as they should, particularly in literacy and numeracy. Teaching in the reception classes is satisfactory overall, but it varies from good to unsatisfactory.

Personal, social and emotional development

49. Teaching overall is good. In both nursery and reception classes staff pay a high level of attention to boosting children's confidence and self-esteem. There is strong emphasis on praise for even the smallest achievement and children are encouraged to try out new experiences and to develop positive attitudes to learning. The wide range of well planned activities in the nursery stimulates children's interest; they learn to organise tasks for themselves and to begin to co-operate with others, for example, when working in the 'shop'. Many nursery children show an impressive level of concentration as they work at the tasks that they have chosen.
50. In reception classes, children continue to work well with others and to take turns when playing games and using equipment such as computers. Specific teaching in PSHE contributes well to children's understanding of the need to consider the feelings of others; when a teacher told the story of 'The Selfish Giant' good questioning and explanation helped them to understand the reasons for the giant's sorrow.

Communication, language and literacy

51. Teaching in the nursery is good, particularly in the area of speaking and listening. The majority of children follow instructions and listen carefully to questions; their responses show good understanding. Many speak clearly in short sentences. While a minority still use single words or short phrases to communicate, there is also a group of children that have very good vocabulary and use complex sentences. Early literacy skills are taught well and children develop positive attitudes towards books and learn to use pictures to interpret the storyline. Many recognise and make good attempts at writing their names. They record their ideas using a series of marks and accurately copy letter shapes and patterns.
52. This good base is not systematically built upon in reception classes because there are some weaknesses in teaching. While there continues to be good attention to promoting skills in speaking and listening, literacy skills are not extended as much as they should be. In reading, progress is slow and even the higher attainers are reading at only average levels. Children's skills in recognising commonly used words are weak and this hinders the progress that many make. While there has been some recent improvement with more focused teaching of specific reading skills, it is too early to judge the impact of this. In terms of writing, there is very little recorded work during the children's first term in reception and much of this is at a similar level. As with reading, there has been an improvement this term and children have made gains in their skills. Many children write short sentences and captions independently, with

some recognisable words. Higher attaining children write short stories using a word bank to find some of the words that they need. Lower attainers are still at the stage of copy writing and make reasonable attempts at writing their names independently. Overall teaching is satisfactory, but expectations of what children might achieve are not high enough and classroom support staff are not consistently used effectively throughout the lessons..

Mathematical development

53. Teaching in the nursery is good. A range of activities and incidental opportunities are used to develop children's awareness of number. Many count to 5 and some beyond; the majority is able to sequence numbers following an adult's lead. Children recognise two dimensional shapes and many are able to use appropriate vocabulary in describing size and position. Expectations of what children might achieve are high, with activities introduced to help them to understand the idea of adding two groups together working with numbers up to 10.
54. As with literacy, progress is too slow in reception classes. In the first term, children spend too much time on consolidation of things they can already do such as ordering numbers to 10 and colouring and matching shapes. This work is generally at the same level regardless of children's prior levels of attainment. There is evidence of better progress recently, but some children are making up lost ground. Most are beginning to work on practical addition to 10 and beginning subtraction; higher attaining children are beginning to record addition and subtraction sums. However, in some lessons, classroom support staff do not have a clear role, particularly during whole class parts of lessons. In addition, some activities that these children are given are low-level, such as cutting and sticking candles on cakes to match numbers to 10. Teaching now is broadly satisfactory, but the limited amount of work that was completed in the autumn term indicates that it was unsatisfactory at that stage.

Knowledge and understanding of the world

55. Teaching of this area is good in both nursery and reception classes. A good range of experiences is planned to encourage the development of early skills in science. Children are encouraged to observe and understand the process of change, for example, through growing seeds and bulbs. In small group activities, nursery nurses encouraged awareness of what plants need to grow through discussion about the need for water and light as the children planted a variety of seeds. A visit to a garden centre by reception classes resulted in a very good range of activities involving role play in a florist's shop and observing the growth of a variety of bedding plants and herbs.
56. Nursery children are encouraged to develop a sense of place through discussion about their addresses and the village in which they live. Reception children learn about the passing of time through thinking about toys that they played with as babies, what they like to do now and what they might play with in future. Provision to develop children's skills in ICT is good. Nursery children operate a tape recorder independently and use the mouse on the computer to change images on the monitor. Many reception children used the mouse well in creating pictures of butterflies. Children show good skills in using a variety of tools to cut and stick, for example, in making simple puppets.

Physical development

Teaching is satisfactory overall. In both nursery and reception classes, children have regular opportunities to use outdoor play areas. However, provision for the nursery children is limited because only a small area is suitable for use all year round. Reception children have no access to large climbing equipment and other activities to extend their physical skills are limited. Much of the equipment that is available for both nursery and reception children is more suitable for younger children or needs upgrading. In taught sessions in the hall, nursery children show good enjoyment of movement. They move in a variety of ways and change direction in response to teacher's instructions. Most show some awareness of space, but often lack awareness of others as they move around. By the end of reception, children's skills in many aspects of movement are still at a level more typical of younger ones. However, their skills in finer movements are better and many show very good control in colouring, cutting and sticking.

Creative development

58. Teaching is satisfactory and some elements are good. There is good provision to develop children's imaginative skills through role play and many reception children show good skills in taking on a role, for example, as they 'deliver' flowers from the florist's shop. Activities such as setting up a farm and road track also encourage creativity and imagination. Children have regular opportunities to sing and make music. Reception children sing clearly and in tune and maintain the beat when playing together.
59. Provision for the development of skills in art is limited. Much of the outcome of work is prescribed and allows limited opportunity for children to decide the techniques or media that they will use to represent their ideas or observations. There are some good examples of activities that enable this - such as the large-scale paintings of sunflowers in the nursery - but overall the creative elements of art are under-represented. Some activities provided in the reception classes are occupational rather than creative - involving, for instance, children colouring in outlines or making playdough shapes.

ENGLISH

60. By the end of Year 6, standards are broadly average. Most pupils achieve the expected level, but too few are achieving the higher levels in reading or writing. In relation to pupils' test results at the end of Year 2, they have made satisfactory progress during Years 3 to 6. However, the progress of pupils in these year groups in lessons is now better than this, often being good and very good. Pupils with special educational needs make good progress in developing their basic skills in reading and writing.
61. Throughout the school, pupils build satisfactorily on their good skills of speaking and listening. By the end of Years 2 and 6, standards in this aspect of English are above average. By the end of Year 2, standards in reading are below expectations and the progress made by pupils in Years 1 and 2 is inconsistent between classes so overall pupils do not achieve as well as they could in this aspect. Standards in writing are in line with expectations and pupils make satisfactory progress in this element.
62. Since the last inspection, disruptions to staffing, ineffective methods of organising how the subject was taught, together with some weaknesses in teaching, have not supported a steady or consistent rate of progress for pupils. Consequently, current standards are not as good as those found by the last inspection. Whilst the co-ordinator has accurately identified the aforementioned weaknesses, it is only recently

that she has been in a strong position to implement action to address them. In writing, this is proving successful, with pupils throughout the school being given good opportunities to write for a range of purposes and to learn key skills of spelling, punctuation and grammar. This year, the co-ordinator has correctly identified the need to raise infant pupils' standards in reading, which have declined significantly in recent years. Whilst the picture is not consistent in all classes, overall, pupils in Years 1 and 2 do not have enough opportunities to learn essential reading skills. Moreover, in some classes, the teaching of reading is unsatisfactory. Because this situation has existed for some time, some pupils have often begun Year 3 with standards that were lower than they should have been and this has had a knock-on effect on standards achieved by the end of Year 6.

- 63.** By Year 6, most pupils are confident and articulate speakers. Most express their views, ask questions, explain the strategies that they have used to tackle work and put forward a reasoned argument clearly. For example, Year 6 pupils talked about the morality of zoos, Year 5 pupils confidently presented weather forecasts as part of their geography lesson and in a Year 4 design and technology lesson, pupils explained design prototypes of mechanisms. Pupils in Years 1 and 2 are also good speakers. Even lower attaining pupils give coherent and detailed explanations about, for instance, the type of books that they like to read and their favourite pastimes. In lessons, they are keen to answer questions and use a good range of vocabulary. For example, Year 1 pupils quickly came up with alternative words for 'big' and 'frightened', suggesting, *enormous, gigantic, huge, terrified* and *petrified*. Pupils also alter their speech when acting out different roles in, for example, the class 'Travel Agent Office'. In most lessons, pupils listen respectfully to teachers and each other. Teaching in this aspect is variable. Overall, pupils in Years 3 to 6 are given better opportunities for speaking and listening than in the younger years. In some Year 1 and 2 classes, speaking and listening skills are promoted well in response to carefully planned activities. However, in others, skills develop incidentally rather than as a planned aspect of provision.
- 64.** By Year 6, higher and average attaining pupils read accurately, fluently and with generally good expression. In summarising stories pupils provide satisfactory information about the characters, setting and plot and give some detailed explanations about what they think will happen. A few higher attaining pupils have developed advanced skills of 'reading between the lines,' explaining meaning that is inferred rather than explicitly stated. For the majority, however, understanding is mostly at a literal level. Lower attaining pupils are not fluent or expressive readers and find it difficult to comment on the actions or motivation of characters in the stories. This is not because they are inarticulate, but because understanding is limited. Most try hard to achieve accuracy, but their focus on this results in a halting pace and a lack of appropriate response to punctuation, both of which restrict understanding. Pupils' lack of comprehension is often evidenced by their incorrect substitution of words, for example, one pupil read 'even' rather than 'ever', but did not detect that the substituted word did not make sense in context. With the exception of this group, most pupils have developed good skills in skimming and scanning lengthy texts to find information. Whilst research skills are generally good, pupils do not have a clear understanding of how books are organised in libraries.
- 65.** By the end of Year 2, higher attaining pupils read well. Most tackle an unseen text effectively, using a range of strategies, for example, blending letter sounds. Some show particularly good expression and understanding and respond well to punctuation, for example, by emphasising words in bold text or those followed by an exclamation mark. For others, however, understanding is not as secure because

they read too fast and make careless mistakes that distort meaning. Average attaining pupils achieve a good level of accuracy and use strategies such as reading ahead with some success. Whilst all pupils try hard to read expressively, skills are limited. Lower attaining pupils also know a broad range of strategies but do not achieve a consistent degree of success when using them and their understanding of what they have read is weak.

66. Throughout the school, most pupils have positive attitudes to books and are supported well at home. Year 6 pupils express clear views about the types of books and authors they prefer. They name a good range of authors and make simple comparisons about their different literary styles. Year 2 pupils name different types of stories, non-fiction texts and poetry, but have little knowledge of authors. Most higher and average attaining pupils in Years 1 and 2 know how to use contents and index pages and a few understand the function of a glossary.
67. Most pupils in Years 3 to 6 are making effective progress in learning reading skills. Teachers provide good opportunities for them to use and apply skills in English lessons and other subjects; for example when researching information to support work in history. In most classes, the small group reading activities led by teachers are taught well and support learning for pupils of all abilities. In some year groups, lower attaining pupils also benefit from additional and further literacy support from trained classroom assistants. However, despite this effective provision, lower attaining pupils' standards show that they need more reading practice to aid the development of key skills and understanding. The increased emphasis that the school is giving to promoting reading comprehension in all year groups is good, but its impact has yet to be fully realised because it is relatively new. In Years 1 and 2, the teaching of reading varies from good to unsatisfactory. Moreover, while pupils in some classes read regularly, in others they have limited opportunities to read.
68. Pupils in Years 3 to 6 are making good progress in writing. Their work includes, stories, persuasive arguments, letters, poems, biographies, notes, play-scripts and newspaper accounts. Pupils are taught to plan and draft writing, including thinking carefully about interesting openings, ways to develop the characters and plot, and how to organise events into paragraphs. Through effective teaching, pupils are developing sound skills in proof reading and editing their work to extend and improve it. A strength is pupils' good use of vocabulary to add interest and imagery. For example, Year 4 pupils' poems about springtime seeds include phrases such as *'Locked away motionless like a corpse in a coffin'* and *'In the jail of darkness beneath the ground'*. In contrast, spelling is a weakness. Even higher attaining pupils in Year 6 make careless mistakes, for instance using the wrong forms of common words such as *there/their* and *to/too*. Whilst the spelling of complex words is often plausibly correct in relation to how they sound, too often pupils miss-spell words because they do not apply spelling rules that should be firmly understood by Year 6.
69. Pupils in Years 1 and 2 are also given good opportunities to write in different forms and for different purposes. The emphasis on teaching writing skills was evident in a number of lessons, with some good teaching of grammar, spelling and punctuation. The impact of this is beginning to be seen in pupils' work, but many pupils in Year 2 are still not using full-stops accurately. Some higher attaining pupils' work includes correct use of speech marks and other punctuation, such as question marks but as in the juniors, whilst vocabulary is good, spelling is weak. Teachers promote writing skills effectively in subjects other than English, which supports learning well. However, in some writing activities, pupils are required to address too many things. For instance, they are asked to be creative, spell and punctuate correctly and think

about grammar issues, such as ensuring tenses agree. This often confuses them and reduces the quality of work produced in all elements.

70. Whilst there is some good teaching of reading and writing in Years 1 and 2, teaching in Years 3 to 6 is more consistently effective, being mostly good and often very good. Throughout the school, the marking of pupils' work is mostly good. The majority of teachers achieve the right balance between praising pupils' efforts and giving them useful pointers for improvement. However, occasionally, the short pieces of writing produced by younger lower attaining pupils is marked in a way that does little to raise their self-esteem, promote good attitudes to writing or help them see themselves as successful writers. This is evident when, for example, numerous spelling, grammar and punctuation mistakes are identified in red pen. Overall, teachers make good use of targets to help pupils understand what they have achieved and how they can improve. This also applies to pupils with special educational needs. Teachers and support staff make effective use of the targets in pupils' individual plans to provide activities in lessons, small groups and in individual sessions that are well matched to what pupils need to learn next.
71. The subject is led and managed very well. The co-ordinator has a very good understanding of strengths and areas where improvement is needed and is clear about how to effect improvements. Some effective use is made of assessment information to identify pupils in need of additional support in literacy, to organise pupils into teaching groups, and to set year and group improvement targets. However, the school makes little use of the information to track or compare the progress of pupil groups such as boys and girls or pupils of the same age in different classes.

MATHEMATICS

72. In both Years 2 and 6, standards are average and overall pupils' achieve satisfactorily, but work seen during the inspection shows that there has been improvement in the rate of progress during the current year. This is due to the fact that the school has identified weaknesses in the teaching of mathematics and is working hard to improve these areas. Pupils with special educational needs make satisfactory progress. There are very few targets in pupils' individual plans to develop their mathematical skills so pupils' progress is due to the effective support they are given in lessons by support staff.
73. Many pupils in Year 2 have a secure understanding of place value to 100, with quick mental recall of addition and subtraction to 20 and simple shopping sums. They recognise odd and even numbers and sequence numbers up to 100. They choose appropriate methods for adding and subtracting and estimate distances before measuring with rulers to check. Higher attaining pupils are beginning to understand partitioning when calculating and explain the method confidently. By the time that they reach Year 6, most pupils have a secure understanding of basic number. Most pupils calculate correctly using the four operations of addition, subtraction, multiplication and division. They have effective strategies for working out things mentally because they have a good grasp of their tables and most pupils recall them quickly. Pupils work confidently with large numbers and higher attaining pupils explain a range of calculating strategies and know which is the best one to use. Most pupils know how to collect data and use a frequency table to record them, such as when they collate information about popularity of television programmes.
74. Teaching is satisfactory overall, but is generally good in Years 3 to 6. Teachers have good subject knowledge and use mathematical vocabulary well in all lessons, which

means pupils also learn to use the correct vocabulary confidently. Teachers have good rapport with pupils and manage lessons well and as a result, they sustain pupils' interest. In the best lessons, a combination of challenging activities and positive attitudes lead to busy lessons where learning is good. For example, in a Year 2 lesson, the teacher played a game called 'find the number' and pupils enjoyed asking a range of questions using correct mathematical vocabulary in order to discover the answer. In a Year 4 lesson about decimal fractions the pupils made very good progress because of the very clear explanations given by the teacher and there was excellent challenge for the higher attaining pupils through activities being well matched to their ability.

75. There are good opportunities to develop mathematics in other subjects. For example, in science, pupils in Year 6 measured angles using protractors when they were working out the effect that altering the angle of a tube had on the speed of a marble travelling through it. Pupils in Year 1, learning about fruit in food technology, put different fruits into sets according to their texture. Year 5 pupils have been investigating what types of exercise they have been taking and present their work as a bar graph, using a computer program.
76. The two subject leaders have good knowledge and understanding of what needs to be done to improve the subject. For example, they feel that teachers are more aware of the need for more challenge for higher attaining pupils and are giving them help with resources that may be needed. As a result, the subject is now well placed to improve further.

SCIENCE

77. Since the last inspection, standards in science have improved well and are now above average by the end of Year 6. This improvement is due to the increase in teaching time given to the subject and the more rigorous strategies applied to planning, teaching, monitoring and assessment. However, although pupils make satisfactory progress in Years 1 and 2, standards by the end of Year 2 could still be improved further.
78. By the end of Year 2, most pupils attain standards in line with those expected for their age. Pupils can describe features of plants and know that they need light and water to grow. They are also starting to learn about the features of common materials and are able to sort them into different categories. They are beginning to think about the need to make their comparisons 'fair' and are able to suggest ways to make this so.
79. Pupils achieve well as they move through Years 3 to 6 and by the end of Year 6, their work is carefully presented with attention paid to diagrams and charts. Teachers give pupils good opportunities to extend their work and this leads to higher standards of achievement. Pupils are very organised in their work and make sensible predictions based on their previous knowledge. They have a secure understanding of how to carry out a 'fair test' and apply that knowledge to similar experiments without needing any additional help from an adult. A lesson seen on dissolving substances in water showed pupils working at a good standard and using scientific language confidently.
80. Teaching in Years 1 and 2 is satisfactory and the pupils make sound progress. Teachers are secure in their subject knowledge and are enthusiastic. Planning of lessons is clear and the learning objectives are explained in simple language so that pupils can understand them and they know what they will be learning about. Marking and assessment clearly shows pupils what they have done well which enables them

to improve their work and identify any misunderstandings. In most lessons, activities are appropriately matched to pupils' levels of attainment, but sometimes activities are not as challenging as they should be. When this happens pupils start to lose interest, their concentration drops and they become restless.

- 81.** In Years 3 to 6, teaching is good and pupils respond well by working with enthusiasm and concentration. Teachers' planning is thorough and teachers have high expectations of pupils so well matched for pupils of differing ability. Higher attaining pupils are given more challenging work to carry out which maintains their interest and develops their understanding. Teaching actively encourages independence and pupils are particularly good at using their skills of scientific enquiry. Good opportunities to extend pupils' thinking are provided and teachers use visual demonstrations well to show pupils particular new ideas. For example, pupils were amazed when an experiment involving melting substances failed to turn the butter back into a solid after immersing it in water. The teacher used this to introduce the concept that some substances needed to be stored at lower temperatures than others to stay solid. In other lessons, teachers are quick to spot where pupils have made errors in their work and help them to correct them. As a result of this type of intervention the pupils make good progress throughout.
- 82.** Leadership is very good. The co-ordinator is very enthusiastic about his subject and has worked hard to improve standards throughout the school. The policy and accompanying advice on assessment enable teachers to adapt their planning to the needs of each pupil. There are strong links between environmental science and other aspects of the school's work. The subject makes a good contribution to the spiritual, moral, social and cultural development of the pupils.

ART AND DESIGN

- 83.** All pupils make satisfactory progress in their learning and by the end of Years 2 and 6 attain standards broadly expected for pupils for their age.
- 84.** Overall, teaching of art and design is satisfactory but in many classes as they move through the school, pupils are given good opportunities to work with a variety of media and to learn a variety skills and techniques that they successfully apply in art and designing. Pupils in Year 2 have previously enjoyed collecting natural materials, such as leaves and twigs and making collages and now enjoy taking this further by selecting parts of the collage to develop into appliqué work. They have carefully chosen and sewn the fabrics and were evaluating their work in order to develop it further. Older pupils in Year 3 have been looking at work by Salvador Dali and other surrealist painters and selected ideas from their creative writing about dreams to use in their drawings. The teacher had provided a good range of materials and pupils enjoyed using pastels and discovering how they could be blended to produce an effective picture. Pupils in Year 6, after sketching people in action, make three-dimensional models from wire and papier maché of people taking part in various sports.
- 85.** The school has enjoyed a visit from a sculptor, which provided opportunities for the pupils to look at the techniques used in modelling and try out the ideas for themselves. Pupils in Year 2 have visited Skipton Castle as part of their topic, 'Can Buildings Speak?' and following the visit, they have produced effective pastel drawings of castles.

86. Currently there is no subject leader in art. The previous co-ordinator had compiled a portfolio of work covered over the past three years, as suggested in the previous inspection and this provides a useful resource for teachers. A scheme of work has also been developed using national guidance and this gives pupils sound opportunities to develop their skills and build on what has been previously been learnt as they move through the school.

DESIGN AND TECHNOLOGY

87. All pupils make satisfactory progress in their learning and by the end of Years 2 and 6, attain standards broadly in line with those expected for pupils for their age. National guidance has been used as a basis for planning in the subject and provides pupils with a good range of opportunities to discuss, plan and evaluate their work.
88. By the end of Year 2, pupils have a secure understanding of how to use a range of materials and techniques to design, make and improve items. For example, they work with a variety of materials and tools during a project to designing a puppet. After looking at different types of puppets, they learnt that planning was important before they made their final design and carefully evaluated their hand puppet designs in order to see what changes were needed to make the puppet strong enough to hold together after they have sewn it.
89. Due to sound teaching, pupils continue to make satisfactory progress as they move through Years 3 to 6. Teachers have good knowledge of the subject so pupils develop and build on the skills they learn in Years 1 and 2. Pupils are aware of why they need to practise skills, such as sewing, to make their puppets successfully. Pupils enjoy their work in design and technology and develop good attitudes towards the subject. For example, in a Year 4 lesson, pupils were investigating how to make a pop-up information book and understood about the different types of mechanisms that they must learn to do, before making the books. They successfully produced books with 'pull tab', 'flap' and 'lever' mechanisms and explained why it had been important to learn how to practise these skills before they made their books. Good teaching during the lesson meant that pupils were aware of the importance of evaluating their designs. The use of individual design diaries helps pupils keep a record of their planning and evaluation throughout topics. Older pupils in Year 6 were currently designing and constructing powered vehicles and had produced buggies that were well made with secure joints and could explain how the cogs made their buggies move.
90. Since the last inspection satisfactory progress has been made in addressing the weaknesses identified. The subject now has an appropriate amount of time allocated to it and a scheme of work has been introduced based on national guidelines. The enthusiastic subject leader has only recently taken over management of the subject and is compiling a portfolio of work covered by each year group. This should provide a useful resource for teachers and will enable the subject to improve further.

GEOGRAPHY AND HISTORY

91. Standards in geography have been maintained since the last inspection. Pupils make satisfactory progress and by the end of Years 2 and 6 attain standards that are in line with national expectations. However, in history they achieve well as they move through the school because of good teaching. By the end of Year 2 standards are in line with those expected, but by the end of Year 6 they achieve standards that exceed

national expectations. This represents good improvement since the previous inspection.

92. By the end of Year 2, pupils have a secure understanding of the local area, how peoples' lives and places differ and change over time. In history, they learn about some famous events and characters from the past such as Florence Nightingale and Remembrance Sunday. In geography, on walks around the area close to the school, they learn how to look around them to learn more about the place in which they live and how it is different to places they have visited or seen in pictures. They begin to draw simple maps such as their route to school marking significant buildings or landmarks.
93. In history, by the end of Year 6, pupils have learnt about such diverse topics as the Ancient Greeks and the Tudors. They develop a secure understanding of the key events of these periods in history and of how people lived. The good standards pupils attain are based on their good literacy skills. They are good at researching topics using books, worksheets and the internet. This helps develop their ability to appreciate how people lived in the past and how it is different from their own lives. In geography, as pupils get older they develop a secure understanding of all the aspects of the subject. They draw detailed maps and they understand how to use a map to find places. Pupils know that areas of the world have different climates and understand that this affects the way people live. However, they also develop a good understanding of how people affect the environment through pollution and the demands of growing populations on factors such as water usage. In their writing higher attaining pupils show they can use observations and other evidence to express a personal view on these issues.
94. Due to the timetable arrangements very few lessons were seen during the inspection of either history or geography. However, from looking at teachers' planning and pupils work it is clear that teaching of geography is at least satisfactory throughout the school and history is taught well in Years 3 to 6. Teachers have good subject knowledge and involve pupils in a good range of interesting activities that develops their interest and their skills and understanding of both subjects effectively. In the lessons, pupils are managed very well so they behave well and get on well with their work. Lessons have a positive and purposeful atmosphere based on very good relationships between pupils and adults. Consequently, class discussions are lively and involve all the pupils. In history, the effective use of ICT also contributes to the good standards pupils attain.
95. Both subjects are led well. The long term plans for the subjects have been revised in the light of the latest national guidance and the co-ordinator has a clear understanding of the strengths of their subject and what they want to develop further. Since the last inspection, the school has developed effective procedures for monitoring the progress pupils make by taking samples of their work at the end of each topic. This ensures that teachers and the co-ordinators have a clear understanding of what different pupils have learnt and helps the co-ordinators to ensure that pupils develop their skills gradually as they move through the school.

INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)

96. Standards at the end of Year 2 and 6 meet expectations. This is similar to the situation at the last inspection. Since the last inspection, resources have been improved as almost all the computers have been replaced, fourteen of these now being located together in a computer suite. Other useful equipment has also been

added, including an interactive whiteboard, which is used effectively by teachers to support class teaching. In addition, the quality of the teaching of ICT has improved as a result of effective training, but these improvements have not had sufficient time to result in a significant improvement in standards.

97. Pupils in Years 1 and 2 make sound progress. Due to the broader range of opportunities in lessons outside of the computer suite and the confidence pupils develop as they move through the school, those in Years 3 to 6 achieve well. In Years 1 and 2, pupils learn to write words and then simple sentences using the computer. They understand how to create simple graphs by putting in information using the keyboard and how to create their own pictures on screen, using the keyboard and mouse with increasing dexterity. These skills develop well in Years 3 to 6 so by the end of Year 6, pupils successfully use spreadsheets to develop their mathematical understanding. They effectively learn to develop a data base by first formatting a program so that it will make a series of calculations from the data they enter. They word process their work in other subjects such as English and history, sometimes combining text and pictures. They have good understanding of how to research topics using the Internet.
98. Teachers provide a satisfactory range of opportunities for pupils to learn and use skills in ICT. As a result of these and teaching in the computer suite which is at least satisfactory and often good, pupils develop confidence in their own abilities. Teachers now have good subject knowledge and are confident when supporting pupils using computers. A strong feature of most lessons is the support pupils give to each other and their enthusiasm for the subject. These contribute well to the progress they make.
99. The co-ordinator has not held the post for long but he is knowledgeable and enthusiastic and gives good support to teachers. The adoption of the national scheme of work gives sound coherence and direction to the curriculum and ensures that teachers plan lessons that meet the developing needs of pupils. There are several computers sited in each classroom and this enables satisfactory use of ICT across subject areas. For example, pupils in Year 6 use the computer in English lessons to edit text and in mathematics lessons to check calculations. However, ICT is not yet used extensively in science, as the school has no sensing equipment to measure temperature and sound. This need has been recognised in a good development plan that gives a firm basis for developing the subject further.

MUSIC

100. By the end of Year 2, pupils attain standards in line with expectations, but in Years 3 to 6 they achieve well to attain standards by the end of Year 6 that are above those expected. This represents an improvement since the last inspection when standards overall key stages were judged to be broadly in line with national expectations.
101. Pupils in Year 2 develop a satisfactory sense and understanding of rhythm. They accurately repeat rhythm patterns by clapping and using a shaker. They copy sounds clearly distinguishing between loud and soft. These same pupils sing together with good pitch and diction. The quality of singing of Year 3 pupils is good. They sing in tune and with expression. They sing well in two-part harmony. They appreciate the value of practice and they work hard to improve performance. When discussing music they use a good range of musical vocabulary, for example using words like lyrics, melody, rhythm and tempo. Year 4 pupils contribute some very creative ideas when working in groups composing simple tunes using a range of tuned percussion

instruments. They demonstrate good sense of rhythm and an ability to interpret mood and emotion through music making. Higher attaining pupils are beginning to record their tunes using musical notation. Year 6 pupils examine the structure of 'blues' music then successfully compose simple lyrics and fit them into eight bar 'blues' patterns.

- 102.** The quality of teaching throughout the school is at least good and sometimes very good. Teachers demonstrate a good level of musical knowledge and teaching skill. They have high expectations of the pupils. The result is that the pupils are highly motivated, respond enthusiastically to a wide range of well-planned activities and the pace of learning is good. Almost all pupils enjoy the subject and it is clear that they are pleased and proud of their performance when singing or playing instruments.
- 103.** Pupils develop their social skills through group music making activities. In class lessons they work well in groups rehearsing and sharing their music making. For example, Year 4 pupils listen to each other making music and constructively appraise each other's performances. Pupils have other opportunities to experience music making in addition to their work in formal lessons. On payment of a fee for tuition, opportunities are offered to the pupils to learn to play string, brass, woodwind and keyboard instruments. In addition, a number of pupils sing together in the school choir, which is open to all those in Years 3 to 6.
- 104.** The co-ordinator has a clear vision for the future development of the subject and helps teachers plan the curriculum to include a good balance between performing, composing and listening. The youngest pupils are encouraged to appraise music. As they move through the school pupils gain confidence in performing their own compositions and make good progress in learning how to listen to music and form opinions about what they hear.

PHYSICAL EDUCATION (PE)

- 105.** Overall, by the end of Years 2 and 6, pupils attain standards in line with expectations. These are slightly lower than they were at the time of the last inspection. However, overall, achievement is satisfactory throughout the school. However, there are some areas of strength where attainment and achievement are good. Standards are high in dance throughout the school. Pupils in Year 3 receive very good quality swimming instruction resulting in them achieving high standards relative to their age.
- 106.** By the end of Year 2 pupils demonstrate movement and games skills as they bend, stretch, and travel on the floor and on low apparatus. They land softly and with appropriate control when jumping from a low platform. They use their skills in small sequences and co-operate well working individually and in pairs. In response to good teaching, pupils make good progress in dance lessons. They display good quality movement when responding to music and use space well. They successfully interpret tempo, beat and rhythm. Teachers in the juniors build on and extend these dance skills. For example, Year 5 pupils demonstrate control and poise in performance starting and finishing dance sequences with style. Their performance reflects precision and fluency. They depict a range of emotions and moods reflecting contrasts in music. They are eager to perform and improve. The overall standard of performance is high.

107. Throughout the school, the quality of teaching seen was mostly good and sometimes very good. A good scheme of work is in place and this enables teachers to plan lessons well. In a very good Year 5 games lesson the teacher displayed very effective coaching ability as she taught pupils netball skills. She showed them how to perform skills by demonstrating them well. She gave them opportunities to practise and helped them to evaluate their own performance. In another very good Year 5 dance lesson the teacher began with an interesting and effective warm-up activity, progressed to well planned activities that helped pupils develop and refine dance skills and ended with a good cool down session. By the end, pupils had worked very well implementing what they had learned about sequences, formations and steps when devising their own dance routines to music. Learning throughout the lesson was very good. Pupils respond enthusiastically to this very good teaching, working hard and behaving well.
108. The subject is well managed by a knowledgeable and enthusiastic co-ordinator. Overall curriculum provision is good. The school enjoys good facilities having two sizable halls, and good hard surfaced and grassed playing areas. A good range of equipment is available for use in lessons and this is in good condition. An extensive programme of extra-curricular provision provides very good enhancement to the curriculum. This makes a good contribution to learning in physical education. Older pupils have opportunities to participate in competitive team games representing the school in competition with neighbouring schools. This gives them further opportunity to develop games skills and to meet pupils from neighbouring schools, thereby contributing to their social development.

RELIGIOUS EDUCATION (RE)

109. Throughout the school, pupils make satisfactory progress. By the ends of Years 2 and 6, standards are in line with the expectations of the locally agreed syllabus. This reflects a similar picture to that found by the last inspection. However, since then considerable work has been done by the co-ordinator to improve the curriculum. An audit has ensured that there is now sufficient time to teach all elements of the curriculum. However, the use of visitors and visits to support learning and add interest remains limited, with most generally being specifically linked to Christianity.
110. By Year 6, pupils have satisfactory knowledge of many of the major beliefs, symbols and observances of Christians, Jews, Muslims and Hindus. In their work about different world faiths, they have learned about the significance of sacred scriptures. For instance they respectively name the Bible, Qur'an and Torah as important to Christians, Muslims and Jews. They say that they have particularly enjoyed learning about Islam, and accurately recount some of the key features of this religion, naming the Five Pillars of Islam and some of the festivals and rituals followed by Muslims, such as fasting during Ramadan. While pupils have good knowledge of the main Christian festivals, such as Christmas and Easter, many juniors say that they do not enjoy learning about these, "*because it's the same every year*". Occasionally, pupils' disinterest results in some lack of effort when they are asked to complete tasks. The subject co-ordinator is aware of pupils' views and is endeavouring to ensure that lessons and tasks provide work that motivates them, for example, by using drama. However, older pupils say that they do not complete much work of this type. Year 6 pupils compare the similarities and differences between various religions and understand that prayer, forgiveness, and care of others permeate all. They consider the morals promoted in the Bible and relate these to their own life experiences, for example, that of temptation.

- 111.** During Years 1 and 2, pupils learn Bible stories from the Old and New Testament. Their recall of stories, such as 'Jonah and the Whale' and 'Jesus the Healer', is good and they say that they enjoy hearing them. During the inspection, Year 2 pupils were developing skills of empathy as they tried hard to imagine the feelings of the different characters in the story of the Prodigal Son. Good teaching helped pupils to understand how the stories and parables told by Jesus communicated important messages to the people. In addition to Christianity, infant pupils also learn about Judaism and Islam but their recall of key facts and festivals from these religions is limited.
- 112.** Overall, teaching is satisfactory, but during the inspection some good teaching was seen. In the most effective lessons, very good learning occurred because teachers were particularly successful in using a range of methods, such as explanation, questioning and opportunities for group work, for example, to allow pupils to discuss issues and communicate ideas through role-play. Learning was less successful in lessons where pupils were not motivated by the task, despite these being well thought through in terms of promoting knowledge and skills. Throughout the school, teachers make effective use of the subject to promote literacy skills. Many tasks require pupils to conduct research and record their work in writing, including making notes, logging key points in charts and writing individual accounts and newspaper reports, for example, of how Solomon threatened to cut a baby in half.
- 113.** The subject is led and managed well, with the co-ordinator playing a key role in ensuring that learning in each year group builds on previous work. Checks that have been made on the quality of teaching and learning have informed the co-ordinator of key strengths and areas for improvement. Some good work is being done to improve assessment systems so that pupils' progress can be tracked more effectively.