

INSPECTION REPORT

BRADSHAW PRIMARY SCHOOL

Halifax

LEA area: Calderdale

Unique reference number: 107479

Headteacher: Mrs T. Turner

Reporting inspector: Mr P Dennison
17736

Dates of inspection: 31st March – 3rd April 2003

Inspection number: 246677

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 – 11

Gender of pupils: Mixed

School address: Ingham Lane
Bradshaw
Halifax

Postcode: HX2 9PF

Telephone number: 01422 244283

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Appropriate authority: The Governing Body

Name of chair of governors: Mr M Hollwey

Date of previous inspection: 10th November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17736	P Dennison	Registered inspector	English Art and design English as an additional language	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
8922	B McIntosh	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?
25736	L Alvy	Team inspector	The Foundation Stage Geography Music Religious education	
2628	J Edwards	Team inspector	Science Physical education Educational inclusion	How good are the curricular and other opportunities offered to pupils?
1678	D Peckett	Team inspector	Special educational needs Mathematics Design and technology Information and communication technology History	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Bradshaw, Halifax. It is based in two buildings. There is no nursery class, although most pupils have experienced some pre-school education in playgroups or nurseries. Many pupils come from outside the village and the school population represents all social groups. Currently there are 294 pupils on roll, taught in eleven classes. The proportion of pupils on the school's register of special educational needs is well below the national average. Two pupils have a statement of special educational need. The proportion of pupils eligible for free school meals is below the national average. Very few pupils are from ethnic minority groups. There are two pupils for whom English is an additional language but they are not at an early stage of English language acquisition. There is a very wide range of ability on entry, although, overall, attainment is in line with that expected for the age group. There is a high level of mobility. A significant number of pupils leave or enter at times other than the beginning or end of the school year.

HOW GOOD THE SCHOOL IS

This is a good school with many strengths. Pupils achieve well, and by the time they leave school their attainment in English and science is above the national expectation, and attainment in mathematics is well above the national expectation. The headteacher, governors and staff work well together to improve the school and maintain the high standards. The headteacher provides very good leadership. She is very well supported by senior staff and the school is managed very well. The teaching is good and this helps pupils to make good progress. The pupils have very positive attitudes to learning and their behaviour is very good. Overall, the school provides good value for money.

What the school does well

- The headteacher and other senior managers provide very good leadership and manage the school very well. All staff and the governors work well as a team in order to maintain and improve the good standards of attainment.
- Pupils achieve well and by Year 6 standards throughout the school are good.
- The quality of teaching is good overall and much is very good, especially in years 5 and 6. Teaching assistants play a very important role in supporting pupils' learning and raising standards.
- The provision for children in the reception classes is very good.
- The curriculum is broad and relevant. A good range of activities is provided to meet pupils' interests and abilities.
- The provision for pupils' personal development is very good.
- Pupils are very well behaved; they have very positive attitudes, work hard and are keen to learn.

What could be improved

- The assessment and recording of pupils' progress in subjects other than English and mathematics.
- The marking of pupils' work to provide them with a clear understanding of what they have achieved and how they can improve.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

As a result of the very good leadership provided by the headteacher and senior staff, improvement since the last inspection in November 1997 has been good. The school has taken positive and effective steps to address the areas for improvement identified in the last inspection report. Attainment in English has been improved. The quality of teaching has improved. The school now has an effective strategic plan in place, identifying future priorities. The health and safety issues identified at the time of the last inspection have been successfully addressed. The establishment of computer suites in each building has helped to raise standards in information and communication technology (ICT).

STANDARDS

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

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

Key

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

Pupils' performance in the Year 6 National Curriculum tests in 2002 was average in English and well above the national average in mathematics. The results in science were very high (in the top five per cent of schools nationally). In comparison with similar schools, pupils' performance in science was very high, in mathematics it was well above average and in English it was below average. Although the proportion of pupils achieving the expected Level 4 in English was above the average compared to similar schools, the proportion achieving the higher Level 5 was below average. Whilst there has been some variation from year to year, the test results between 1998 and 2002 have improved at a rate broadly in line with the national trend.

The school has worked hard to raise standards in English, with a particular focus on writing. On the evidence of the inspection, their attainment is above the national expectations in English and science and well above expectations in mathematics.

Pupils' performance in the Year 2 National Curriculum assessments in 2002 was well above the national average in reading and writing. Mathematics results were very high. In comparison with similar schools, results in reading and writing were well above average. Mathematics results were very high. Attainment in science was above average. Evidence from the inspection indicates that standards in all three subjects are above the national expectation.

Children in the reception classes achieve well. The great majority of children attain the early learning goals set for pupils of this age group and many move on to the National Curriculum programmes of study.

Attainment in art and design, geography, history, music and religious education is above the national expectation by Year 2 and Year 6. Attainment in design and technology and ICT is above expectations by Year 2 and well above expectations by Year 6. Attainment in physical education is in line with expectations by Year 2 and Year 6.

Pupils with special educational needs make good progress in relation to their prior attainment and very good progress towards the specific learning objectives as identified in their individual education plans.

The school agrees realistic but challenging targets for each year's tests at Year 6. The targets for English and mathematics were surpassed in 2002.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy lessons and are keen to learn. They are well motivated and try hard to succeed in their work.
Behaviour, in and out of classrooms	Very good. The pupils' high standard of behaviour in lessons contributes well to their learning. They are very polite and friendly to staff, each other and visitors. The school is an orderly community.
Personal development and relationships	Very good. Relationships are excellent and make a significant contribution to pupils' progress and to the pleasant atmosphere in school. Pupils appreciate their teachers and value the friendships that they make. They take on responsibilities willingly and carry out their duties with pride and determination.
Attendance	Good. Pupils like coming to school. Attendance rates are consistently above the national average.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall. Much is very good, occasionally it is excellent, and none is less than satisfactory. It has improved since the previous inspection and has a positive effect on the progress and attainment of all pupils.

Lessons throughout the school are well planned and organised. Work is well matched to pupils' needs and abilities, so that they think hard, which helps them make good progress. The teachers have appropriately high expectations of behaviour and attainment. In most lessons, pupils are encouraged to work responsibly, and are given opportunities to work independently and in pairs or groups. Relationships are very positive. Pupils respond well to teachers' expectations of good behaviour and concentrate well. In the few lessons that are

satisfactory rather than good, the work lacks challenge and does not fully engage pupils' interest. This results in a slower pace of work and more limited progress. Teachers provide good verbal feedback during lessons and help pupils to improve their work. The use of written marking is less consistent. Whilst there are examples of very good marking which clearly indicate what pupils have achieved and what they need to improve, comments do not always effectively ensure that pupils are aware of areas which need to be improved or are set clear targets for improvement.

The teaching of English and mathematics is good overall with much that is very good. The skills of literacy and numeracy are taught well. Classroom support staff work closely with the teachers to raise standards and ensure that all pupils gain full benefit from their lessons. They make an important contribution to pupils' learning. The school has a positive approach to pupils with special educational needs and makes very good provision for them through support in class and in special group sessions.

Pupils respond well. They are keen to learn and work hard, showing good levels of concentration and developing their knowledge, skills and understanding.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provides a wide range of interesting and relevant learning opportunities to support pupils' academic and personal development. Activities are well matched to the needs and abilities of the pupils. The curriculum is enhanced by the good use of visits and visitors and a good range of extra-curricular clubs and activities.
Provision for pupils with special educational needs	Provision for pupils with special educational needs, including those with formal statements, is very good. Pupils are supported very well and make good progress.
Provision for pupils with English as an additional language	There are no children at an early stage of English language acquisition. However, the class teachers and support staff ensure that pupils with English as an additional language are well supported and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good provision is made for personal development. There are very clear expectations of behaviour and the positive values promoted in assemblies and lessons help pupils' spiritual, moral, social and cultural development effectively.
How well the school cares for its pupils	Pupils are cared for well. Staff provide very good personal support for pupils and promote high standards of behaviour. The procedures for assessing and recording what pupils know and understand in English and mathematics are very good. However, there is not yet a whole-school system of assessing and recording progress for all subjects.

The school has a satisfactory partnership with parents and works hard to try and establish effective relationships with all parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and has established a positive climate for learning in the school. She is very well supported by senior staff. The school is managed very effectively.
How well the governors fulfil their responsibilities	Governors provide good support for the school. They are aware of the needs and priorities facing the school and contribute effectively to its success. All statutory requirements are met.
The school's evaluation of its performance	There are very effective systems in place to monitor the work of the school. Teaching, learning and standards of attainment are regularly reviewed and evaluated. This evaluation is used to inform the planning of further improvements.
The strategic use of resources	Effective use is made of the school budget and additional grants for the benefit of pupils' learning. Financial planning is good and resources are used well to support the school's educational priorities.

The school has ample, suitably qualified teaching and support staff to meet the demands of the curriculum and cater for the needs of all the pupils. The accommodation is adequate for the number of pupils on roll, although having two buildings creates some difficulties of communication. The school has a good range of learning resources to support learning.

The school applies well the principles of best value to make effective use of the financial resources available. These are used well to support the priorities identified in the school improvement plan.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children make good progress. • The behaviour in school is good. • The teaching is good. • The staff are approachable. • Children are expected to work hard and achieve their best. • The school helps their children to become mature. 	<ul style="list-style-type: none"> • The information they receive about their children's progress. • The range of activities outside lessons. • The school to work more closely with parents. • The homework their children receive. • The way the school is led and managed.

The inspection team agrees with the parents' positive comments. The inspection team is satisfied that the school makes good efforts to work with parents, and notes that many parents feel the school is approachable if they have any questions or concerns. The amount of homework given is appropriate and the range of extra-curricular activities is good. A good

number of parents feel that the school does not keep them well informed about how their child is progressing, and inspectors agree that improvements are needed. The annual reports are satisfactory overall, and parents are offered suitable opportunities to attend meetings with class teachers to discuss their children's work and progress. However, the reports do not always indicate clearly how well pupils are progressing or how they are performing in relation to national standards. The targets for future learning are not always written in a way that parents would find useful in helping their child at home.

Much of the parental dissatisfaction stems from issues which occurred in the past. Since then the school has moved on and has done much to try and establish effective relationships with all parents. Communication between home and school has improved which is acknowledged and appreciated by parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 There is a very wide range of attainment on entry to the school although, overall, attainment is in line with that expected for the age group. Children in the reception classes achieve well and make good progress. This is due to the very good curriculum provision and the good teaching. The great majority of children are on target to attain the early learning goals set for pupils of this age group in personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world and physical and creative development. A significant number of children do better than this and are working at the early levels of the curriculum for pupils in Year 1.

2 Pupils' performance in the 2002 national assessments in Year 2 in reading and writing was well above both the national average and that of similar schools. It was very high in mathematics. Teacher assessments indicate that attainment in science was well above average. Inspection evidence indicates that pupils achieve well in Years 1 and 2 and that the needs of the higher attaining pupils are being met. Standards in all three subjects are above the national expectation.

3 Pupils' achievement in the 2002 Year 6 national tests was in line with the national average in English, well above average in mathematics and very high compared with the national average in science. In comparison with schools with pupils from similar backgrounds, attainment was well above average in mathematics and very high in science, it was below average in English. Although the proportion of pupils achieving the expected Level 4 was above the average compared to similar schools, the proportion achieving the higher Level 5 was below average. Pupils made very good progress from the results they achieved in their Year 2 tests in mathematics and science, and average progress in English. Whilst there has been some variation from year to year, the school's results have improved between 1998 and 2002 at a rate similar to the national trend. There are no significant differences in attainment between boys and girls in mathematics and science, although girls achieve better than boys in English, especially in writing. The school has worked hard to raise standards in English; it makes very effective use of national strategies to provide additional learning opportunities for pupils identified as below average in attainment and also ensures that there are appropriate levels of challenge for pupils, including the higher attainers. The evidence of the inspection indicates that current attainment in English and science is above the national average, and in mathematics it is well above average.

4 Attainment by Year 6 has improved since the last inspection. This is the result of an increased proportion of teaching which is good or very good and the implementation of the National Strategies for Literacy and Numeracy which have provided a framework for planning and led to a clear focus in lessons. The school has also developed clear strategies to monitor and improve the quality of teaching and learning. Improvements in the assessment of pupils' attainment and the tracking of their progress have also helped to raise standards in English and mathematics. The school has effective systems to monitor progress and set clear targets for improvement in these subjects. Teachers have high expectations and pupils

respond very positively. Pupils make good progress as they move through the school and most achieve well.

5 Pupils across the school have good speaking and listening skills. Pupils' skills in this crucial aspect of English have developed well because teachers encourage debate and discussion in many lessons across the curriculum, provide time for pupils to develop their ideas and show that they value everybody's contributions. Pupils are encouraged to read for a wide variety of purposes, including information and pleasure. By Year 6, pupils read well. They are able to use independent research and library skills competently and they make effective use of their reading and writing skills to support learning in subjects such as history and geography.

6 By Year 6, pupils are achieving standards in mathematics that are well above the national average. They carry out mental calculations with a high degree of accuracy. They are able to explain their methods clearly and are developing a good range of strategies to help them solve mental problems.

7 Pupils make good progress in science. They are developing their scientific skills well because their knowledge and understanding are acquired through investigation. By the end of Year 6, pupils have developed good levels of knowledge and understanding across the full range of the subject. They are able to find answers to scientific questions by systematic investigation. They can make informed predictions about what might happen and explain their findings in terms of what they originally thought. They are confident in planning and carrying out fair tests, knowing which variables to change and which to control.

8 Standards in ICT are above national expectations for the age group by the end of Year 2 and well above expectations by Year 6. By Year 2, most pupils have mastered the basic skills of using a keyboard and a mouse. They know how to write text on the screen, correct spelling mistakes, save their work and print it out. By Year 6, pupils have had a good range of experience and have gained a wide range of skills. Pupils learn how to use a database and spread sheets. They are confident with simulations and produce presentations of a very high standard. All pupils are confident in saving and retrieving their work. They know how to access the Internet and can locate information using search engines. They make good use of their computer skills to support learning in other subjects through research, data handling and word processing.

9 Standards in design and technology are above expectations by the end of Year 2 and well above expectations by Year 6. Progress is good throughout the school. This reflects the development and implementation of a well-planned curriculum that provides pupils with good balance in their learning and ensures that pupils experience all aspects of the process of designing, making and evaluating what they have done.

10 Pupils with special educational needs make good progress in relation to their individual education plans. Progress in lessons is good as a result of the high quality of support and the good match of work to pupils' needs and abilities. Additional support in withdrawal groups is very effective. Although there are no pupils at an early stage of acquiring English, those pupils for whom English is an additional language are well supported and achieve well.

Pupils' attitudes, values and personal development

11 The standard of pupils' behaviour and their attitudes to school are very good. This has been maintained since the last inspection and results in a good atmosphere for learning and

this has a significant impact on the standards that pupils achieve. Pupils speak with pride and enthusiasm about the school and their teachers, and clearly enjoy coming to school.

12 Children in the reception class come happily into class and settle quickly into the routines of the day. They work well co-operatively, share resources and listen attentively in whole-class and group activities. They are given opportunities to make choices and quickly get fully involved in the range of activities on offer. For example, two children soon became engrossed in building a boat to save themselves and their cars from a flood. Their co-operation was very good as they talked to each other about what they were doing. Pupils in Year 1 to Year 6 are very keen to learn and maintain a high level of interest in their work. They listen carefully to information and respond enthusiastically when teachers ask questions. Pupils are highly motivated by exciting and stimulating activities. In a numeracy lesson, Year 6 pupils applied themselves with real energy to the challenges of problem solving. Pupils contribute readily to discussion offering a range of interesting ideas and suggestions; for example, Year 3 pupils were keen to express their ideas and opinions when identifying the main characters in a story. Pupils in the Year 5 and 6 class demonstrated good moral values when discussing the importance of making choices and they had good understanding of how their own values can affect the decisions that they make.

13 Pupils' behaviour throughout the school day is very good. In lessons, pupils behave very well because they are keen to learn. They respond to the school's high expectations of their behaviour and have a good understanding of what is expected of them. In a whole-school assembly pupils' behaviour was exemplary. They joined in the singing enthusiastically, were eager to answer questions and were highly motivated by the idea of everyone working together as a team to achieve their goals. Orderly movement about the school allows the school to function efficiently. Lunchtimes are pleasant social occasions for the pupils who chat happily with each other over lunch in a friendly and mature way. At playtimes pupils get on well together and no examples of bullying or misbehaviour were noted. Pupils are friendly and very polite and greet visitors cheerfully. There have been no recent exclusions.

14 Pupils' personal development is very good and teachers promote it effectively in the reception class. As a result children develop into caring, responsible and well-behaved pupils. Pupils carry out their class jobs willingly and sensibly. The Year 6 pupils enjoy all the extra responsibility that is given to them and perform their tasks conscientiously. Relationships throughout the school are excellent and a key feature in pupils' development. When asked what they like best about the school the pupils are quick to say their teachers and friends. Pupils care for each other very well and show good consideration for the needs of others. In lessons pupils are at ease with their teachers and say they are not afraid to answer question or make mistakes because the teachers react in a helpful encouraging way if they get something wrong. They show good levels of co-operation in group, class and individual activities.

15 The level of pupils' attendance is good and consistently above the national average. The school rigorously applies its policy regarding the authorisation of absence. If a family holiday is requested during term time, a maximum of ten days will be authorised. Many families do take holiday during term time, which often amounts to more than ten days and this accounts for a good proportion of the school's unauthorised absence. The vast majority of pupils arrive at school on time but there are a small number who are frequently late.

HOW WELL ARE PUPILS TAUGHT?

16 The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils. During the inspection, 88 per cent of the teaching observed was good

or better, including 36 per cent that was very good or better. At times, it was excellent. The quality of teaching has improved considerably since the last inspection, with much more teaching that is very good and none that is less than satisfactory. There have been a number of changes of teaching staff since that inspection.

17 The school has successfully addressed the points for improvement raised in the inspection report. Lesson planning has improved and now clearly identifies the aims and objectives of lessons. These are shared with pupils so they have a clear understanding of the purpose of the lesson. The school makes effective use of national guidance to provide a framework for curriculum planning and this helps to ensure that work is matched to pupils' needs and abilities. Teachers have high expectations of pupils' attainment and behaviour and plan work that is challenging and helps to develop their skills, knowledge and understanding.

18 Teaching in the reception classes is never less than good and much is very good. Particular strengths are in the teaching of reading, writing and mathematics, enabling the children to make good progress. Effective planning and record keeping ensure that work is well matched to the children's individual needs. Warm and caring relationships and skilled management of the children are pivotal to the confidence, happiness and perseverance they show in lessons. As a result they demonstrate a willingness to learn, determination to succeed and interest in all they do. Teamwork between teachers and support staff is especially effective and has a considerably beneficial effect on children's learning. Staff use questions, comments and observations very well to extend learning and to assess children's progress in order to plan for future learning. The staff have appropriately high expectations of the children, both in achievement and social skills, and the children are respected and valued.

19 In Years 1 to 6, teaching is good overall and much is very good, especially in Years 5 and 6. Good use is made of the resources available to provide interesting tasks which motivate pupils. Pupils are encouraged to be responsible about their work, and are given opportunities to work independently and in pairs or groups. Relationships are excellent and pupils respond well to teachers' expectations of good behaviour and show good levels of concentration. Group work is organised skilfully to enable some groups to work independently thus enabling the teacher to give more intensive support to others.

20 Teachers take great trouble to present learning in ways which challenge and motivate pupils, as when setting problems in mathematics, encouraging pupils to undertake scientific investigations or providing a wide range of experiences in English. They make effective use of questioning to develop and assess pupils' understanding and they give clear explanations. They build on pupils' earlier learning and use the opportunities of whole-class sessions to review and assess pupils' understanding of previous work. Classroom support staff are used very effectively to support pupils' learning and make a very positive contribution to the progress made. Teachers know their pupils well. They provide good verbal feedback during lessons and help pupils to improve their work. The use of written marking is less consistent. Whilst there are examples of very good marking which clearly indicate what pupils have achieved and what they need to improve, comments do not always effectively ensure that pupils are aware of areas which need to be improved or are set clear targets for improvement.

21 On the occasions where teaching is satisfactory rather than good, it is usually because the work lacks challenge and does not fully engage pupils' interest. This results in a slower pace of work and more limited progress. At times the teachers' introduction is too long and this results in insufficient time for pupils to complete the activity. Whilst pupils usually respond very well in lessons, on occasion classroom management is not good and this allows a few pupils to drift off task.

22 Teaching of English and mathematics is good overall and much is very good. Teachers provide work that is well matched to pupils' needs and abilities to provide a very good level of challenge for all. Pupils respond well and make good progress. Good use is made of the frameworks provided by the National Literacy and Numeracy Strategies. This high quality teaching has a very positive impact on maintaining and raising the standards of attainment. Most pupils show an eagerness to learn and they are keen to respond to teachers' questioning. This was demonstrated in a Year 1/2 lesson when pupils responded very positively to a challenging activity on letter sounds. When the teacher made very good use of a large book *The Frog Prince*, pupils again responded with enthusiasm as the teacher questioned carefully to develop their vocabulary and understanding of the text. In a Year 6 lesson on the poem *The Jabberwocky*, the teacher's lively and enthusiastic approach enabled pupils to develop their understanding of the language and the story used in the poem. Their learning was clearly enhanced by their enjoyment of the lesson. A Year 5/6 mathematics lesson began with a lively mental session when pupils had to use their knowledge and understanding of fractions and percentages. The teacher skilfully supported pupils and developed their confidence and self-esteem as they explained their methods of calculation.

23 The quality of science teaching is good. The teaching is lively and there is good pupil participation and motivation. Teachers know a lot about the scientific concepts they teach and this allows them to confidently help pupils learn. Pupils learn through investigation and teachers are developing pupils' science skills well as they move through the school. A good example was observed in a Year 3/4 lesson when pupils were examining the root systems of plants. The teacher provided very good opportunities for pupils to observe closely and record their findings.

24 Teachers ensure that they teach the basic skills of ICT well so that pupils can apply them during work in other subjects. Staff create a purposeful atmosphere in the computer suites and manage pupils' behaviour and learning very well.

25 Teaching of art and design is good, as is design and technology. It is characterised by good organisation, well-prepared resources, secure management of pupils and a shared understanding of what it is the pupils will achieve by the end of the lesson. Work is both challenging and enjoyable, and pupils are encouraged to think about the quality of their work and how they can improve it. The teaching of geography, history and religious education is good. Well-chosen resources enable pupils to be fully involved in their own learning. In a Year 3 history lesson, for example, very good questioning helped pupils to recall their visit to Bagshaw museum in great detail. The opportunity to study Egyptian artefacts provided pupils with the opportunity to investigate historical information and develop their understanding of life in ancient Egypt.

26 A strong feature of the consistently good music teaching is the well-organised, lively lessons. Pupils know what they are learning because each lesson is effectively structured, well organised and managed so they work productively and at a good pace throughout. The use of a specialist musician working alongside class teachers provides skilled support for the non-specialist teacher. The quality of teaching in physical education lessons is satisfactory overall. In the best lessons, teachers regularly encourage pupils to achieve higher standards. However, on occasion, class management is not good and at times the pace of lessons is too slow.

27 Teachers make positive efforts to ensure that appropriate support is provided for pupils who have special educational needs. Any problems are identified quickly, and individual education plans are established which enable pupils to achieve as much as possible. The specialist support teaching provided when groups or individuals are withdrawn from lessons

is good and there are high but realistic expectations of what these pupils can achieve. The impact of good teaching is evident in the interest which the pupils show in their work and in their behaviour, which is very good.

28 The use of homework to support learning is satisfactory. The amount of homework given to pupils is increased as they progress through the school. This takes a variety of forms including reading activities, mathematics and following up class work to support learning across the curriculum.

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

29 The school provides a curriculum that is broad, balanced and inclusive. It includes all the subjects of the National Curriculum and religious education. The aims and values of the school are reflected well and provide appropriately for the pupils' intellectual, physical and personal development.

30 The curriculum for the reception children is very good. It reflects the teachers' good knowledge and understanding of the ways in which young children learn, and provides a range of well-organised experiences which are closely matched to the children's level of development, and helps them to make progress. Able teaching assistants support the teachers very effectively. All work closely together to provide the children with a good quality range of activities carefully planned to match each area of learning. A strength is the well-planned use of the local area, visits and visitors to enrich the curriculum. Interesting resources such as those in 'Cinderella's Kitchen' provide children with an imaginative stimulus for role-play and a focus for their learning.

31 The curriculum for pupils in Years 1 to 6 provides a good range of learning opportunities. The National Literacy and Numeracy Strategies have been implemented successfully and are having a beneficial impact on standards in English and mathematics. For example, the school has raised standards of writing. The school has adopted nationally agreed guidelines for all National Curriculum subjects and these have been used to produce schemes of work which deal well with the provision of a suitable curriculum for pupils working in mixed age classes. Weekly planning for literacy and numeracy is very good and a common format is used across the school. It ensures that work is appropriate for pupils of different ages and attainment.

32 Provision for pupils with special educational needs is very good. This is an improvement since the last inspection. Pupils in need of additional support are identified and provided with well-planned, well-organised and sensitive help when they need it in class. At other times, they withdraw from class lessons to work in small groups in literacy and numeracy. However, at times, some of these pupils are withdrawn from subjects such as science and physical education and therefore miss their entitlement to these subjects. The school is making every effort to offer access to pupils to all areas of the curriculum but the present arrangements should be reviewed to ensure that pupils have the maximum opportunities to enjoy the full range of the curriculum.

33 There is good provision for personal, social, health and citizenship education, although this has not yet been organised in structured manner. A subject manager has been appointed recently who is in the process of formalising this aspect of the curriculum with a clear scheme of work. The school has made good progress in its intentions to introduce citizenship. This will involve the pupils in decision-making and discussing how to become an effective citizen in the local and the wider community. Pupils are taught from an early age about healthy eating and care of the body, including drug awareness, and outside visitors,

such as the police and nurse, make a valuable contribution to lessons. Pupils have opportunities to discuss moral issues such as the need for rules in school. Older pupils receive sex education in line with the school's policy. Assemblies make a good contribution to the sustaining of good behaviour and personal development. The school's very positive and inclusive atmosphere reflects the good provision in this area.

34 There is a good range of extra-curricular activities on offer to pupils including sport, music and computers. Music is a particular strength and the school choir is active and sings regularly in concerts in and out of school. A French club takes place each week for interested pupils and this makes a contribution to the cultural development of pupils. The quality of the curriculum is enhanced by the use of the local environment and outside visits to a range of places and events. Older pupils have the opportunity to take part in a residential visit to Ingleborough Hall for outdoor activities.

35 A number of volunteers from the community support the school in a better reading partnership, providing opportunities to improve pupils' reading. There are good links with the local secondary school to aid a positive transfer of pupils to the next stage of their education.

36 Provision for pupils' spiritual, moral, social and cultural development is very good. It reflects the school's aims and curriculum policies well and greatly enriches the quality of the life of the school community. It provides the foundation for learning and helps pupils to develop positive attitudes and a sense of responsibility and to become confident, thoughtful and caring individuals. The high quality of provision is an improvement from the previous inspection.

37 Provision for pupils' spiritual development is very good. There are so many ways that the school provides for the pupils' spiritual development. Collective worship is planned very well and provides time for pupils to reflect and respond to the purpose of the assembly. There is a real sense of joy in the singing and in the shared experience. When the pupils saw the growth of an Amaryllis flower from the shrivelled bulb they remembered, to the glories of the exotic flower, they gasped with a genuine sense of awe and wonder.

38 Provision for pupils' moral and social development is very good. The whole school works well as a large team that is a genuine reflection of the school's aims. Adults lead the way and show pupils how to behave towards others by their own very good examples. The positive approach to managing pupils' behaviour is based on strong moral principles, and pupils learn to distinguish right from wrong. Relationships throughout school are excellent. Pupils strongly believe that rules are very important if everyone is going to be happy in school and achieve well. They believe that their teachers want them to succeed and achieve this by insisting on very high standards of behaviour at all times. The school also encourages very good moral and social development by ensuring equality of opportunity for all pupils, and thereby raising their sense of personal worth and self-esteem. This is very evident in the school's music and drama productions that are greatly enjoyed and valued by the pupils and the whole community. Pupils value highly the work of the School Council because it enables them to express their own ideas through class representatives. They meet to discuss issues of relevance to themselves and to their school. After the meetings the councillors confidently report back to their class and listen to their response as a guide for further developments. The democratic way by which the School Council operates helps pupils to understand the principles of citizenship. Teachers have high expectations for pupils to get along well together and to help one another, and they provide a lot of opportunities for pupils to do so.

39 Provision for pupils' cultural development is very good. Pupils benefit from many opportunities to learn more about their own culture and cultures from the past in subjects, such as art and design, history and geography. For example, pupils in Years 3 and 4 learn

about life Ancient Egypt in history whilst Year 6 pupils learn about life in parts of Africa in drought conditions. The multi-faith approach taken to the teaching of religious education helps pupils acquire a sympathetic understanding of the outlook and customs of other faith groups and there are visitors from different faith communities who share their knowledge and beliefs and help to develop pupils' understanding of Britain as a multicultural society. A good relationship with Bradshaw church helps pupils extend their knowledge and understanding of Christianity. Pupils are gaining a growing awareness of the local heritage of the area in which they live. The study of 'water' in science and geography led to a visit to Ogden Water. Other visits to museums, such as Bagshaw and Colne Valley, are invaluable opportunities to enrich the pupils' cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40 The school is a pleasant, welcoming place where pupils are well cared for. Each pupil is valued and encouraged to try their best. Pupils say that their teachers are kind and look after them well and because of this they are not afraid to ask for help should they need it.

41 The school's provision for the welfare, health and safety of pupils is good and staff have a genuine concern for pupils' well-being whatever their needs. Regular checks of the building and grounds are undertaken so that any hazards or defects can be immediately rectified. There is due regard for the security of pupils and first aid procedures are good. Sufficient staff are qualified in first aid and they are able to quickly deal with accidents or illness when they occur. The arrangements for child protection are good and staff are aware of what to do if concerns arise about the children in their care. The school has a policy for the safe use of the Internet and unsuitable material is screened and filtered.

42 Procedures for monitoring and assisting pupils' personal development are very good. The excellent relationships are the basis upon which much of the personal support is built and this helps pupils develop self-confidence, boost their self-esteem and get the most out of school life. The school recognises and rewards individual achievements and successes and these are regularly celebrated in assemblies. Pupils' academic development is supported well. There are various initiatives to support those pupils whose attainment falls below the average to help them achieve the nationally expected standards, for example, 'booster' classes and the 'Better Reading' programme. Teaching assistants are deployed well and work effectively alongside the teachers and this has a positive impact on pupils' attainment and progress.

43 Pupils with special educational needs are identified at an early stage and, where necessary, they are provided with individual education plans. Pupils have well-planned, well-organised and sensitive help when they need it.

44 The school is successful in promoting high standards of behaviour. The clear, sensible code of conduct and the consistency of the behaviour management throughout the school, form a firm foundation for pupils to quickly learn what is expected of them. The teachers and other staff are very good role models and expect high standards of behaviour in and out of the classroom. They maintain good discipline in a calm, quiet manner and pupils respond well to their praise and encouragement. Pupils say they like receiving rewards and certificates, which helps them to try hard to improve their work and behaviour. Procedures for eliminating bullying and oppressive behaviour are very good and firmly based on the respect and care pupils show towards each other. Pupils say there are few instances of bullying and that, if they do occur, teachers deal with them quickly and fairly.

45 The arrangements for monitoring and promoting good attendance are very effective and ensure that most pupils attend well. The school uses a computerised registration system, which is well maintained by the administrative assistants. Parents understand their responsibility to inform the school of the reasons for absences and usually do so on the first day. The reasons for absence are promptly recorded and any unexplained absence is quickly followed up. The school works closely with an educational welfare officer to pursue any absences or cases of regular lateness that give cause for concern.

46 Procedures to monitor the attainment and progress of pupils have been improved since the previous inspection. Very good assessment and recording systems for English and mathematics are now used to assess pupils against national expectations and this is providing useful information for following the performance of pupils as they move through the school. In addition, the school makes good use of other test information, to identify pupils who may need extra provision or have special educational needs. In subjects such as science, history and geography, good assessments are carried out when pupils complete a unit of work but this does not yet extend to all subjects. Recording of pupils' attainment and progress is also inconsistent, with individual teachers developing their own systems of record keeping. Whilst there is some very good practice in place, the school does not have a common system of assessing and recording progress for all subjects. This impedes the transfer of information as pupils move from one class to the next and makes it more difficult for teachers to use assessment information to support their planning of work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47 The school has a satisfactory partnership with parents and seeks various ways to involve them in their child's education. The school has a regular system for seeking parents' views which are then considered when drawing up the school improvement plan.

48 Parents' views about the school are satisfactory overall. The questionnaire and some of the comments made at the pre-inspection meeting indicated that a significant number of parents are dissatisfied with several aspects of the school's work. These include: the information they receive about their children's progress, the range of activities outside lessons, homework, and how the school is led and managed. Many parents feel that the school does not work closely enough with them. However, during the inspection, it was confirmed by a number of parents that they find the school welcoming and are happy with the education it provides for their children. They expressed appreciation for the ease with which they could contact the teachers if they have any concerns about their child. Almost all parents agree that their children like coming to school and that they are expected to work hard and achieve their best. The inspection team is satisfied that the school makes very good efforts to be available to parents and notes that many parents feel the school is approachable if they have any questions or concerns. The school is very well led and managed. The amount of homework given is appropriate and the range of extra-curricular activities is good and better than often seen in schools of a similar size.

49 Much of the dissatisfaction that exists with parents stems from issues that occurred in the past. Since then the school has moved on and has done much to try and build bridges and effective relationships with all parents. Communication between home and school has improved, which is acknowledged and appreciated by parents.

50 The quality and range of information provided for parents are good overall, though reports on pupils' progress are satisfactory. The school arranges well-planned meetings and home visits for parents before their children join the reception classes. The prospectus and governors' annual report provide useful information that gives parents a good picture of the

work of the school. The induction booklets for new parents give them lots of practical information about the reception class and how to help their child at home. Parents are kept very well informed about the day-to-day life of the school through various letters and the well-presented weekly newsletters. The school magazine is a very good means of sharing and celebrating pupils' work with parents and the community. A good number of parents feel that the school does not keep them well informed about how their child is progressing, and inspectors agree that improvements are needed. The annual reports are satisfactory and parents are offered suitable opportunities to attend meetings with class teachers to discuss their children's work and progress. The reports give a satisfactory summary of what pupils have achieved but do not always indicate clearly how well they are progressing or how they are performing in relation to national standards. The targets for future learning are not always written in a way that parents would find useful in helping their child at home. Throughout the school, there are opportunities for parents to talk to staff informally at the start or end of the day. At the beginning of each term parents receive a useful summary of topics and work to be covered in class. Parents of pupils on the register of special educational needs are appropriately involved in setting and reviewing their children's targets for learning.

51 Parental involvement has a good impact on the work of the school. A small number of parents help regularly in class but many offer help with other specific activities such as running extra-curricular activities, accompanying children on visits out of school and assisting with the 'Kerb Craft Scheme' to teach road safety. Meetings for parents which provide information about their children's progress and events where the children are directly involved are well attended. Open days are popular and give parents the opportunity to look around the school and see their children working in class. Parents support the school strongly through the parents' and teachers' association and help raise considerable amounts of money. They have contributed a generous sum of money towards the ICT suite. The 'Helping in School' course enables parents to earn a qualification that has led to individuals gaining employment as a teaching assistant. Parents are satisfactorily involved in supporting pupils' learning at home. Many parents listen to their younger children read but the level of support is not as good for the older children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52 The headteacher provides very good leadership, promoting and sustaining a clear sense of direction for the work of the school. A key feature of that leadership is the attention given to issues that are central to the success of the school such as the quality of teaching and learning and the standards that pupils attain. The headteacher has established a system of monitoring lessons to check their quality and to highlight any aspects of an individual teacher's work that need attention. This provides teachers with useful feedback and has helped to improve the quality of teaching. The headteacher's management skills are very good. She delegates effectively, empowering key staff and co-ordinators to fulfil their roles, and manages her own time effectively.

53 There is an enthusiastic and committed staff team, including those in non-teaching positions. The senior managers set very good examples in the work they undertake. The very positive and supportive atmosphere and the sense of commitment displayed by all who work in the school reflect the quality of this leadership. Collectively, the headteacher, staff and governors contribute effectively to the quality of education provided and to the standards achieved by the pupils. They have established a caring and supportive ethos for the school. Governors, teachers and support staff work well together to support the headteacher in promoting the school's aims. There has been a high level of attention to improving the school. This has been promoted through the establishment of an effective system of self-review which has produced very clear targets for improvement.

54 Senior managers have worked hard to ensure that the school has taken positive and effective steps to address the areas for improvement identified in the last inspection report. Effective systems have been established to monitor and evaluate the quality of teaching and learning, and the quality of teaching has improved considerably since the previous inspection. A major focus has been the improvement of pupils' attainment in English, particularly writing. The senior managers have worked very effectively to improve the quality of work in this area and the whole staff have been involved in strategies which have been successful in raising standards. The school now has an effective strategic plan in place, identifying future priorities. The health and safety issues identified at the time of the last inspection have been successfully addressed.

55 The governing body plays an effective and supportive role. The governors are aware of their responsibilities and ensure that statutory requirements are met. The governors are regular visitors to the school and they are kept well informed about the issues. This enables them to make a positive contribution to supporting the work of the school. They are actively involved in decisions about finance and the curriculum. Individual governors have links with curriculum areas and special educational needs.

56 The school improvement plan has been produced in consultation with staff and governors. This is based on an analysis of the school's needs. It clearly identifies the school's priorities and is a useful and effective management tool. It is linked to the school budget and is reviewed regularly to evaluate progress. It is supplemented with clear and effective action plans for each area of development.

57 The co-ordinator for special educational needs provides clear, effective leadership. She works very successfully with colleagues to ensure that the pupils on the register for special educational needs receive support which is appropriate to their needs. Individual education plans are based on careful identification of the pupils' needs and teaching assistants are well trained and skilled at working with groups of pupils and individuals.

58 All staff have curriculum responsibilities. In consultation with staff and governors, curriculum co-ordinators have produced whole-school policies that support teachers in their planning. All co-ordinators provide effective leadership within their area of responsibility. They are involved in the monitoring of standards and have clear action plans linked to the school improvement plan. They play a significant role in the school's strategy of self-review. The school has very effective strategies in place to promote skills of literacy and numeracy. The literacy and numeracy strategies are very well managed and have been implemented very effectively.

59 Long-term strategic financial planning is good. Governors are fully involved in establishing spending priorities which are clearly detailed in the school improvement plan. In recent years, governors have planned budget spending wisely in order to make improvements to the accommodation including the development of two computer suites, one for each school building. Governors consider a range of options before making decisions about spending. They carefully evaluate the effectiveness of their decisions and consider a number of alternatives and quotations in order to ensure good value for money. Prices are compared, services are only purchased if they provide value for money, and the school believes that monitoring and comparing its performance against local and national outcomes is essential.

60 The day-to-day administration and management of finance are very good. The administrative officer and the administrative assistant ably support the headteacher. Their office provides a welcoming and friendly introduction to the school for parents and visitors,

typifying the excellent relationships that exist in the school. The collection of money and ordering and checking of school equipment are efficient and ensure minimum disruption to teaching and learning. The school ensures that it makes effective use of specific grants such as those to support pupils with special educational needs.

61 The school has ample, suitably qualified teaching and support staff to meet the demands of the curriculum and cater for the needs of all the pupils. Highly effective teamwork between senior managers, teachers and support staff is one of the school's major strengths. Classroom support staff are used very effectively to support pupils' learning and make a very positive contribution to the progress made. The school places strong emphasis on staff development. Teachers, teaching assistants and governors are given opportunities to attend relevant in-service training and the school has recently had its Investors In People status renewed. Performance management procedures are firmly established and there are good arrangements for supporting the induction of newly qualified teachers and staff who are new to the school. The caretaker, cleaners, school meals and supervisory staff help to provide a clean, safe and healthy environment for pupils and make a valuable contribution to their well-being.

62 The school has a good range of resources to support learning. The accommodation is adequate for the number of pupils on roll. However, it is housed in two separate buildings, which creates problems for teachers and pupils moving between buildings, particularly in poor weather. Standards of cleaning and caretaking are good, and the quality of the internal environment is enhanced by colourful displays of the pupils' work which are of a high standard. They are used effectively to celebrate the pupils' achievements, support their learning and promote enquiry. Outside there are play spaces for the youngest pupils, including secure areas for children in the reception classes, playground areas for older pupils, and a playing field.

63 There are high expectations of the pupils in terms of their personal and academic development. The school is forward moving and has a positive and supportive atmosphere, putting the needs of the pupils as a high priority. There is a clear sense of shared values and a unity of purpose. Consequently, the school is well placed to make further progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64 In order to further improve the quality of education and the standards of attainment, the headteacher, governors and staff should:

- (1) Develop the systems used to assess and record pupils' progress in subjects other than English and mathematics to ensure that there is a consistent approach across the school.
(paragraphs 46, 103, 120,131,144)
- (2) Ensure that the marking policy is applied consistently across the school and that the marking of pupils' work provides them with a clear understanding of what they have achieved and how they can improve.
(paragraphs 20, 84, 94,101,120, 125)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Improve the quality of written reports to parents to ensure:
 - a) they provide a clear indication of how well pupils are progressing;
 - b) targets for future learning are written in a way that parents would find useful in helping their children at home.
(paragraph 50)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	75
Number of discussions with staff, governors, other adults and pupils	41

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	25	39	9	0	0	0
Percentage	3	33	52	12	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll	294
Number of full-time pupils known to be eligible for free school meals	13
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	10
English as an additional language	No of pupils
Number of pupils with English as an additional language	2
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	44

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	16	18	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	14	14
	Girls	18	18	18
	Total	33	32	32
Percentage of pupils at NC level 2 or above	School	97 (94)	94 (94)	94 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	14	15
	Girls	18	18	18
	Total	33	32	33
Percentage of pupils at NC level 2 or above	School	97 (94)	94 (94)	97 (94)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	21	21	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	21
	Girls	20	21	21
	Total	37	39	42
Percentage of pupils at NC level 4 or above	School	88 (67)	93 (74)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	21
	Girls	20	21	21
	Total	38	39	42
Percentage of pupils at NC level 4 or above	School	86 (72)	93 (77)	100 (95)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
232	0	0
0	0	0
2	0	0
3	0	0
0	0	0
1	0	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
8	0	0

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)	11.8
Number of pupils per qualified teacher	24.9
Average class size	26.7

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	216

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	598,214
Total expenditure	619,588
Expenditure per pupil	2031
Balance brought forward from previous year	42,885
Balance carried forward to next year	21,511

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	4

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	290
Number of questionnaires returned	103

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	33	6	0	2
My child is making good progress in school.	49	36	7	2	7
Behaviour in the school is good.	35	53	7	0	5
My child gets the right amount of work to do at home.	32	47	17	2	3
The teaching is good.	46	39	8	1	7
I am kept well informed about how my child is getting on.	25	36	30	9	0
I would feel comfortable about approaching the school with questions or a problem.	51	37	6	3	3
The school expects my child to work hard and achieve his or her best.	44	50	0	2	5
The school works closely with parents.	23	43	31	3	0
The school is well led and managed.	42	32	16	3	8
The school is helping my child become mature and responsible.	46	40	4	1	10
The school provides an interesting range of activities outside lessons.	18	30	20	17	14

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

65 The majority of children enter the two reception classes with a variety of pre-school experience. There is a very wide range of attainment on entry to the school although, overall, the children's attainment is broadly typical for their age. Standards have been maintained since the last inspection because of the consistently good quality of teaching and the priority given to developing the children's skills in communication, language and literacy and mathematics. They are on target to attain the early learning goals in each aspect of their development by the time they finish their year in the reception classes. A significant number of higher attaining children have already met the early learning goals and are working on the Year 1 programme of study of the National Curriculum.

Personal, social and emotional development

66 Children achieve well and many exceed the early learning goals because the teaching in this area of development is particularly strong. Relationships are very good and teachers give this aspect of the children's development high priority. Clear rules and routines are established effectively at the beginning of the year and this clearly pays good dividends because children of all abilities try hard to succeed with their work and behave well. A few still need firm reminders not to call out but most play socially together, take turns and make decisions about the interesting tasks, tools and equipment provided. They are polite with adults and each other. Children are given good opportunities to think about the thoughts and feelings of others because they are included effectively in well-taught school assemblies and in small discussion groups in the classroom. As a result they begin to respond in a mature manner to others, listening quietly and joining in sensibly. Parents come in to talk about festivals and celebrations such as Eid and Diwali, and children visit and take part in celebrations in the local church thus learning to respond to experiences wider than those found in their classroom.

Communication, language and literacy

67 The quality of teaching is consistently good with some very good features and children achieve well. Systematic planning and teaching with clear learning objectives to develop the skills of speaking and listening, reading and writing mean children make good progress through the year. Most children speak clearly and are confident to speak in front of others. Higher attaining children speak particularly clearly and confidently and use expressive language such as 'delicate' and 'creamy'. Expectations are high and teachers use a range of questions effectively to help children to develop their thinking skills. For instance, children were engrossed as the teacher expressively read *Laura's Star* and responded well to the challenge to express opinions about Laura's thoughts and feelings. On another occasion children were equally engrossed when the teacher produced invitations to Cinderella's Ball and the children eagerly read along with the teacher's support. Lively classrooms provide a rich stimulus for language development and adults act as good role models, broadening children's vocabulary and conversation at every available opportunity.

68 Children are taught early reading skills well and good attention is paid to the teaching of letter sounds. In a brisk and well-taught session at the beginning of a literacy lesson the children practised writing simple words such as 'go' and 'up' and more difficult ones that challenged them further like 'down'. The very good teaching of the spelling rules in this

session meant children applied effort to their work and were helped to persevere and think for themselves so increasing their understanding significantly. Children apply these skills well when they read from the well-chosen texts in the daily literacy lesson and in their well-organised independent reading time. Most children understand when asked to read the title of their reading book and can either read or point to the name of the author. Higher attaining children already read expressively, fluently and confidently and describe the story well, reading words such as 'washing' and 'blew'. Both average and below average readers use their knowledge of letter sounds to read unknown words and are mostly confident readers at their level of ability. Lower attainers make good use of picture clues to help with reading but still need the support of repetition. Parents, teachers and classroom assistants work in partnership to support children and so the majority make good gains in reading.

69 Children make good progress with their writing because they are taught consistently well. Writing for a range of purposes is effectively and imaginatively planned, often using stories and literature as a stimulus. Most children write their names with correctly formed joined letters. Higher and average attaining children write simple sentences, for example about 'People Who Help Us', an invitation to a ball or instructions for a route. Pertinent questions such as "How did you come to school today?" or statements like "On the way to school I saw..." on high quality displays focus children's thinking and provide a stimulus for writing effectively.

Mathematical development

70 Children achieve well through the good and at times very good teaching and learning that takes place. Strengths are the clear learning objectives effectively linked to the systematic development of key mathematical skills and vocabulary of early numeracy. Children are taught through well-planned practical activities, and some detailed annotations on dated work give a clear picture of this good progress. Higher attainers count and write accurately to 10 and beyond, understand and use the terms heavier and lighter when comparing two objects and record simple addition accurately. In a very well organised lesson children were engrossed as the teacher encouraged them to add and subtract money. Effective support from the teaching assistant meant a small group of below average children were also fully involved. This very good level of involvement by the children and effective teamwork by the adults meant that some children extended their ability further and at the end of the lesson proudly demonstrated different ways of making 10 pence and 20 pence to the other children.

71 Children enjoy mathematics and work sensibly at independent practical tasks; for instance, two children play a money counting game, sharing and taking turns to roll a dice and count the appropriate number of coins. In an outdoor play session the children were fully involved as the teaching assistant taught them to tally the number of times they threw the ball into the basketball net. Planning for incidental mathematical development like this in child-initiated tasks is not always readily available however, as adults are more often involved working with small groups of children on more formal tasks.

Knowledge and understanding of the world

72 Teaching in this area of learning is good because planning takes into account the experiences children need when they move to Year 1 and beyond, as well as covering the curriculum for this age group thoroughly. Consequently, planning for the development of language and other key skills, in early science and geography for instance, is thorough and children make good progress and achieve well, with more able children exceeding the early learning goals. Interesting topics such as 'Ourselves' and 'Living Things' include a range of stimulating visits and visitors often linked to other areas such as English, art and music. For

example, higher attainers drew a simple map of their walk around the school and with the teacher's good support identified features of the area such as the church and the post office. In an interesting literacy session the teacher made good links to geography, as the children were encouraged to discuss the features on a map of Cinderella land. Higher attainers already know the terms 'hill' and 'waterfall', for instance. In a baking session the children co-operated well and with sensitive support from the teaching assistant read a recipe and measured ingredients. In small groups children learn how to use the new computers and in the water, they experiment with how many model people it takes to sink the boats they have made.

Physical development

73 The teaching of physical development is good. Children achieve well. Most achieve the early learning goals and the higher attainers exceed them. Since the last inspection there has been the creation of a small well-planned outdoor area. This effectively extends and complements other good teaching of physical skills, such as controlled movements, when children have more structured physical education lessons indoors. Effective planning for more formal lessons means children show good concentration because expectations are firmly established by the teacher, relationships are very good and the classroom assistant supports the children well. In one lesson the children worked hard to practise their catching skills and made good progress in their co-ordination. About a third of the class showed good catching skills. Opportunities to extend this learning are then planned outdoors and children enjoy choosing activities such as throwing and catching a ball through a net, balancing on an imaginatively set out course or manoeuvring around the space on 'space hoppers' or with small prams. Whilst there are limitations to the resources because of the space available the children benefit from, and concentrate hard on, the carefully thought out experiences and tasks that are available and work well either independently or in small groups. Children have a good level of skill using small equipment and tools such as pencils, scissors and paintbrushes for instance. They mix paints carefully when painting Cinderella's palace and rinse their brushes carefully; they roll clay and cut out shapes to make Cinderella's castle with precision because they transfer skills that are well taught when cutting out biscuits. Most children learn at a good pace because experiences are well thought out and many of the other tasks provided complement skills that support their physical development well.

Creative development

74 Children's creative work is good. Planning and teaching are thorough and children are confident to make choices, about the paint they are mixing for instance, and think carefully about the colours they need to draw a daffodil. Because children are regularly encouraged to observe closely and take care and pride in all their work, both higher and average attaining children show developing detail and care in their representations of portraits for example. Small groups of children organise themselves well during opportunities for role-play both indoors and outdoors. Teachers provide interesting resources carefully linked to the current topic in a range of activities so that creative and imaginative learning is reinforced and developed well. For instance, children organised their imaginative play well in 'Cinderella's house' and acted out the story purposefully whilst others co-operated equally well and made castles for the knights in the sand area. Children are given very good opportunities to develop their singing and playing because they benefit from specialist teaching. This is a joyous occasion and very good team teaching by the teachers and the specialist teaching assistant means that children concentrate very well and are eager to practise their musical skills. With good support the majority of children successfully follow the piano accompaniment, sing simple songs confidently and clearly and play a variety of untuned percussion instruments in time to the music.

ENGLISH

75 Pupils achieve standards in English which are above average by the end of Year 2 and Year 6. This is an improvement since the last inspection when attainment by Year 6 was average. Standards by Year 6 have improved considerably since the last inspection. This is reflected in the results of the national tests. In 1997 only 42 per cent of pupils achieved the expected Level 4 and none achieved Level 5. In 2002, 88 per cent achieved Level 4 or above and 29 per cent achieved Level 5.

76 The school's results in the Year 2 national tests in reading and writing in 2002 were well above the national average and in comparison with similar schools. In the Year 6 tests in 2002, pupils' results were in line with the national average, although they were below average in comparison with similar schools. Although the proportion of pupils achieving the expected Level 4 was above average in comparison with similar schools, the number achieving the higher Level 5 was below average. Overall, pupils made satisfactory progress from their Year 2 tests in 1998. Standards for pupils in Year 6 have shown considerable variation in the past four years but improvement since 1998 has been broadly in line with the national trend. Girls achieved better results than boys in the Year 6 English tests, especially in writing. The school is aware of this and is taking positive steps to improve the achievement of boys.

77 Evidence from the inspection indicates that standards in Year 2 and Year 6 are now above average. The school has worked hard to raise standards for all pupils. Reading and writing are given a high profile and good opportunities are provided to develop pupils' speaking and listening skills. There are very good systems to monitor pupils' progress and effective tracking procedures support focused, relevant planning and teaching. The school makes very effective use of national strategies to provide additional learning opportunities for pupils identified as below average in attainment. It also ensures that there are appropriate levels of challenge for higher attaining pupils, who make good progress. Teaching assistants provide very good support and make an important contribution to pupils' learning. The Better Reading Partnership has been used very successfully to improve the reading ability of targeted pupils and the school now has a number of volunteers fully trained in this work.

78 Standards of speaking and listening are good throughout the school. Most pupils speak clearly, showing a wide vocabulary for their age. In all lessons they listen attentively to each other. Teachers provide many opportunities to develop spoken language in all subjects. In the literacy hour they use questions well to enable pupils to develop an understanding of the text, prompting pupils to respond fully. Questions are well targeted at pupils of different attainment. Opportunities are provided for pupils to explain their ideas to each other and to their teachers. They recall their experiences, assemble their ideas and present them enthusiastically and confidently. Pupils offer explanations and answers with confidence and explain their own thoughts clearly. They are responsive listeners and engage well with each other and with adults.

79 Pupils make good progress in developing their reading skills. They are encouraged to read for a wide variety of purposes, including information and pleasure. Standards in reading are above average by Year 2 and Year 6. This is because the school is very effective in encouraging the children to become enthusiastic readers and in developing their skills systematically over time. Resources used in the literacy hour, such as 'Big Books', give pupils access to a wide range of quality texts which are used well to develop competence. Graded reading books give structure and support to enable pupils to make progress. Staff have developed a broad range of strategies to improve pupils' reading skills whilst listening to them read both in groups and individually. These are well chosen to match pupils' learning needs. Throughout the school effective strategies are used to develop a secure

understanding of letter sounds, word families and picture cues. These skills give pupils confidence to tackle unfamiliar words and they have a positive effect on the progress they make towards becoming confident and fluent readers. By Year 2 most pupils are reading with confidence and enjoyment and they show good understanding of what they read. Higher attaining pupils are reading fluently, confidently and with expression. Pupils continue to make good progress as they move through school. By Year 6 pupils are able to read challenging text. They show an understanding of different writers' styles and are able to predict what might happen next in a story. They can discuss the merits of different authors and explain why they enjoy their books. Pupils use the well-organised library regularly to locate and use suitable books. Pupils know how to scan texts to obtain information or skim in order to locate a point they wish to investigate. They use indexes to find and retrieve information and are able to use independent research and library skills competently. They also make effective use of the Internet for research.

80 Pupils make good progress in the development of writing skills and standards in writing are above average across the school. They reflect the impact of the school's initiatives to raise attainment in this area. Throughout the school there is a high expectation of what pupils can achieve and work is planned to give a good challenge. There is a good balance between lessons to develop basic skills such as handwriting, spelling and grammar and those to give opportunities to write at length in a range of contexts and styles. By the end of Year 2 most pupils are writing in well-structured sentences. Their use of capital letters and full stops is usually correct and they are beginning to use commas and marks for speech and exclamation. They are beginning to write in a variety of styles and are becoming more adventurous with vocabulary. They can write clear instructions, for example how to set up an aquarium for frogspawn, and compose interesting stories using the strategies of planning and drafting. Spellings are mostly correct or are a sensible suggestion based on what they know of the sounds associated with letters. Handwriting skills develop well, with most pupils forming letters accurately and developing a good style using joined writing.

81 Older pupils extend their range of writing styles. By the age of eleven pupils are able to write for different audiences and in a wide range of styles, such as formal letters, newspaper reports and poetry. Their work shows the development of more complex sentence structures and the correct spelling of complex words. Higher attaining pupils are more adventurous in their vocabulary and style although this is developing in other pupils' work. Handwriting is legible and well formed, using a pleasing joined script. Writing is well presented, with pupils taking care and pride in their work. Word processing is used effectively to support writing as in the Year 5/6 class when pupils used their computer skills to create a newspaper account written in columns and complete with headlines. Reading and writing skills are applied well to support learning in other subjects such as history and geography as pupils carry out research.

82 The quality of teaching is good throughout the school with examples of very good and excellent teaching, especially in Years 5 and 6. This is an improvement since the last inspection. Teachers have a good knowledge and understanding of the teaching of literacy skills. They plan lessons carefully, in line with the National Literacy Strategy. Clear learning objectives are shared with pupils. In the most effective lessons, whole-class sessions and discussion groups are very well managed. Tasks are planned to take into account pupils' prior attainment and also to provide work that makes pupils think hard, and this results in pupils making an effort to learn. In a Year 2 lesson on story writing, the teacher questioned pupils very well to reinforce earlier learning about how to structure a story and then introduced a new story *Noah and the Space Ark*, which pupils used as the basis for their own writing. Her use of interesting, relevant material and the very good relationship she established with the class, meant that pupils were keen to contribute ideas and worked at a good pace to develop their own writing.

83 All pupils, including those with learning needs, are making good progress. Teachers and teaching assistants form effective partnerships and work hard together to ensure that these pupils are supported well. A very good example of this was observed in a Year 5/6 lesson. The teacher made very good use of the computer suite to enable pupils to present their writing in the form of a newspaper account. Whilst the teacher initially worked with one group on the computers, the teaching assistant helped others to continue with their planning of the story. This enabled staff to ensure that all pupils were well supported and gained maximum benefit from the lesson.

84 Teachers use effective questioning techniques to develop pupils' understanding. The very positive relationships established by teachers enable pupils to develop good attitudes to their learning and this results in very good behaviour in lessons. Most pupils show an eagerness to learn and they are keen to respond to teachers' questioning. Teachers provide good verbal feedback during lessons and help pupils to improve their work. However, the use of written marking is less consistent. Whilst much is good, providing a clear indication of what needs to improve and how to improve it, comments do not always effectively ensure that pupils are aware of areas which need to be improved or to set clear targets for improvement.

85 Many pupils show a good degree of independence when reading and writing, for example using their knowledge of letter sounds or dictionaries to aid spelling. The teachers have high expectations for pupils' effort, concentration and achievement. Lessons have a brisk pace to maintain pupils' interest and keep them fully involved. A very good example was observed in a Year 3/4 lesson on informative writing, where the teacher used very effective questioning to focus pupils' attention on the key features of the text. Pupils had to identify key words and make their own notes to summarise each section. They responded very well to the clear expectations and made good progress.

86 The National Literacy Strategy has been used effectively to plan for mixed age classes and this has a positive effect on standards being achieved. The early, additional and further literacy support schemes are implemented effectively and are successful in enabling lower attaining pupils to improve their literacy skills. Pupils with English as an additional language are able to use English well and confidently, so do not need further support.

87 The subject is very well managed by the co-ordinator who has, along with other senior managers, used the evidence of an evaluation of provision and test results to identify and then put in place initiatives to raise standards further. The raising of standards in writing has rightly been identified as one of the school's main priorities and strategies have been developed to address this. The co-ordinator monitors teachers' planning and pupils' work on a regular basis and conducts lesson observations as part of the school's rolling programme of monitoring the quality of teaching and learning. Classroom observations are followed by feedback and discussions, with targets set and reviewed, in order to share good practice and raise standards. The co-ordinator displays a high level of expertise and enthusiasm, and a clear vision for the further development of the subject. The assessment and recording of attainment and progress are very good and there are effective systems to monitor the progress of pupils as they move through the school.

MATHEMATICS

88 Pupils achieve well as they progress through school. Results in national tests are well above the national average and the standard of their work is above average by Year 2 and well above average by Year 6. Attitudes to the subject are good, and pupils listen well and enjoy the teaching and learning developed in lessons. Standards are high in the use of numbers and algebra because the pupils can focus on the use of numbers both mentally and in the written methods of calculation. The pupils are being taught particularly well how to apply their knowledge and understanding to written problems.

89 The National Numeracy Strategy has been fully adopted throughout school and used very successfully as the main method of teaching numeracy. Teaching and learning are good throughout the school. All classrooms are organised very well with an area to support teaching and learning in mathematics. The displays include key vocabulary and resources that will promote learning and help to raise standards. Teachers consistently put an emphasis on teaching the basic skills of numeracy, and pupils learn to count accurately and enjoy the use of resources such as number fans and white boards so they can calculate mentally and respond quickly. Teachers are knowledgeable and positive about mathematics and teach it with enthusiasm so that pupils are prepared to work hard and present their work carefully. Teachers are very clear what they want pupils to learn in individual lessons. When introducing lessons their explanations are very carefully structured. They question pupils carefully, often using questions to check on pupils' understanding before introducing the next stage of learning. Consequently, pupils listen very well to teachers, try to answer questions and apply themselves to work. When questioning pupils and checking their answers, teachers are encouraging pupils to explain their thinking and strategies used to solve the problem, for instance "How did you calculate $\frac{3}{4}$ of 364?"

90 Pupils in Year 2 are able to calculate confidently with numbers up to 20. The majority of pupils can work with much bigger numbers and confidently add one more to numbers up to 100 and equally take one away. They are able to write numbers to 100 and round up to the nearest ten. Most pupils can add numbers such as $10 + 5$ and $16 + 3$ mentally. A significant number of pupils can add 10, such as $109 + 10$ or $435 - 10$. Most pupils can count in tens to 100 and can follow number sequencing when adding tens, starting from 9 or 62. Understanding the value of each digit, such as the 2 in 21, is developing well. There is very good understanding of multiplication and division. When learning about simple fractions the majority of pupils knew how many 2s make 12 and how many 3s make 12. One Year 1 boy knew about infinity and explained that he would have "to count for days and days to reach it". Several other pupils could explain how to find a half of nine by using counters. The pupils work across all areas of mathematics and learn the names of two-dimensional shapes, such as triangles and squares, as well as three-dimensional shapes, such as cube and sphere, and describe their basic properties. Pupils measure length and mass using standard measures such as grams and centimetres. They develop skills of simple data handling and can construct and interpret simple graphs.

91 Pupils in Year 6 multiply and divide numbers by 10 and 100, involving two decimal places. When asked to add or subtract two numbers the majority of pupils are able to complete the problem mentally, such as $78 + 56$, $84 + 256$ and $6.7 + 12.4$. They calculate very confidently when halving and doubling, including numbers such as 21.8, 1578 or 81.5. Almost all pupils can add or subtract four-digit numbers such as $6134 + 3749$ and can set it out so as to use their very good knowledge of tens and units and place value to work it out. Higher attaining pupils work with multiplication and division to solve some complex problems that include: 673×24 , 33×4.28 and 1326 divided by 85. The majority can calculate simple percentages and the fraction of a number, such as 10% of 75 or $\frac{1}{4}$ of 37. Mathematical vocabulary is well developed and pupils use it accurately when describing their method of calculation. Pupils are becoming confident when handling data. They can interpret graphs and charts to find particular information. Pupils accurately measure areas and perimeters of

regular and irregular shapes. They draw and measure angles accurately and recognise and name properties of three-dimensional shapes.

92 Pupils with special educational needs make good progress. Teachers plan carefully to provide appropriate work and teaching assistants support them very well in lessons and use well-planned strategies to help pupils to understand their work. As a result pupils with special educational needs make good progress in line with all other pupils.

93 Pupils regularly use computers as part of their work in mathematics. This helps to develop and practise their skills and knowledge of computers as well as extend their work in mathematics. Pupils in Year 5 followed up their work on spreadsheets by using *Excel* and introducing formulae to complete the calculations. As pupils learn and develop skills in mathematics there are good opportunities in other subjects to use them, for instance in measuring in design and technology or producing and reading graphs in geography.

94 The quality of teaching has a significant impact on the standards being achieved. It is consistently good throughout the school with examples of very good and excellent teaching, particularly in Years 5 and 6, that inspire the pupils. This is an improvement since the last inspection. All lessons are planned with a clear focus on learning and the objectives are consistently shared with the pupils. Lessons develop at a good pace and pupils are challenged by the teachers' skilled use of questions. In an excellent lesson in Year 6 for example, energetic teaching and high expectations resulted in pupils being challenged throughout the session as they revised their strategies for solving number problems. Pupils' attitude and response to mathematics are very good and as a result they concentrate, work hard and are enthusiastic to learn. Workbooks are generally neat and well presented and marked regularly. In the best practice the marking is supportive and encouraging but also links the pupils' progress to the intended learning and to what they need to do next. This good practice needs to be extended.

95 The co-ordinator for mathematics is knowledgeable, confident and able to lead the subject effectively. There has been a lot of staff training and lessons are planned very thoroughly to follow the ideas promoted by the National Numeracy Strategy. The co-ordinator observes other teachers in lessons, looks at the lesson planning and talks to teachers about their work. The progress of pupils is carefully monitored and all the information used to set challenging targets for individuals and groups of pupils. However, there needs to be much better use of all this information to engage the pupils more in understanding their own learning and what they need to do next.

SCIENCE

96 The results of the 2002 assessments for pupils in Year 2 were well above the national average with a well above average number of pupils achieving the higher grades. In the national tests for pupils in Year 6, results in 2002 were very high in comparison with the national average. The number of pupils achieving the higher levels was well above the national average. The results throughout the school are better than those for similar schools. The standards observed in lessons, discussion with pupils and a scrutiny of their work indicate that standards are above average by Year 2 and Year 6.

97 By Year 2, pupils are developing a secure fund of knowledge about the world around them and how it functions. They are beginning to understand why tests need to be fair and can make predictions based on their own experiences. Pupils know that all plants need water to grow. They can name the parts of a flower and describe how seeds grow. They understand the process of a cycle and refer to the growth of a broad bean and a frog. They

can name the five senses. They know the names of common materials and describe them by their properties and have tested materials for waterproofing. They understand that forces are involved in movement. They have built simple circuits, and have explored magnetism.

98 By Year 6, pupils' knowledge and understanding is above average. They clearly explain the differences between a solid, liquid and gas and understand the process of germination in a plant. In a practical lesson, pupils in Year 6 dissected a daffodil and were able to isolate different parts of the flower. They investigated where new seeds grow in the ovary and began the process of understanding reproduction in plants. Their work and presentation are of an above average standard. Pupils' knowledge of electricity is good. They know that a circuit must be complete for a bulb to light and they know the symbols of a battery, bulb and switch. They speak enthusiastically about magnets and know that like poles repel each other and unlike poles attract. They know that magnets do not attract all metals, especially aluminium and brass.

99 Pupils are given opportunities to predict outcomes of their investigations. When melting ice under different conditions, pupils in Year 2 predicted that ice would melt quicker in the sun than in a refrigerator. Older pupils have a clear understanding of a 'fair test' when conducting experiments and investigations. In Year 5, pupils know the importance of using the same amount of soil when observing the growth of broad beans. They placed the beans under different conditions, some with water, some in the light, some in the dark, and planned to compare their growth. They predicted that the bean without water would not grow. Observation skills are good. Pupils use hand lenses to observe the similarities and differences between a tap root and a branch root system and to trace the path of water through a plant. Celery was placed in coloured water and pupils observed the pathway of the liquid through the plant.

100 Pupils use mathematical skills in science for measuring and for recording their results using appropriate charts, tables and graphs. They make good use of computers for research. Reading, writing and speaking and listening skills are also used effectively to support learning in science.

101 The quality of teaching overall is good with evidence of very good teaching in some lessons. There was no unsatisfactory teaching and this is an improvement since the last inspection. Teachers plan lessons well, with tasks for the full ability range, and provide opportunities for investigative work. All pupils report how much they enjoy conducting experiments. Evidence in pupils' work indicates a variation in the depth of teaching; whilst teachers plan together, there is evidence that on occasions pupils in parallel classes do not cover the same content. The quality of marking is inconsistent. Whilst much is good, providing a clear indication of how pupils can improve their work, at times it does not set clear targets for improvement. Teaching assistants are used very well to enable pupils with special educational needs to participate fully and to make good progress. All teachers have an excellent relationship with their pupils and this is a strength of the school. They have high expectations of pupils and this is evident in the brisk pace and the enthusiasm in the lessons.

102 Pupils enjoy their science lessons. They are enthusiastic and work collaboratively with a partner and in groups. Older pupils take part confidently in discussion with their peers and with their teachers. They listen intently to instructions and concentrate well on the tasks set by the teachers. Behaviour is often excellent in lessons. Some younger pupils have difficulty concentrating at times but they are managed well by their teachers to ensure they remain on task.

103 The subject manager is enthusiastic and knowledgeable and keen to maintain the high standards throughout the school. Monitoring of teaching takes place and test results are monitored by the senior management team to identify areas for development. Assessment

throughout the school is sound although there is no common, systematic recording of pupils' progress to obtain information to pass from class to class. This reduces the effectiveness of the assessment in helping teachers plan what pupils need to do next. Samples of pupils' work are kept in portfolios but they are not annotated nor do they indicate the levels pupils have achieved. Resources are good and have improved since the previous inspection.

ART AND DESIGN

104 Pupils achieve standards in art and design which are above those expected for their age group by the end of Year 2 and Year 6. Standards have been maintained since the last inspection. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress because good support is provided to enable them to take a full part in lessons.

105 Teachers' planning and work on display indicate a range of media is provided, including drawing materials, paint, printing, clay work, collage and textiles. Pupils also have opportunities to study the work of other artists and apply this to their own work.

106 Pupils develop an understanding of colour mixing, and the selection of appropriate materials. They are introduced to shade and texture and learn about tone and colour. They express themselves through drawing, painting and modelling and use simple techniques with developing control. Pupils' accuracy in representing what they observe is developing well, but they also have opportunities to express their thoughts and feelings in an imaginative way.

107 The quality of teaching is good. It has a positive impact on pupils' attainment and progress. Work is both challenging and enjoyable, and pupils are encouraged to think about the quality of their work and how they can improve it. Lessons are well planned and prepared with good introductions and clear instructions. For example, in a Year 5 lesson on observational drawing, the teacher provided a good demonstration of how to make effective use of pastel crayons and encouraged pupils to experiment with them before introducing the task of drawing fruit. Good questioning helped pupils to improve their work through close observation and careful use of the pastels. Good classroom management is a major factor in promoting high standards and very good use is made of classroom support staff. Teachers display an enthusiasm for art work which inspires pupils' efforts. Pupils make good use of sketchbooks to record ideas which are later developed into larger scale work. In a Year 5/6 lesson, the pupils evaluated their own and classmates' earlier work discussing strengths and areas which could be developed. The teacher then focused pupils' attention on the use of shading to develop representation of texture and tone. A very good range of materials, including a variety of drawing pencils and charcoal, enabled pupils to produce good quality sketches working from a series of interesting photographs prepared by the teacher.

108 Pupils' work is displayed with care and imagination and makes a very positive contribution to the school environment, a good example being the work from pupils in Years 3 and 4 portraying relationships. There are bright displays of work from pupils in Years 1 and 2 which include collage, tie and dye, and weaving.

109 Pupils throughout the school make good progress. They demonstrate growing skill and understanding of a variety of media. They have positive attitudes; they listen carefully, demonstrate enjoyment and independence in carrying out art activities and approach their work with confidence and enthusiasm. When it is time to clear up, pupils of all ages do this sensibly and efficiently.

110 The school has a satisfactory range of resources for art and is developing a collection of reference materials concerning artists and their work. The co-ordinator provides good support for staff and manages the subject area well. There is a school policy for art, and a clear scheme of work which provides useful guidance for staff and supports the development of skills. The school is using the national guidance as the basis for planning a programme of skill development throughout the school.

DESIGN AND TECHNOLOGY

111 During the inspection only two lessons were seen. By looking at the pupils' work, the records of teachers' planning and displays around the school, it is clear that good opportunities are offered to develop the pupils' designing and making skills. Overall, the standards of work seen are good and above expectations by Year 2 and well above national expectations by Year 6. The pupils make good progress. These standards are similar to those reported in the last inspection when they were stated to be significantly above the national average.

112 By the end of Year 2 pupils show skills that are good for their ages in their design work and their models of houses. The models show good cutting and gluing skills as they work with a range of materials such as card, straws and paper. They are carefully constructed to make windows that open on the folds and are carefully finished using paint and printing techniques to give a textured surface. Pupils in Year 2 have used well-crafted ideas of Joseph's multi-coloured dream coat. They have drawn their own designs and used computers to experiment with design and colour. They have used different ways of weaving strips of fabric and threads. They can measure accurately when making and mixing ingredients for baking biscuits.

113 The work of pupils in Year 3 to 6 shows the more complex use of planning and making in their design projects and standards that are well above the expectations for their age. Pop-up mechanisms and levers show the understanding and use of different control structures to produce movement using card and paper with a variety of ways of fastening them together. The large fish move across to eat smaller fish as jelly-fish swim across the paper. Pupils in Years 5 and 6 achieve standards that are well above expectations. They know how to investigate materials and structures so as to identify the important decisions about the most appropriate materials to use and how they are joined or constructed. In recent work they have investigated 'shelters' and gone on to design and make shelters to help them survive after a shipwreck or other extreme conditions. From the range of classroom materials available they investigated the most effective ways to join straws and lollipop sticks together to produce structures that were strong. They fully understand how to evaluate their work and make suggestions about how future designs can be amended and improved. The finished shelters were of a very high quality. In recent work the pupils have investigated boxes and bags. They have carefully disassembled them to learn about joins and construction before going on to design and make their own.

114 In the two lessons seen the quality of teaching in Years 5 and 6 was very good. The pupils were made aware of safety issues and they enjoyed the challenge of design and technology. Pupils are given time to discuss and plan. Lessons are planned very thoroughly and an excellent range of resources is provided. Teachers show very good subject knowledge and have a good understanding of health and safety issues, for instance in the use of tools. Clear explanations develop pupils' enthusiasm and involvement. Teachers give attention to developing pupils' knowledge of the appropriate vocabulary. The curriculum is well organised and teachers have clear guidance about what they need to teach. The co-

ordinator is knowledgeable and has clear sense of purpose that underpins the provision and how to develop the subject in the future.

GEOGRAPHY

115 Standards are above average by Year 2 and Year 6. The quality of teaching is good throughout the school and pupils, including those with special educational needs and those with English as an additional language, make good progress. Good improvements have been made since the last inspection. Standards and the quality of teaching have improved because the introduction of the new national guidelines to ensure an effective coverage of the subject has been done well.

116 Topics of work are planned carefully over a two-year cycle to ensure complete coverage of the subject, particularly when there are mixed aged groups in classes. Pupils in both Year 1 and Year 2 for instance have a very clear picture of how they would improve the environment around their school. Whilst promoting early citizenship effectively they also increased their understanding of other key skills by using a map of the area to locate where the improvements needed to take place. Pupils in Year 2 therefore used geographical language such as 'road', 'farm', 'field' and 'river' confidently in a discussion about their local area, contrasting features of life in the village with those in the nearby town. "It's more peaceful in the village and much busier in the town," they said. They had a good understanding and opinion about the effects of pollution on the environment. Both boys and girls used the term 'pollution' with ease, explaining that oil and dirt from car engines gets into the air and that people leave 'loads of rubbish' particularly in the town. Early work on the 'Water Cycle' meant that higher attaining pupils talked about rivers 'flooding' into the sea and that they were coloured blue on a map. Few prompts were needed and pupils volunteered information readily about the work they were doing and work that they had completed.

117 There is a clear development from one stage to the next and by the time pupils reach Year 5 and Year 6 geographical skills are developing well. In Years 3 and 4 pupils interpret maps use grid references and identify signs and symbols so that by Year 6 they can use this skill to quickly plot information on a map when visiting a local reservoir. In Year 5 and Year 6 pupils' work showed good use of geographical vocabulary such as 'meander', 'tributary', 'erosion' and 'flood plain' in the work on investigating rivers and coasts for instance.

118 Pupils in a mixed aged class of Year 5 and Year 6 pupils listened attentively and respectfully to a talk about life in the Gambia, asking pertinent questions about contrasting features relating particularly to water in a country less economically developed than their own. Exemplary behaviour in a Year 6 lesson and the teachers' good ongoing assessment of pupils' understanding meant pupils consolidated and extended their knowledge about water as a precious resource using good recall of facts, research skills and techniques using secondary information to quickly collate ideas for an information leaflet. Good links with literacy and social and cultural development were exploited well by the teacher and in discussion pupils showed a good understanding of wider environmental issues.

119 Teaching is good. Teachers plan lessons effectively with clear learning objectives, the use of key vocabulary and high expectations of good written and oral communication being evident in work right across the school. Useful links with history and science for instance are also made where appropriate. High quality displays of pupils' work, for example in Year 5 and Year 6, support the subject very well. For instance, pupils consolidate and extend their literacy skills by writing diaries describing the effect of drought and the changes following rainfall. During fieldwork, they used the digital camera effectively to plot water flow around the school. As part of their homework, pupils recorded information on water use on grids,

transferring this to spreadsheets, finally using a software program to collate and compare worldwide water usage by transferring information onto pie charts.

120 The subject is well managed, and comprehensively organised portfolios give a good picture of the broad and well-planned programme of learning across the National Curriculum. Other more formal assessment arrangements though not yet in place are clearly identified on the current action plan. Marking, however, does not consistently support pupils' understanding of where they need to progress to reach a higher level. Good links to other subjects such as literacy and numeracy, use of interesting resources, visits and visitors support the pupils' development of knowledge, skills and understanding effectively. The use of ICT is not as well developed in the infants at the present time because of the recent introduction of a new suite of computers.

HISTORY

121 Standards in history are above those expected nationally by Year 2 and Year 6. The pupils make good progress. The subject is carefully organised through the school's long-term and medium-term plans that provide a two-year cycle for all pupils. The plans provide for coverage of the National Curriculum and ensure that pupils study history regularly.

122 Pupils in Years 1 and 2 learn about chronology through putting past events in order, and about times past through a study of toys. They look at the materials and how we know some of the toys are old. They learn lots of facts about Florence Nightingale and compare nursing of her period in history to now. A nurse visited the school to help the pupils learn and understand. Examples of pupils' writing show they have good knowledge of the 'Gunpowder Plot' and some of the reasons for it. For a visit to the Colne Valley Museum, pupils had to dress up and play the part of Victorian children in the workshops and household, getting a good sense of the different periods of history.

123 Pupils in Years 3 and 4 are studying Ancient Egypt. The classrooms are rich with displays of books, artefacts and pupils' work. After a visit to Bagshaw museum the pupils show a very good understanding about the artefacts they had seen and how we know so much about this culture of five thousands years ago. They were fascinated by the mummies and processes used. They are being given very good opportunities to investigate and understand historical information.

124 In Years 5 and 6 the pupils are very interested in the history of the Ancient Greece. They demonstrate a good sense of chronology when discussing the events of the era: the Trojan Wars and the development of the Olympic Games. They know about the use of artefacts and archaeological evidence to tell us what life was like in those ancient times. They are keen to ask questions about the people and the way of life of those times. They speak confidently and have very good recall of facts and information about the City States and their different ways of life, laws and myths and legends. All the writing is in the pupils' own words and reflects their learning and understanding. The standard of English in the written work is very good.

125 Overall the quality of teaching is good and is often very good. The teachers are knowledgeable and enthusiastic about the subject and its purpose in the curriculum. They have very good questioning skills that challenge the pupils and extend their thinking and understanding. Learning is often very good because the purpose of lessons is made very clear and work develops at a good pace. Marking of pupils' written work does not consistently ensure that pupils are aware of areas that need to be improved.

126 The co-ordinator is enthusiastic and knowledgeable. There is a good understanding of the strengths and weaknesses of the subject and of the developments that are planned. There have been some improvements since the last inspection with a good scheme of work and curriculum guidance. There are carefully chosen links to other subjects that do not distract from the important factors of learning in history. Pupils have the opportunity to make several visits that provide a real link to the past and good resources to interest them in the study of history. An appropriate amount of time is allocated to the subject and the development of resources has been good.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

127 Teachers' planning and lessons show that pupils have worked in all of the areas of the National Curriculum and attain standards that by Year 2 are above expectations and well above the national expectations by Year 6. The school has put a lot of effort into improving resources and into staff training, so that teaching and learning are now good in Years 1 and 2 and very good in Years 3 to 6. The quality of the provision and of the teaching and learning is an improvement since the last inspection. Pupils show excitement, enthusiasm and interest in learning and achieve well. The two suites of computers are very popular with pupils. They enjoy working there. Pupils with special educational needs make good progress because they receive very good help from very knowledgeable teachers and teaching assistants.

128 Most pupils in Year 2 have mastered the basic skills of using a keyboard and a mouse, and they can use their skills to write confidently in links to their work in literacy. They talk readily about what they doing and the skills they are using. They know how to write text on the screen, correct spelling mistakes, save their work and print it out. They use these skills well to write short passages of text, and sometimes use a variety of letter shapes, style, size and colour. Pupils know how to use drawing programs and experiment with line and colour to produce simple images as part of their designs for 'Joseph's coat'. By using a robotic toy, pupils are learning how to program a sequence of clear instructions to control its movement. Pupils often work in pairs and this helps to develop their social skills, such as learning to work co-operatively and listening to each other's ideas, as well practising speaking and reading.

129 By Year 6, pupils have had a good range of experience and have gained a wide range of skills. They can combine text with illustrations to produce a presentation. They experiment with different fonts to explore the layout and presentation of information in an interesting and eye-catching way, for instance after research about chameleons and in preparing contributions to the school magazine. Pupils learn how to use a database and spreadsheets. They are confident with simulations and produce presentations of a very high standard, using *PowerPoint* to combine text, sound and images imported from *Wordart*, *clipart* and *custom animation*. By Years 3 and 4 pupils are very confident in their use of computers. They show all their knowledge and skills when problem solving using the simulation 'Crystal Rainforest'. Pupils in Year 5 completed a spreadsheet using hours worked and the hourly rate to calculate wages. They went on to add the formulae so that the calculations were completed automatically. In an investigation in a geography lesson, to find out about water across the world, pupils used the data to produce block graphs, pie graphs and line graphs. They are increasing their use of websites to investigate a range of topics, and this provides some opportunities for them to further their learning by using ICT in other subjects. Pupils have used their skills to research in art and design, history and science. Pupils often follow up their studies by using the Internet for research; one boy has produced a very interesting booklet with pictures and information about Ancient Egypt and the process of mummification.

130 The very good quality teaching and positive attitudes of all the pupils promote learning at a lively pace. Teachers ensure that they teach the basic skills of ICT well so that pupils can apply them during work in other subjects. They plan lessons very thoroughly, and give very clear explanations to help the pupils to understand and to make progress. Staff create a purposeful atmosphere in the ICT suites and manage pupils' behaviour and learning very well. Pupils' attitudes and behaviour in lessons are always very good and often excellent. The dinnertime and after-school clubs make a significant contribution to the standards being attained. The young Year 2 pupils are working with 'buddies' from Years 5 and 6 in such a positive and sensitive way that learning is enriched by the relationships.

131 The school offers a curriculum that takes good account of national guidelines. The good quality resources and the new accommodation have a significant influence upon the progress that pupils are making. The subject co-ordinator has very good knowledge of the subject. She has a very good understanding of the current strengths and areas for improvement, and is gathering a portfolio to show the range and quality of work completed in each year group. This now needs to be extended to include many more examples of both the range of work and the standards that pupils attain. The school has not yet established a system to enable pupils' attainment and progress to be monitored as they move through the school and this is an area for development. Several teachers and support staff are already very knowledgeable and confident to use ICT following whole-school training and other courses. The school has spent a considerable amount of money on the provision of resources and on training. There is a very detailed development plan for this subject that includes improving the learning resources for pupils with special educational needs.

MUSIC

132 Standards are above the level expected of pupils by Year 2 and Year 6. Although this is similar to standards reported at the last inspection, the quality of teaching and of the pupils' learning has improved due to the broader range of effectively planned experiences and the additional specialist teaching across the school. The subject is well led and the use of a music specialist working alongside the class teacher provides skilled support for the non-specialist teacher.

133 A strong feature of the consistently good teaching is the well-organised, lively and challenging lessons. Pupils know what they are learning because each lesson is effectively structured, well organised and managed so they work productively and at a good pace throughout. By the time pupils enter Year 3 they sing expressively and confidently and a good Year 3 lesson demonstrated how, in small groups, they quickly composed their own four-beat rhythm pattern using a range of body percussion. Willing volunteers quickly wrote rhythm patterns using symbolic notation and the majority of pupils used correct musical terms such as 'beat', 'rest' and 'rhythm' with confidence and ease.

134 Very good relationships mean pupils are very well behaved and lessons are enjoyable and uplifting thus supporting pupils' emotional development very well. In an equally good Year 4 lesson pupils sang 'Egyptian Songs' linked to their current topic. Again the majority of the pupils followed the music very well, singing rhythmically, being aware of the music's changing mood and using their voices expressively and confidently to control sounds.

135 Because the subject is continually and progressively well taught, by Year 6 pupils sing rounds in two and more parts maintaining their own part and achieving a good overall effect. Good relationships coupled with humour help boys as well as girls and those with special educational needs to feel included and so pupils rise to the challenges presented to them with enjoyment and perseverance.

136 Lessons cover good opportunities to learn new skills and consolidate and extend others. For example, pupils in Year 5 sang “two songs that fit together”, refining and developing their work well because the very good pace and challenging teaching inspired pupils to improve their skills. Moving swiftly on, pupils listened quietly to a demonstration and then following symbolic notation learned to perform a ‘human drum kit’ song very successfully in unison and in several parts. Obvious enjoyment and much physical and creative effort were strong features of this very good lesson.

137 By Year 6 singing is harmonious and has developing richness and resonance. Higher attaining pupils have a good knowledge of musical terms and read music well because they also have opportunities to learn instruments. Pupils work co-operatively in small groups to compose their own rhythmic patterns. They appraise each other’s performance, recording the name of notes used in the chords and using musical vocabulary to describe their sound.

138 Assemblies are used well to listen to different types of music and to sing the large repertoire of songs and hymns that the pupils know. Music is used effectively as an aid to reflection as well as a powerful tool to encourage attentive listening. Music is celebrated joyfully at these times as well as in lessons and pupils from the youngest to the oldest take part with enthusiasm and verve. In addition pupils have good opportunities to put their musical skills to good use in regular performances, and consequently music promotes pupils’ spiritual, social and cultural development very well.

PHYSICAL EDUCATION

139 During the inspection, the physical education lessons observed all involved games. Other evidence was gathered from discussions with teachers and a scrutiny of teachers’ planning. The school plans a balanced programme of physical education. Pupils learn to play games, participate in gymnastic activities and respond to music through dance. Pupils in Years 3 and 4 have swimming lessons at a local pool. By the end of Year 4, most are competent swimmers. A residential experience is planned for pupils in Year 6 which will provide opportunities for adventurous outdoor activities. Attainment by Year 2 and Year 6 is broadly in line with expectations for the age group.

140 In Years 1 and 2, pupils make sound progress as the result of effective teaching that covers the appropriate skills and understanding. Attainment by Year 2 is broadly in line with national expectations. All pupils understand the need for a warm-up prior to exercise and younger pupils know that their heart beats faster and they become warm after exercise. In Year 1, pupils roll a ball accurately to a partner and some pupils control it on receiving it. Pupils demonstrate adequate awareness and use of the space around them. They follow instructions accurately, adjusting the pace and direction of their movement in response to signals from their teacher. In Year 2, pupils develop skills in the use of small apparatus, including catching, throwing and hitting a ball. However, when designing their own game, pupils do not possess sufficient skill to control a ball accurately. In Years 3 to 6, pupils continue to make sound progress. Pupils develop simple gymnastic skills, and learn to swim, dance and play games. As a result of a series of effectively planned lessons, pupils develop a satisfactory range of skills. Pupils develop control, co-ordination and balance and have an awareness of space and the need to use it well as part of their physical activities. They develop skills in the use of small apparatus, including a variety of ways of sending, receiving and travelling with a ball. They develop an understanding of, and play a variety of, team games. In Year 5, pupils demonstrate good progress in hockey. They know basic rules of the game and know that the stick should not be raised above shoulder level.

141 Pupils' attitudes to the subject are good. They dress appropriately for physical activity and behaviour is good. All pupils work enthusiastically in their lessons. Most work co-operatively in groups and with a partner. Pupils in Year 5 demonstrate excellent attitudes to their work. They listen intently to instructions and concentrate well on tasks set. Good relationships exist between teachers and their pupils and behaviour is often good, being excellent in Year 5. They work hard to improve skills, are well motivated and enjoy themselves. The opportunities provided for teamwork and a sense of fair play support the development of pupils' social skills.

142 Teaching overall is satisfactory, with good teaching in a third of lessons seen. This is an improvement since the last inspection. Teachers plan their lessons well and use demonstration effectively to support pupils in their learning. All lessons begin and end in an orderly manner and contain appropriate warm-up activities. Management of pupils is good and the pace of lessons is often very brisk. Most teachers give pupils the opportunity to observe each other and evaluate and value their work. This helps to consolidate learning effectively. However, some lessons lacked pace, or pupils spent too much time waiting for their turn and were not given sufficient opportunity to discuss or evaluate performance. On occasion, class management is not good and some pupils lose interest and concentration.

143 There is a good range of extra-curricular activities on offer to pupils. A boys' and girls' football team thrives and the dance club in particular is popular. These take place as a result of the commitment of teachers after school. Good links exist with the local community and the school makes positive use of coaching short tennis from the local authority sports officers.

144 Some teachers are not confident in their subject knowledge but the subject manager is enthusiastic and offers good support to teachers. A training course in basketball for teachers has taken place and the school is considering other areas for development. Some monitoring of teaching has taken place. There is a clear and effective overall plan of work that identifies the development of skills and provides for an appropriate range of activities. Assessment is developing in line with the recommendations of Curriculum 2000, although systems of recording pupils' progress are not yet in place throughout the school. The accommodation for physical education is satisfactory. In addition to two halls, outdoor facilities consist of playground areas and a playing field. There is a suitable selection of small apparatus and equipment.

RELIGIOUS EDUCATION

145 Pupils' attainment by the end of Year 2 and Year 6 is above the standards expected and pupils, including those with special educational needs and English as an additional language, achieve well. The quality of teaching is consistently good and represents good improvement since the last inspection when unsatisfactory teaching was seen. Teachers have high expectations, relationships are very good and pupils are managed effectively and so a strong feature of the teaching is the very good attitudes and behaviour of the pupils.

146 In the absence of a co-ordinator the senior management team have led the subject well and a useful portfolio provides clear examples of work in each year group. However, assessments of work are informal and so do not give a clear enough picture of standards and progress from one year to the next. Marking of pupils' work does not always give pupils a clear understanding of what they have learned and what they need to do next to improve further.

147 Only one lesson was seen in Years 1 and 2 because of timetable arrangements but it is clear from talking to pupils that they recount stories from the Bible well. They know that the Bible is a 'special book' for Christians and their writing about the Creation for instance shows they understand the main points of the story. In other writing they begin to understand the meaning of symbolism and after a visit to the local church clearly recall and record symbols of the Christian faith. They know and understand why Jesus is special to Christians and Krishna to Hindus for instance. They extend their understanding of other faiths by writing their own eight-fold path as in the Buddhist religion.

148 In a very good lesson in Year 6 groups of pupils worked industriously to write down a range of facts about the Sikh religion. Pupils had clearly listened well to the Sikh visitor and quickly made comparisons about the sharing of food and money and the importance of their Holy Book with the Christian Bible for instance. Pupils increase their understanding, work at a good pace and co-operate sensibly because the teachers share the learning objectives of the lesson effectively. Pupils share interesting resources sensibly and work quietly and productively either independently or in pairs. Analysis of pupils' work shows they have a good understanding of moral issues, both those that reflect their own personal development and those around wider issues such as drugs, smoking or animal rights.

149 Effective teaching and an imaginatively planned curriculum using a structured programme of work involve pupils fully. Perceptive comments in their writing debating animal rights such as "We should preserve rare animals" counter balanced by "We need food and clothes" are characteristic of pupils' work. Pupils are taught well to consider the less tangible aspects of religion and respect and understanding for other faiths and beliefs. The religious education curriculum offers pupils an insight into the beliefs and practices of the major world faith communities and makes a very good contribution to pupil's spiritual, moral, social and cultural development.