

INSPECTION REPORT

THORNHILL JUNIOR AND INFANT SCHOOL

Dewsbury

LEA area: Kirklees

Unique reference number: 107616

Headteacher: Mrs P A Midgley

Reporting inspector: John J. Williams

22516

Dates of inspection: 9th – 12th December 2002

Inspection number: 246696

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 5 - 11

Gender of pupils: Mixed

School address: Edge Lane
Thornhill
Dewsbury

Postcode: WF12 0QT

Telephone number: 01924 325335

Fax number: 01924 325336

Appropriate authority: Governing body

Name of chair of governors: Mr Robert Hardy

Date of previous inspection: 25/09/2000

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|---------------|----------------------|--|---|
| 22516 | John Williams | Registered inspector | Physical education | What sort of school is it? How well are pupils taught? How well is the school led and managed? |
| 9039 | Bernard Eyre | Lay inspector | | How high are standards? (Pupil's attitudes, behaviour and personal development) How well does the school care for its pupils? How well does the school work in partnership with its parents? |
| 23196 | Sue Chesters | Team inspector | Science Music Educational inclusion English as an additional language | How high are standards? (The school's results and achievements) |
| 30205 | Terry Kenna | Team inspector | Foundation Stage Religious education | How good are curricular and other opportunities? |
| 25509 | Judith Clarke | Team inspector | English Geography History | |
| 32165 | Chris Barsby | | Mathematics Information and communication technology Design and technology | |
| 7994 | Pam Weston | | Art and design Special educational needs | |

The inspection contractor was:

Chase Russell Limited

85 Shores Green Drive
Wincham
Cheshire
CW9 6EJ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

| | Page |
|---|-----------|
| PART A: SUMMARY OF THE REPORT | 7 |
| Information about the school | |
| How good the school is | |
| What the school does well | |
| What could be improved | |
| How the school has improved since its last inspection | |
| Standards | |
| Pupils' attitudes and values | |
| Teaching and learning | |
| Other aspects of the school | |
| How well the school is led and managed | |
| Parents' and carers' views of the school | |
| | |
| PART B: COMMENTARY | |
| HOW HIGH ARE STANDARDS? | 11 |
| The school's results and pupils' achievements | |
| Pupils' attitudes, values and personal development | |
| HOW WELL ARE PUPILS TAUGHT? | 13 |
| HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS? | 15 |
| HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS? | 18 |
| HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS | 19 |
| HOW WELL IS THE SCHOOL LED AND MANAGED? | 20 |
| THE RESOURCED PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS | 21 |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 24 |
| | |
| PART C: SCHOOL DATA AND INDICATORS | 25 |
| | |
| PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES | 30 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is located on the edge of Thornhill near Dewsbury. The majority of the pupils come from the immediate locality, an area of mixed council and owner occupied properties. It is a larger than average primary school with 363 full-time pupils aged between five and 11. It has 17 part-time pupils in the reception class. The school does not have a nursery but there is a private pre-school playgroup on site. A special educational needs resourced provision unit supports 18 pupils with moderate learning difficulties. Seventy-three pupils (20%) have been identified as having additional educational needs, this is higher than average. 7.4% of these have a statement of special educational need. These range from specific learning difficulties to emotional and behavioural problems, visual and hearing impairment. Ten pupils come from minority ethnic backgrounds. Children's attainment on entry to the school is broadly average for their age. The number of pupils entitled to free school meals is broadly in line with the national average. An unusual feature of the school is the high number of pupils who transfer in and out of the school at times other than normal admission times.

HOW GOOD THE SCHOOL IS

This is now an effective school which is improving rapidly. It provides a good education for its pupils. It shows very good capacity in its systems to improve even further and to do this very rapidly. It has an excellent headteacher, a full complement of governors and a supportive staff. They share a common vision of raising standards and providing the best possible education for the pupils. Improvement has been such that the serious weaknesses, which were evident at the last inspection, have been successfully addressed. The school is now poised for further development. It gives satisfactory value for money.

What the school does well

- It has good quality teaching, which results in pupils learning well.
- Very good provision in the Foundation Stage means that children make a very good start in school.
- Very good opportunities are provided for pupils with special educational needs so that they make good progress. Resourced provision is very good.
- The school benefits from the high quality leadership of an outstandingly good headteacher.
- The school is a fully inclusive community where everyone is welcomed and valued. Relationships are very good.
- The school provides very good opportunities for pupils' moral and social development.

What could be improved

- Standards in information and communication technology particularly in Years 3 to 6.
- The use of assessment in science and non-core subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been considerable improvement since the school was last inspected. The leadership and management are sharply focused on raising standards and pupils' achievement. The quality of teaching has improved and is now good in Key Stage 1 and Key Stage 2 and very good in the Foundation Stage. Standards in English and mathematics are rising. The school improvement plan clearly identifies areas for improvement and closely links expenditure to bring about improved provision. The school building and grounds have been greatly improved and the health and safety issues raised at the time of the last inspection have been successfully addressed. There has been limited improvement in the development of the roles of subject co-ordinators in the management of their subject areas.

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 | E | D | E | E |
| Mathematics | E | D | E | E |
| Science | E | D | D | C |

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

Similar schools are those with more than 20% and up to 35% of pupils receiving free school meals.

The above table shows that the results of the 2002 national tests for pupils, at the end of Year 6, were well below average in English and mathematics and below average in science. These results, in English and mathematics, were also well below average when compared with those of similar schools. In science, results are in line with those of similar schools. Inspection evidence shows that in the current Year 6, a year group where there is very high mobility and a high proportion of pupils with special educational needs, standards are in line with the national averages in English, mathematics and science. Standards for the 11-year-olds are average in design and technology, geography, history, music and physical education. They are above average in art and design. In information and communication technology they are below average. Standards in religious education are in line with the expectations of the locally agreed syllabus.

In the 2002 national tests and tasks for seven-year-olds, pupils were well below average in reading, writing and mathematics. When compared with similar schools, results were well below average in reading and writing. In mathematics standards were below the average of similar schools. For the current Year 2 pupils, standards are now below average in English, but are average in mathematics and science. They are average in design and technology, geography, history, music, information and communication technology and physical education. Standards in art and design are above average. Standards in religious education are in line with the expectations of the locally agreed syllabus. Children achieve very well in the reception classes and most are on target to meet the goals set for the Foundation Stage. Pupils with special education needs, including those with specific learning difficulties and physical disabilities, make good progress. Those pupils who are at an early stage of acquiring English make good progress. There is no significant difference between the attainments of boys and girls. The school sets itself challenging targets and looks set to achieve them.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Good. Pupils enjoy coming to school and are interested and involved in all the activities that the school provides. |
| Behaviour, in and out of classrooms | Good. Pupils behave well in lessons and around the school. They are courteous, polite and trustworthy. |
| Personal development and relationships | Very good. Pupils use the opportunities given to them very well to share their ideas when they work together. They are enthusiastic to take responsibility for routine tasks. Very good relationships are a strength of the school. |

| | |
|------------|---|
| Attendance | Good. Levels of attendance are above average. |
|------------|---|

Most pupils take great interest in their lessons. They work hard and are happy. They understand well the effects of their actions on others and show respect for other people's feelings, values and beliefs. The majority of the older pupils are mature, show good initiative and take personal responsibility well.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching and learning is good and has improved since the last inspection. In four out of five lessons observed during the inspection, teaching was good or better. This results in pupils achieving well and making good progress. In the best lessons, teachers have very high expectations of what it is that the pupils can achieve. Their lessons move along at a good pace and have activities which match the needs of the pupils. Literacy and numeracy are taught well. High quality teaching assistants work alongside the teachers. This makes a significant contribution to the standards achieved, particularly for those pupils who have specific learning difficulties and those who are at an early stage of acquiring English. Teachers manage pupils' behaviour very well. They reward good behaviour and good work with praise and encouragement. This effectively enhances pupils' learning and also their enjoyment of lessons. When teaching is less successful, teachers do not accurately match the level of work to the needs of individual pupils, particularly for the more able. Their expectations of what it is that the pupils can do are too low and, as a result, the pace of learning drops and some pupils do not achieve well enough.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Satisfactory. The curriculum is broad and relevant to the pupils' needs. There has recently been a high focus on English and mathematics. The time is now right to consider the emphasis placed upon other subjects in order to provide a more balanced curriculum. The school provides very well for children in the Foundation Stage. |
| Provision for pupils with special educational needs | The school provides very good opportunities for pupils identified as having special educational needs. Pupils in the resourced provision are included particularly well in the school community and take part in all activities. Pupils make good progress towards the targets that are set for them. |
| Provision for pupils with English as an additional language | The small number of pupils who speak English as an additional language are very well supported and make good progress. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The school provides well for its pupils' spiritual development. It provides very good opportunities for pupils to develop morally and socially. Cultural provision is sound. Pupils are prepared satisfactorily for life in a culturally diverse society. |

| | |
|--|--|
| How well the school cares for its pupils | The school has good systems for ensuring pupils' safety and welfare. It has very good procedures for checking and monitoring pupils' attainment and progress in English and mathematics. These should now be extended into other subjects. |
|--|--|

Teachers know their pupils well and support and guide them with care and sensitivity. The school works hard to develop a good working partnership with parents. The quality of information provided for parents is good and they make a very good contribution to their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | The school benefits from an outstandingly good headteacher who has brought about considerable improvement. She is very ably supported by the deputy headteacher. The time is now right to delegate further responsibilities to staff. |
| How well the governors fulfil their responsibilities | Governors offer the school good support. They are knowledgeable about the strengths and weaknesses of the school. Their involvement in strategic planning is less well developed. They need to assess the cost-effectiveness of spending decisions. |
| The school's evaluation of its performance | The school has highly effective systems for evaluating its performance. Rigorous self-evaluation lies at the heart of all the school's work. |
| The strategic use of resources | Specific grants and other funding are used to very good purpose. Spending is monitored closely and the school makes sure it gets the best value for the money that it spends. |

The school makes good use of the building although there are still areas in need of improvement. There is a good number of well-qualified teaching and support staff to meet effectively the needs of the curriculum. Resources are satisfactory overall. Staff use them well to enhance pupils' learning.

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 and make good progress. • Their children are becoming mature and responsible. • Their children get the right amount of homework. • They feel comfortable about approaching the school. • The school expects their children to work hard. | <ul style="list-style-type: none"> • A small number of parents would like to see the range of activities offered outside of lessons extended. |

The inspectors agree with the very positive views of parents. They find the school provides a good range of interesting activities outside of lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

FOUNDATION STAGE

1. Children enter the reception class with a wide range of ability. The majority of this year's intake has levels of attainment which are average for their age. This is confirmed by the initial assessments conducted with these young children. One of the reasons, contributing to the average levels in the reception classes, is the good quality pre-school provision that the vast majority of pupils receive. This particularly enhances the children's social and communication skills. They make rapid progress in the reception classes, in all areas of learning. This is because of the very good teaching. All staff work together very well to establish a very good learning environment. Most children are on course to achieve the goals set for the end of the Foundation Stage. This represents very good progress.

Years 1 and 2

2. Results in the Year 2002 national tests and tasks show that standards for the seven-year-olds were well below average in reading, writing and mathematics. These results were well below those of similar schools. In science, teacher assessments show standards were well below average. Inspection findings show that, for the current group of pupils in Year 2, standards in English are below average. In mathematics and science, they are average. This is an improvement since the last time the subjects were inspected, particularly in mathematics and science. The low level writing skills of pupils in Year 2 reduce the overall standard of English. However, progress is now good and pupils are likely to reach the targets set for the end of Year 2. Standards in information and communication technology, design and technology, geography, history, music and physical education are average. This is a similar picture to that at the last inspection. Standards in art and design have improved significantly. At the last inspection they were below expectations, now they are above the expectations for seven-year-olds.

Years 3 - 6

3. The results achieved by 11-year-olds in national tests in the year 2002 were well below average in English and mathematics. They were below average in science. When compared with similar schools, the results in English and mathematics were also well below average. In science, they were in line with the results of similar schools. The overall trend in English and mathematics has been upward, although there are fluctuations year-on-year. This is mainly due to:
 - the high number of pupils who join the school at times other than those of normal admission
 - the high proportion of pupils with learning difficulties in some year groups.
4. Inspection evidence shows that in the current Year 6, a year group in which over a quarter of pupils have come to the school at other than the normal admission time and one third are identified as having special educational needs, standards are in line with the national averages in English, mathematics and science. Standards are also average in design and technology, geography, history, music and physical education, for these eleven-year-olds. They are above average in art and design. This is a considerable improvement since the last inspection, when standards were below

average. In information and communication technology (ICT), they are below average. The school now has all of the necessary equipment to cover the whole ICT curriculum. However, pupils in the current Year 6 have not had sufficient experience with the updated facilities to experience all of the requirements of the National Curriculum. As a result, they have not reached average standards.

Across the school

5. Standards in religious education have been maintained and are in line with the expectations of the locally agreed syllabus. There is no significant difference between the attainments of boys and girls. Pupils with special educational needs make good progress in their learning. Particularly impressive is the progress made by those pupils who work in the resourced provision for their literacy and numeracy lessons. They receive very good support, which enables them to achieve well. They work hard to meet, and usually reach, the targets set for them in their individual education plans. They are supported very effectively in lessons by teaching assistants, who work in very close partnership with class teachers to meet pupils' specific learning needs. Similarly, the small number of pupils, who are at an early stage of acquiring English, make good progress. This is because the school ensures they receive good support with their learning. It seeks outside specialist advice, when appropriate, to make sure that pupils receive the help and guidance that they need.
6. The attainment of pupils with special educational needs varies and is generally well below or below average when measured against national expectations for their age, particularly in literacy and numeracy. Pupils make good progress, in particular in personal and social skills. They make good progress towards targets set for them in their individual education programmes. Those who need it have an IEP based of their current needs, usually in literacy, numeracy and occasionally pupils will also have a behaviour plan. Pupils are assessed at each half term as well as ongoing informal assessments. Support staff work with groups or individuals throughout the school. They support pupils in their work which has usually been adjusted to help them achieve their IEP or subject targets or both. These pupils benefit from the strong commitment that the school has to inclusion. The pupils have a positive attitude to their work and make good gains in their self-confidence.
7. Standards are improving in all subjects. This is as a result of the:
 - good quality teaching
 - successful implementation of the National Literacy and Numeracy Strategies
 - improvements in curricular opportunities provided by the school
 - co-ordinators being delegated more responsibility for managing their subject
 - improvements in leadership and management, which now enables standards to be monitored very closely and carefully.
8. The school's focus on teaching the basic skills, needed for pupils to succeed in the tasks set, ensures that the majority of pupils makes good progress and reaches the targets set. All pupils are on course to reach the targets set for them this year. The school sets itself appropriate targets and strives to exceed them. It works hard to raise standards in all subjects. The broad and relevant curriculum, throughout the school, ensures that pupils make good progress during their time in school. This, together with the clear learning objectives set by teachers in lessons, has a positive effect on raising standards. The school does not yet identify pupils who may be gifted and talented in a wide range of skills.

Pupils' attitudes, values and personal development

9. As at the time of the last inspection, the pupils' attitudes and behaviour are good. Opportunities for pupils' personal development have improved and these are very good. Attendance has been sustained at the good level reported previously. The pupils are enthusiastic about all aspects of school life, particularly relishing the opportunities to undertake responsibilities, they form very good relationships with each other, their teachers and other adults. Children in the reception classes settle very quickly, grow in confidence and make a very good start in their learning. Pupils who need additional support make much the same progress as others because they are very well supported. The school ensures that they are very well integrated.
10. Standards of behaviour are good. Pupils understand the school rules and find them fair and just. Classroom "befrienders" sort out minor disputes and they help to supervise at break times. Incidents that come to their attention are followed up properly by a member of staff. Pupils vie for the chance to become involved. Following election, staff provide training. This ensures a proper understanding of their role. The school has struck the right balance between controlling pupils' behaviour and encouraging them to be responsible for their own attitudes and behaviour. This process is embedded into the school's routines; consequently the pupils who arrive at varying times during the school year integrate quickly. Even quite young pupils could tell the inspectors about the arrangements they have to ensure that a "friend" provides support when new classmates are introduced. There have been no exclusions.
11. The pupils' personal development and relationships are very good. The school has worked hard to sustain an atmosphere where trust and respect is evident at all levels. Pupils are given numerous opportunities to undertake responsibilities, and these are carried out sensibly. Pupils of all ages tidy away their things at the end of the lessons, older pupils set out equipment and operate the music system at assemblies. Assemblies are joyous occasions that are enhanced because the pupils are involved in them, for example by operating the overhead projector, operating the sound system and reading from scripture. In a lesson following one such occasion a Year 3 pupil could accurately relate to his teacher the story of the nativity read out by pupils earlier that day. Personal development is enriched because the pupils have opportunities to be fully involved in these occasions.
12. Attendance is above the national average and there is minimal unauthorised absence. There is some lateness in the mornings but the school keeps accurate records to ensure emerging patterns are addressed. Lessons commence on time with quiet and calm during the registration process. This contributes to a good atmosphere for learning that continues throughout the school day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. In the last inspection 21 per cent of teaching was judged to be unsatisfactory. Nine per cent was good or better. The HMI Report of June 2001 reported an improvement, with the quality of teaching judged to be sound overall. Sixteen out of 18 lessons observed were judged to be satisfactory or better. Teaching was good in about one quarter of lessons seen.
14. The quality of teaching now shows signs of substantial recent improvement. The quality of teaching and learning is now good. It is very good in the Foundation Stage. Four out of five of the lessons observed during the inspection were good or better. One in three lessons was very good or better.

15. The strength of teaching in the school is now significant. It is good overall and often better. It is consistently very good in the Foundation Stage. This is because of the highly effective monitoring of teaching and learning undertaken by the headteacher, and recent training that all staff have received. It also reflects the enthusiasm with which all staff have tackled recent changes and the way in which they now work together for the benefit of all pupils.
16. Throughout the school, the teaching of literacy in English lessons and numeracy in mathematics lessons is good. The teachers have worked hard to implement both strategies, which they have done well. Interesting texts and a good range of carefully selected guided reading texts and relevant reading books have ensured that literacy lessons are challenging and relevant to the needs of the pupils. Numeracy lessons have good mental warm-up sessions, in which the vast majority of the pupils are engaged and are clearly focused on improvements in their mental agility.
17. The teaching of literacy and numeracy supports learning in other curriculum areas. For example, in science lessons the pupils have the opportunity to measure accurately and to record the results of their experiments, explaining what the results show. Teachers are beginning to promote good cross-curricular links so that the pupils can begin to see the relevance of their learning and the way it develops. Teachers are beginning to use information and communication technology as a tool in other subjects, however there is room for this aspect to be usefully developed.
18. Throughout the school, the teachers show commitment in their drive to improve their teaching. The headteacher monitors teaching carefully and is well aware of strengths and weaknesses throughout the school. All staff strive to improve their own practice and provide the best possible teaching for their pupils. The support and assistance that the teachers give to each other has a positive impact on the quality of teaching within the school.
19. Teachers usually have good knowledge and understanding of the subjects that they teach. They use the correct subject specific language to develop pupils' knowledge and understanding of each subject. This is particularly evident in English, mathematics and science.
20. In the most successful lessons, teachers place a significant level of demand upon all individuals, to ensure that they are fully involved. In an excellent science lesson, pupils were challenged to conduct a fair test, make predictions and use scientific thinking to judge their results. In weaker lessons, the work given to pupils with different abilities is not sufficiently different to challenge them all. Thus, pupils are unsure of what it is they are to do and lose interest in the tasks, with a subsequent drop in the pace of learning. However, in most lessons, pupils listen carefully to the good instructions that they receive and know exactly what they are expected to do. Most work hard and learn well.
21. Teachers' planning is good. In literacy and numeracy, the teachers plan closely to the structured frameworks. They plan all lessons well and, at the beginning of each lesson, recap and revise previous learning effectively. Most share the learning objectives for each lesson with the pupils. They return to the aims at plenary sessions to ensure that the objectives have been met. In other lessons the best learning occurs when teachers have a very clear idea of exactly what it is they want their pupils to learn.

22. Teachers' expectations of the pupils and their work are usually appropriate but there are instances when they could be even higher. Teachers question pupils well to establish what pupils know and understand and to help them to think for themselves. All staff have high expectations that pupils will behave well and work hard. The majority of pupils live up to these expectations. Teachers praise and encourage them so that they give their best performance. This ensures that most pupils are fully involved in their lessons, work hard and concentrate well. As a result, pupils achieve well.
23. Teachers manage the pupils very well. They constantly strive to find ways to reward and encourage good behaviour and work. Lessons are well organised. Teachers use time and resources very effectively and, as a result, lessons move along at a good pace. The very well-trained learning support staff give excellent support to pupils and considerably enhance their learning. They are appreciated by the school as a very valuable resource.
24. Teachers and teaching assistants provide effective support for pupils with special educational needs. Teaching assistants are very well deployed and have a very good understanding of individual pupils' learning needs, which they meet very effectively. They are very familiar with their pupils and work well with them, often making a significant difference to pupils' learning during lessons. Great care is taken by staff to ensure that work is well matched to individual needs and that pupils build on their previous learning. Staff are aware of the need to ensure that pupils are appropriately challenged recognizing strengths as well as weaknesses.
25. The quality of day-to-day assessment is usually satisfactory, but the quality of marking varies from class to class. Marking is best when it focuses clearly on what pupils need to do to improve their work. Teachers monitor the pupils' work well and give support and advice, as needed. There is much good practice. However, there is not a consistent approach, throughout the school, to assessing pupils' attainment and progress and using the outcomes to inform planning in all subjects. Homework is used well to supplement work done in class.

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

26. The curriculum is satisfactory overall; it is broad, balanced, relevant and interesting to the pupils. The quality and range of learning experiences is satisfactory. In all subjects statutory requirements are met. Since the last inspection in September 2000, when time allocated to teaching in Key Stage 2 was judged to be below average, satisfactory improvement has been made. Allocation of teaching time at Key Stage 2 is now above average.
27. The curriculum for the children in the Foundation Stage is very good. Teachers and support staff jointly plan the children's work with very good regard to the curriculum specially designed for young children. There is very clear emphasis on learning through play, alongside which are detailed strategies for the development of the children's personal and social skills, as well as the progression of their speaking and listening skills.
28. The school has worked to provide a curriculum that supports the areas for improvement identified in the previous inspections. However, it is aware that further development of the curriculum is now necessary in order to deliver an even more broadly balanced curriculum. The curriculum is planned to ensure the pupils have

appropriate first hand educational experiences. Visitors are encouraged to come into school to talk to the pupils. The pupils visit many places of educational interest in the immediate and wider community. This provides a good stimulus and context for their work. For those pupils who want to learn to play a musical instrument there are opportunities for them to have private tuition in school.

29. The school has successfully embraced the National Strategies for Literacy and Numeracy. In Year 6 pupils are grouped according to their abilities for these lessons. This effective strategy enables the teachers to plan for a narrower range of ability in the group. As a result the pupils have more help and support with tasks which are more closely matched to their abilities. This has a positive effect on how they approach their work and how well they achieve. This is particularly so for the pupils who tend to struggle and for the average attaining pupils. However, for pupils who are above average there is still room in teachers planning for them to be stretched even further.
30. The school ensures that each pupil's development is secured in an environment where all pupils are helped according to their needs. Individuals are accepted for their strengths and weaknesses and helped to fulfil their own potential. Pupils' personal development is well addressed through a programme that includes personal, social and health education, drug awareness, citizenship and sex education. These opportunities help to prepare the pupils to play an active role as citizens within the school and also to accept their responsibilities in the wider community.
31. The provision of extra-curricular activities is good. There is a wide range of activities that cover many interests and talents. The school has sports teams, which play in competitive games against other local schools. The contribution that the local community makes to the life of the school is good. These opportunities enrich the provision that the school makes for the pupils and widens their understanding and experiences.
32. Relationships with other schools and community groups are very good. The school is developing strong links with the "Surestart" playgroup, which is on the same campus. All Foundation Stage staff regularly join together with a local group of Early Years providers with a view to helping and supporting each other. All staffs from local primary schools, together with the High School have combined to form a Pyramid group which meets regularly to share expertise, to support each other and wherever possible to agree on a collaborative way forward.
33. Provision for pupils with special educational needs is very good. There are very good systems in place to ensure that all these pupils are fully supported in all aspects of their learning and that they all have total access to a broad and balanced curriculum. Pupils with SEN are clearly identified and the work in their literacy and numeracy lessons allow them to have full access to the curriculum at their own level and pace, but challenge and encouragement are given by celebrating positive responses and good work. The 'P' scales¹ are used to show those at Level W who make progress. All staff ensure through good planning, that pupils are fully included in lessons through carefully matched work. Teaching assistants relate very well to the pupils, supporting them well in their learning at all times. The close liaison with class teachers and the special educational needs co-coordinator means that the pupils' needs whether learning, behaviour or emotional are met fully.

¹ P Scales are a measure of attainment lower than Level 1 of the National Curriculum.

34. There is very good quality of access and opportunity for both boys and girls, for pupils with special educational needs and ethnic minority pupils. The good planning and use of appropriate teaching methods and materials and the good monitoring and support for pupils' academic and personal progress provide this. All pupils have equal access to the curriculum. All adults within the school provide appropriate role models.
35. The school's provision for pupils' moral and social development is very good, for spiritual development good and for their cultural development satisfactory. Improvement since the last inspection is good.
36. Pupils have suitable opportunities for prayer and contemplation in assemblies and religious education lessons. In an assembly for the younger children, the teacher leading it retold the story of the three wise men following the star to find a special baby, Jesus. She made the story come alive for the children, by speculating about everyone's feelings, even the camels, and giving them insights into her own family life where they matched events in the story. The second advent candle, representing love, was lit and the children were asked to think of something kind that they could do, that day, for someone at school or home. In a religious education lesson, where pupils were designing Christmas cards, one of them drew an angel with closed eyes and musical notation coming from an open mouth: the teacher sensitively used this as an opportunity to get the pupils to discuss the meaning of worship. On a training day for teachers, they produced their own artwork, giving them empathy with the children as learners. This work is displayed around school, giving the children some insight into their teachers' thoughts and feelings.
37. Pupils learn the difference between right and wrong through assemblies and stories in literacy, in "circle time" and religious education lessons. They learn about the major world religions and their values and codes. Their own behaviour, which is generally good, is discussed so that they can reflect about how this affects others. Moral values in the school are strong and reinforced by all adults. Pupils' social development is encouraged by the responsibilities they take on, helping in assemblies and in class, for instance, adjusting the overhead projector so that all can see the words of a hymn. There is also a system for supporting pupils who may have a personal matter, or a problem, which they wish to discuss. The people who help are called "Befrienders". This group is made up of two teachers, a teaching assistant and some older pupils, who are there to listen and offer help at lunchtimes. There are residential visits with other schools in the locality, links with Wakefield Cathedral, where the school choir sings, and links between a playgroup and the school's foundation stage, and Year 6 pupils and the High School, in order that children make a smooth transition between the different stages of their education.
38. Children study their own and other cultures through visits, for example to a Sikh Temple, to other local schools and by e-mail to a school in Germany. They learn about traditions in their own culture, such as Christmas and Easter celebrations, and those in other cultures, such as Eid. They listen to music from different parts of the world. Examples of objects and artefacts from around the world are displayed throughout the school, for instance a Muslim prayer mat and the head of a Chinese lion used in New Year celebrations. Art lessons include references to other cultures, with, for example, paintings on display inspired by Australian aboriginal work.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school has addressed previously reported shortcomings effectively; it now attaches considerable importance to the creation of a safe environment for its pupils and it does this well. Risk assessments and safety on outings; first aid and medication arrangements are all secure. There is full statutory compliance. All adults are aware of their duty to protect children from harm. The requirements of the Children's Act are secured because appropriate training has been undertaken and there is a good working relationship with all external support agencies. Several members of staff have undergone first aid training and there are appropriate arrangements to deal with medical emergencies such as allergic reactions. The school nurse provides valuable support. The procedures to ensure academic progress work well in mathematics and English lessons, but this good practice is not fully developed in other areas of the curriculum.
40. There are good procedures for the induction of the significant number of pupils who enrol at varying times during the school year. All adults work closely together to ensure that both the individual and their families are made welcome. These pastoral and welfare matters receive a high level of attention and this creates the harmonious atmosphere that is so evident in the school. Parents regard this as a strength of the school and the inspectors agree.
41. Procedures for promoting a high level of attendance are good. Even though the attendance figure is above the national average the school continues to make improvements. Attendance and absence patterns are analysed regularly and action is taken to bring individual cases back in line without delay. The relatively small amount of unauthorised absence relates, almost exclusively, to the correct interpretation of attendance rules. The school fully understands that holidays taken during term time have an adverse effect on both the individual and their classmates and it provides clear guidance regarding this matter. The Education Welfare Officer supports the school with both attendance and welfare issues.
42. Procedures for promoting good behaviour and to eliminate oppressive behaviour are good. These are re-enforced by the consultation and mentoring arrangements available through the "befrienders" system. This ensures that occasional incidents of thoughtlessness not observed by a member of staff are brought to the attention of the teachers. Parents support the schools efforts in the promotion of high standards, a suggestion by one that there is rough behaviour during playtimes was not supported by inspection evidence.
43. The school has worked hard since the last inspection to develop satisfactory procedures for assessing the attainment and progress of its pupils. Assessment in English and mathematics is very good. This represents good improvement since the last inspection. However, other subjects do not have consistently used systems to check and track pupils' achievement. This inconsistent practice is not making best use of the very good practice that can be found in the school.
44. Good use is made of the information that is gathered in English and mathematics. Performance in the national tests has been analysed to identify areas of learning that need development. Information from these assessments is used to organise pupils into groups that will meet their learning needs and to provide teaching that will strengthen learning in those areas that have been identified. During inspection, lesson observations found that teachers had a good knowledge of pupils' abilities and that a number of lessons were changed as a result of evaluation of previous learning. However, a system of collecting and using information from the checks made on pupils' attainment and progress is not routinely established in other subjects.

45. Pupils with special educational needs are well supported by their teachers and staff. All support is well planned to take account of the provision outlined in pupils' statements and individual programmes of work. There are good systems set up for early identification of barriers to learning, which prevent any pupil from participating fully in the school activities. The school makes good use of a range of visiting specialists when necessary. The speech therapist spends one day a week in the school and the physiotherapist one half day per week. There are effective and consistent procedures for identifying pupils with special educational needs, they are known to staff and ably implemented by the special needs coordinator in collaboration with class teachers. Pupils' targets are reviewed regularly and when necessary further advice is sought via relevant agencies. All experience equal opportunities in a very caring environment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The school has an effective relationship with its parents, which has been maintained since the last report. Parents' views are very positive, they agree that their children like school, that progress has been improved in recent times and that their children are becoming mature and responsible. A few parents feel that there is an over emphasis on personal, social and health education, but the inspectors do not agree. The school has properly identified a need to help pupils understand how to express their emotions. They understand the difference between confidences that have to be maintained and to recognise the occasions where it is necessary to speak out; as a good citizen should.

47. Annual reports reflect individual pupil's progress well. The school has recently conducted research into the best way of writing these reports and the benefits are clearly evident because they provide clear examples of what has been studied and where improvements are needed. The reports evaluate results against nationally agreed standards and are sent out in good time before the end of the summer term to enable their contents to be discussed at the summer term parents' evening.

48. The three consultation occasions the school provides each year ensure parents have a good flow of information about progress. Each term a letter is sent out to provide details about the topics to be studied in all areas of the curriculum. The parents of the pupils who experience difficulties in their learning, including those with statements of special need, are kept fully informed and consulted at proper intervals. This good provision is made even better by the good arrangements in place whereby the transport escorts convey important information between home and school.

49. The school prospectus and governors' annual report to parents provide the full range of information required by law; but the governors who head individual committees do not write articles. Consequently it is not possible to gain insights into their understanding about their strategic role. The prospectus does not say what the school does to protect children from harm, for example child protection and medication arrangements. This is not a statutory requirement but the provision of such information gives reassurance. Helpful newsletters regarding general matters are sent home at regular intervals.

50. Several parents help the youngest children to settle in to the school's routines. This support complements the work of the teachers and it is a contributory factor to the very good progress these children make in their learning. The parent and teacher

association organises fund-raising activities to support the school's identified needs, One example of the benefits of this is to be seen in the unusually good range of reading books the school has. These are placed in accessible positions of which the pupils make full use. Consequently they become confident and inquisitive readers.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The school benefits from the excellent leadership and management of the headteacher. She has carried through an action plan to address the serious weaknesses identified in the last inspection. This has been very successful. The quality of teaching in particular has improved and this is beginning to raise standards. She has a remarkably clear vision of the direction in which the school should move and a very firm resolution to make it happen. The staff are now united and have a very strong shared commitment to succeed. Most of the responsibility for the school's recent improvement has fallen onto the shoulders of the headteacher. However, he is now supported by a very able deputy headteacher and together they form a strong team. A senior management team has recently been appointed and the time is now right for further delegation of responsibilities to take place. Subject leaders, who have begun to take an active role in monitoring provision and standards in their subjects, should also be encouraged to develop this management responsibility further.
52. The governing body is active and supportive. Governors fulfil their statutory duties well. They are fully informed about school activities thanks to the headteacher's comprehensive reports. They have a good understanding of the strengths and weakness of the school. They are developing their confidence to ask challenging questions about the school's work and the standards it reaches. They need now to become more actively involved in strategic planning, for the longer term. The school needs to develop an improvement plan, spanning three years, where spending is very closely linked to raising standards and to school improvement projects. Governors need now to become involved in monitoring expenditure against projections, on a regular basis. There also needs to be a system for judging the cost-effectiveness of spending decisions.
53. The school's recent priorities have centred around improving the quality of teaching, and eliminating unsatisfactory teaching. The rigorous monitoring of lessons, the high quality system of performance management and the excellent induction and mentoring of new staff have all been aimed at raising performance. They have been outstandingly successful and the quality of teaching, which was a weakness at the last inspection, is now developing into a strength of the school.
54. Day to day financial management is tight and meticulous. The office staff are particularly efficient and provide the headteacher and teaching staff with very good support. Specific grants and other funding are allocated very carefully. The school is carrying forward a very small surplus into the next financial year. This has been well planned for and reflects the very heavy expenditure that has been required on refurbishment and to address the health and safety problems highlighted in the last report.
55. Teachers and teaching assistants are very well qualified to meet the needs of the curriculum. A training need for support staff was identified in the last inspection report and this, plus other well planned training initiatives, have ensured very good professional development. The benefits are evident in the progress made by pupils especially in the core subjects of mathematics and English. Midday staff are well

organised and helpful and ensure good lunchtime routines. All staff are well motivated and are fully committed to making the school an exciting learning environment.

56. Resources for teaching are adequate in most areas of the curriculum although there is no computer suite, a project identified in the school's development planning policy as a means of raising standards.
57. Significant financial and management commitment has been put into tidying up the school environment. Play areas have been made safe and classrooms have been converted into pleasing learning environments. This extensive programme is spoken of highly by everyone connected with the school. The accommodation now meets an acceptable standard; although the access to some classrooms (via toilet and cloakroom areas) is not ideal. The hall is extremely large and difficult to heat. Lighting quality is good following a major re-wiring programme and plans are afoot to upgrade the central heating system.
58. The school has put in place a very good arrangement to ensure that routine maintenance tasks are attended to promptly. Play areas have been improved since the last report and they now provide safe areas for pupils to let off steam. Some parts of the building need modification to ensure easy access for pupils who have mobility problems. This matter is fully understood by the school. The school is kept clean and tidy thanks to the work of the caretaker and his hardworking team. Displays are used very well in the classrooms and corridors, these combine to create a stimulating learning environment. They are of practical use because they support pupil's learning as was seen for instance in mathematics and science lessons.

The resourced provision for Pupils with Special Educational Needs

59. The Resourced Provision for pupils with special educational needs is very good. There are two classes for pupils with Moderate Learning Disabilities, one in the 5-7 age range and one in the 8-11 age range. The infant class is equipped for 8 pupils and the junior class is equipped for 12 pupils. Two settled travelling pupils are included in the teaching arrangements and on occasions pupils with statements from the mainstream classes join the groups. At present there are two pupils from different ethnic backgrounds in the younger group. The pupils all have learning difficulties and some of the pupils have one or more of a range of additional problems relating to, for example, hearing impairment, visual perception, speech and communication or emotional development.
60. The timetable in both classes is planned to respond to the individual needs of each pupil and this is very successfully delivered by the staff. After morning registration in their mainstream class, pupils are taught English and mathematics in the resourced provision and re-join their mainstream class for a final late morning teaching session and for all afternoon activities, with a very good level of support. At present one pupil remains in the mainstream class for all lessons, including literacy and numeracy, which is because of the very good progress she has made. Effective discussion between the teachers and the resource manager ensures that pupils' learning is continuous and progressive and that targets are fully understood by main school staff.
61. All pupils study the full range of subjects of the National Curriculum and follow its programmes of study. The use of information technology in lessons is still in the early stages of development mainly because it is only recently that quality resources have been available. All lessons are imaginative and contain the correct level of challenge and support; because of this, pupils concentrate and try very hard to succeed. They

work well together in their groups and with a partner. Staff in both classes work together with the other teachers in the school to ensure continuity of teaching and progression of pupils' learning and as a result the pupils make good progress. Pupils participate fully in all activities planned for their year group. Every effort is made to ensure that these pupils are part of the school and the school is to be congratulated on their success.

62. The Resourced Provision is deliberately treated as a quality school teaching resource, which is available to all. Staff from these classes teach in the main school during the afternoon and when they do this, the pupils that they teach are not necessarily pupils with learning difficulties. On occasions pupils of all abilities are taught in the Resource Classes.
63. The quality of teaching overall is good which results in pupils achieving well in relation to their previous work. Lesson planning is very good, and matches the pupils' individual needs very well. For those pupils who are at the early stages of the National Curriculum, teachers fine tune their planning by using 'P' scales. The school's literacy and numeracy strategies are very well adapted to meet the pupils' individual requirements. Staff constantly seize any opportunity to develop pupils language skills across all the areas of the curriculum. Clear explanations and a stimulating approach ensure pupils' sustained interest, which in turn means that they listen well and respond enthusiastically. A particularly successful teaching approach is the use of puppets with the younger pupils. Here the air is electric as the pupils listen carefully for the approach of "Literacy Lamb" or "Maths Monkey" who will only appear when you can "hear a pin drop." Individual educational plans are well constructed and pupils' targets for learning and personal development are appropriate to their individual needs. Routine day-to-day assessment is very good and helps pupils to understand how to improve their work. Procedures for assessing pupils' progress are effective and thorough. Pupils understand the progress they are making because teachers are constantly and positively making them aware of their achievements, however small.
64. Overall pupils have good attitudes towards their work and learn effectively; they try hard in all subjects and work well within small adult led groups. Pupils' overall attainment is very variable but is generally well below average when measured against the national expectations for their age, particularly in literacy and numeracy. All pupils make good progress against their personal targets and achieve well. Older pupils' written work shows sustained effort and some of the work represents considerable achievement.
65. The school has a very good working relationship with the local health and education authorities and is very well supported by them. Regular occupational therapy and speech therapy is provided on a weekly basis together with a programme of exercises for use in school if necessary.
66. There is a good home school partnership; parents receive regular updates of their children's personal and academic progress and are involved in annual reviews. Parents collaborate with staff to contribute to target-setting for individual education plans. There are plans to extend this so that pupils are also given the opportunity to participate in setting their targets. Most pupils do not live locally and because of this bus escorts play an invaluable role in liaising between teachers and parents. Homework and home school diaries are often relayed to and from parents via the escorts and the staff value this greatly.

67. Current staffing of the Resourced Provision includes two teachers, and two support assistants. One of the teachers is also the manager and the special educational needs co-coordinator for the school, the other member of staff is timetabled for mornings only. All staff, including the support assistants have good professional knowledge and their skills are regularly updated through in-service training. All staff teach daily in other classes and because of this they maintain professional contact with mainstream teaching and expectations, this makes a good contribution to the successful teaching in the resource classes. The policy is well written and sets out clearly the schools' commitment to inclusion for all pupils with special educational needs. The implementation of the policy greatly contributes to the pupils' very effective social and personal development and this is because there is total commitment from all staff throughout the school to supporting these pupils.
68. The accommodation is good and is very well positioned within the main school. The resources for learning are good and well used by all staff. Information and communication technology has recently been considerably enhanced and is very good. Within the two classrooms there are very well equipped workstations and very good access to computer equipment with a good supply of relevant software. Both classes are efficiently managed and the special educational needs governor takes a strong interest in the pupils' work, which is monitored and rigorously evaluated. The teacher in charge receives effective support from the head teacher who provides a clear educational direction. Overall both classes provide a very good education for pupils with special educational needs in a secure and happy environment where all are valued and priority is given to their individual needs.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. In order to raise standards even further and improve the quality of education for its pupils the headteacher, staff and governors should:
- raise standards in information and communication technology particularly in Years 3 to 6 by improving:
 - i) pupils' skills so that they use them as a tool in other subjects
 - ii) the facilities for teaching as outlined in the school improvement plan.

paragraphs (146, 148, 149, 151)

- monitor and track pupils attainment and progress by:
 - i) ensuring the very good assessment procedures now in place in English and mathematics are developed in other subjects
 - ii) using assessment to quickly identify the level of attainment of the high number of pupils who transfer into the school at times other than normal admission times
 - iii) reviewing the marking policy to ensure consistency across the curriculum, seeking out the very good practice in existence and sharing it throughout the school.

paragraphs (25, 39, 43, 44)

In addition to the key areas for development, the following less significant but nevertheless important aspects should be considered for inclusion by governors in the action plan:

- improving opportunities for the more able pupils to progress towards the standards of which they are capable
- widening the criteria to identify those pupils who are gifted and talented
- delegating further responsibilities to staff
- developing the governors' role in strategic planning and in judging the cost-effectiveness of spending decisions.

paragraphs (8, 29, 51, 52)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 64 |
| Number of discussions with staff, governors, other adults and pupils | 49 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 1 | 22 | 30 | 11 | | | |
| Percentage | 2 | 34 | 47 | 17 | | | |

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 almost two percentage points.

Information about the school's pupils

| Pupils on the school's roll | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | N/A | 356 |
| Number of full-time pupils known to be eligible for free school meals | N/A | 65 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | N/A | 27 |
| Number of pupils on the school's special educational needs register | N/A | 73 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 10 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 35 |
| Pupils who left the school other than at the usual time of leaving | 43 |

Attendance

Authorised absence

| | % |
|---------------------------|------|
| School data | 95.7 |
| National comparative data | 94.1 |

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)

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2002 | 27 | 23 | 50 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 18 | 19 | 21 |
| | Girls | 17 | 17 | 20 |
| | Total | 35 | 36 | 41 |
| Percentage of pupils at NC level 2 or above | School | 70 (86) | 72 (86) | 82 (91) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 18 | 19 | 18 |
| | Girls | 17 | 18 | 17 |
| | Total | 35 | 37 | 35 |
| Percentage of pupils at NC level 2 or above | School | 70 (84) | 74 (86) | 70 (86) |
| | National | 85 (85) | 89 (89) | 89 (89) |

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

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

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2002 | 30 | 27 | 57 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 13 | 15 | 25 |
| | Girls | 20 | 16 | 25 |
| | Total | 33 | 31 | 50 |
| Percentage of pupils at NC level 4 or above | School | 58 (62) | 54 (62) | 88 (87) |
| | National | 75 (75) | 73 (71) | 86 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 9 | 10 | 17 |
| | Girls | 18 | 15 | 21 |
| | Total | 27 | 25 | 38 |
| Percentage of pupils at NC level 4 or above | School | 48 (77) | 44 (77) | 67 (88) |
| | National | 73 (72) | 74 (74) | 82 (82) |

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

Ethnic background of pupils

Exclusions in the last school year

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British | 347 | | |
| White – Irish | | | |
| White – any other White background | 4 | | |
| Mixed – White and Black Caribbean | | | |
| Mixed – White and Black African | | | |
| Mixed – White and Asian | | | |
| Mixed – any other mixed background | 1 | | |
| Asian or Asian British - Indian | 4 | | |
| Asian or Asian British - Pakistani | 4 | | |
| Asian or Asian British – Bangladeshi | | | |
| Asian or Asian British – any other Asian background | | | |
| Black or Black British – Caribbean | | | |
| Black or Black British – African | 2 | | |
| Black or Black British – any other Black background | | | |
| Chinese | | | |
| Any other ethnic group | 2 | | |
| No ethnic group recorded | | | |

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) | 16.4 |
| Number of pupils per qualified teacher | 22 |
| Average class size | 20 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 15 |
| Total aggregate hours worked per week | 320 |

Qualified teachers and support staff: nursery

| | |
|--|-----|
| Total number of qualified teachers (FTE) | N/A |
| Number of pupils per qualified teacher | N/A |
| Total number of education support staff | N/A |
| Total aggregate hours worked per week | N/A |
| Number of pupils per FTE adult | N/A |

FTE means full-time equivalent.

Financial information

| | |
|----------------|---------|
| Financial year | 2001/02 |
|----------------|---------|

| | £ |
|--|--------|
| Total income | 933652 |
| Total expenditure | 987234 |
| Expenditure per pupil | 2668 |
| Balance brought forward from previous year | 55054 |
| Balance carried forward to next year | 1472 |

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 7 |
| Number of teachers appointed to the school during the last two years | 6 |

| | |
|--|-----|
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 0.6 |
| 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 | 356 |
| Number of questionnaires returned | 89 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 52 | 47 | 0 | 1 | 0 |
| My child is making good progress in school. | 52 | 45 | 3 | 0 | 0 |
| Behaviour in the school is good. | 31 | 59 | 3 | 2 | 5 |
| My child gets the right amount of work to do at home. | 38 | 59 | 2 | 0 | 1 |
| The teaching is good. | 47 | 49 | 2 | 1 | 1 |
| I am kept well informed about how my child is getting on. | 39 | 53 | 7 | 0 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 73 | 24 | 2 | 0 | 1 |
| The school expects my child to work hard and achieve his or her best. | 68 | 29 | 1 | 0 | 2 |
| The school works closely with parents. | 38 | 54 | 3 | 1 | 4 |
| The school is well led and managed. | 46 | 47 | 1 | 4 | 2 |
| The school is helping my child become mature and responsible. | 44 | 54 | 1 | 1 | 0 |
| The school provides an interesting range of activities outside lessons. | 34 | 36 | 13 | 7 | 10 |

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

70. The Foundation Stage² focuses on the children under six years of age who are in their reception year. There is no nursery at the school; the children enter one of two reception classes either at the beginning of the autumn or the spring term. At the time of the inspection there were 38 children attending full time in the two reception classes, and 17 part time (those children entitled to start at the school in January, but who do not have a nursery placement). All children have experienced a playgroup or nursery school. As a result of this, children enter the school with skills that are in line with what is normally expected in all areas of learning.
71. At the time of the last inspection in September 2000, all areas of the curriculum in the foundation stage were judged to be satisfactory, apart from the provision for the outdoor curriculum, which was unsatisfactory. In 2001, it was judged that insufficient progress had been made in improving the outdoor environment, and that the progress of the role of the foundation stage co-ordinator needed to be accelerated. All these issues have been addressed, good improvement has been made, the outdoor area has been developed and is now satisfactory, while the role of the co-ordinator has made very good progress and is now very good. Children make good progress, mainly because of the very good quality teaching by the staff. The improved planning of activities and resources allows the children to experience a wide range of well-organised activities during the day. The curriculum is very good, it promotes the steps to the Early Learning Goals³ in all areas of learning and development very well. As a result, all children, including those with special educational needs and those with English as an additional language, make good progress and have a good start to their full-time education. Learning difficulties are identified early and children receive very good support. By the time children enter Year 1, most are achieving the Early Learning Goals in all areas of learning and are beginning to work towards the first level of the National Curriculum. A minority have yet to achieve the learning goals and a minority are working at level 1 of the National Curriculum.

Personal, social and emotional development

72. In personal, social and emotional development, by the end of the reception year, most children have met and are beginning to exceed the expected goals. Children make good progress in this area because they receive supportive individual teaching.
73. Considering that the class complement varies during each day, the children have adjusted well to their new routines and know well what is expected of them. Children have settled quickly into the routines of school life, with good individual support from the staff. They soon make friendships and share their resources and toys well as they learn to take turns and talk about how to fulfil their roles when dramatising the Nativity story. Children show increasing levels of concentration and they remain on task well. All the adults working in the class are consistent in their approach to children. For

² The new curriculum for children under 6, starting in September 2000, which replaces the desirable learning outcomes

³ QCA (the Qualifications and Curriculum Authority) has produced a set of Early Learning Goals for the end of the Foundation Stage. These goals are a set of skills, knowledge and understanding that children might be expected to achieve by the age of 5. There are six areas of learning; personal, social and emotional development, language and literacy, mathematics, knowledge and understanding of the world, creative development and physical development.

example, they reinforce the need for good manners, and sharing resources with one another. Children are learning quickly to become independent in their learning. They manage to get themselves ready for home and playtimes. The children help to tidy their equipment sensibly at the end of each session. All respond positively to the patient and caring support they receive. They follow instructions and are eager to learn new skills.

74. The teaching of personal and social education is very good. All members of staff are involved in setting up strategic plans which deliver this area of learning across the whole curriculum. They all show a great deal of care and concern for the children. The majority learn well because they feel secure and happy, and there are very well established routines and expectations of behaviour. The end of the day activity provides good opportunities to widen children's knowledge and understanding of their own and others' cultures. For example, when they lit the Advent candle and sang Away in a Manger. Their spiritual and moral awareness was also being developed as they closed their eyes while the candle burned, and thought about others being kind to them, and how they could re-pay their kindness. Staff teach the children the difference between right and wrong and promote clear ideas of what is expected of them. All adults encourage children to play in sociable groups and to share their resources.

Communication, language and literacy

75. By the time the children reach the end of the reception year, most are on course to reach the expected goals in communication, language and literacy. The children's achievement is good. They make good progress in their learning because they are taught and supported very well by all adults when working both individually and in small groups.
76. The children in the reception classes enjoy talking in phrases and sentences about themselves and what they have done. For example, children talked about others, and their own actions following a few minutes contemplation when the Advent candle was lit. This also prompts their thinking and speaking skills. The children enjoy listening to and discussing traditional stories. This helps to develop the children's capacity to memorise the sequence of the story as well as their speaking skills. The children handle books well with the majority expected to read simple texts by the end of the reception year. Writing skills are being developed well. Many write their names correctly and some are beginning to write words independently. For example, when they wrote their letters to Father Christmas, they invited him to visit their houses, and wrote their names. The majority are achieving as expected and working on the correct and fluent formation of letters and words. Most children's skills are successfully extended at home with the help of their parents as they take home reading books and flash cards of some commonly used words.
77. The teaching of language and literacy was very good in the lesson observed. Very effective questioning and very good quality teaching extended the children's learning very well. This encourages the children to think clearly about the questions and answers they give. All the staff work hard to develop the language and communication skills of all the children. For example, during one activity, children drew pictures of the different parts of the story of the Nativity. They were prompted to retell the story looking at the pictures. At another time, children used the outside environment to re-enact the story of the Nativity. The staff use the planning from the National Literacy Strategy for reception children very well to plan their work.

Mathematical development

78. In mathematical development most children are on course to attain the goals that are expected by the end of the reception year. The children achieve well and make very good progress in their learning because they are taught very well.
79. Children in the reception classes are very keen to learn. Most can count accurately and sequence numbers to 10 and some beyond. They are learning well to know the value of numbers to 10. In their small group activities most sort and count objects correctly and use them to solve simple problems of addition and subtraction, counting one more than or one less than. Most recognise coins, their denomination and some of their properties. Children enjoy singing number rhymes such as Five Little Speckled Frogs and Three Little Monkeys. The repetition of number sequences in songs and the adding on and counting back in mathematical games help children to develop an understanding of number. They use coloured paper to build up a sequence when they make paper chain decorations. Children develop their skills further when they work at home with their parents on carefully prepared and directed number games, songs and tasks.
80. The teaching and learning of mathematical understanding is very good overall. All staff take every opportunity to develop the children's understanding of number in their everyday activities and play, for example by counting the numbers of children for various activities, or making patterns with coloured beads and using containers in the sand and water trays. This practical approach to teaching mathematics ensures that all children are fully engaged in their learning. A wide range of teaching techniques and resources supports learning in this area very well. The children's learning is securely developed through successive activities based on the National Numeracy Strategy. Most are learning to solve simple number problems accurately and are familiar with mathematical language such as 'more than' and 'less than'. The teachers design a wide range of activities including games to consolidate and carefully extend the children's learning.

Knowledge and understanding of the world

81. In knowledge and understanding of the world, most children achieve the goals expected for this area of learning by the time they finish the reception year. Very good teaching ensures that very good learning takes place.
82. The teachers provide a wide range of activities that are planned to extend early concepts in science, design and technology, history, geography and information and communication technology. Children use computers independently and use the mouse with increasing control to access learning programs and to click and drag the mouse to match and sort pictures and numbers. The children experiment freely with a range of materials, they cut, glue, stick, pin and sew materials together when making their Christmas cards and stockings. The local environment is used well to observe different materials and their use.
83. The teaching of knowledge and understanding of the world is very good. Staff plan an extensive range of activities so that pupils are fully engaged in their learning. The staff organise the activities well to motivate and interest the children. For example, children made their own Christingles, using oranges, red ribbon, sticks, fruit and a candle. This activity promoted children's observation and recognition of pattern and shape well. The children evaluated their work as they talked about the shape of their Christingle, the symbols they had used and their meaning. This was a well-planned

opportunity when children learned about their own and other cultures at Christmas time.

Physical development

84. In physical development most children are on course to exceed the goals expected by the end of the reception year. The quality of teaching and learning is very good overall. Children's achievement is very good and they make very good progress in the development of physical skills.
85. The children use a range of equipment and materials to develop coordination skills in the fine and careful movement involved in drawing and painting. In physical education lessons the children have learned to follow instructions well. Children listen well and are developing their spatial awareness appropriately as they find their own space to work in. They move around the hall sensibly. Children are developing well their sense of direction and pace of movement. They are confident in lessons and enjoy physical exercise. There is good provision of play space for the children and good quality resources.
86. The teaching of physical development was very good in the lesson observed. The staff provided good individual support to help the children to fully develop and extend their skills. The children worked hard to improve as a result of very good teaching. The teacher was insistent that the children listen to the instructions and complete the task set. For example, the teacher reminded children to take their turn when they experimented jumping off the apparatus, and landing correctly. All managed to achieve this very well. The outdoor environment is beginning to be used successfully for a range of activities across all areas of learning, for example, in children's understanding of living things such as plants and trees. The children work imaginatively in the outside area, engaged in creative as well as physical activities.

Creative development

87. In creative development most children are on course to achieve the goals expected in this area of learning by the end of their reception year. The children make very good progress overall as the quality of teaching and learning is very good.
88. The children use paint expressively using a range of equipment and materials in their work. They use a range of pencils and felt pens with increasing control as they draw, paint and write. For example, when they designed and made their own Christmas cards, a very wide range of materials and techniques were used with good results. They investigate the properties of play dough and find out how they can change its shape by rolling, twisting, and pinching it and cutting out shapes. In role-play, the children develop their skills of co-operation and communication well as they take on the roles of the characters in the Christmas story. The children explore sounds and rhythm in the music corner. They sang well and thoroughly enjoyed practising the songs 'The grumpy sheep' and 'The happy sheep', in preparation for their Christmas production.
89. The teachers provide very good opportunities for the children to develop their creative ideas through painting, modelling, role-play and music. They stimulate the children's interests with very lively questioning. The children are encouraged to express their feelings and thoughts. All staff prompt the children to choose their resources carefully and they value the children's work by effectively displaying it for all the children to see.

ENGLISH

90. Standards in English are below average at the end of Year 2 and average at the end of Year 6. This represents an improvement for the older pupils since the last inspection. In the 2002 National tests for pupils in Years 2 and 6, the pupils achieved results which, were well below average. The results reflect the significant numbers of pupils in the school who have special educational needs and also the extremely high numbers of pupils who join this school at times other than in the reception class. It also reflects good levels of achievement seen currently throughout the school. Teaching is effective, pupils learn well, and achievement is good with the pupils making good progress. Throughout the school the significant number of special educational need pupils in each class has a significant impact upon the statistical analysis of each year group and depresses the overall results of these pupils.
91. There are other contributory factors to the present good level of pupil achievement. The English co-ordinators have worked hard to look at ways of improving the pupils' attainment. This has involved an intensive input into some year groups identified for specific improvement. "Book Buddies" have enabled two year groups to work together to bring about improvements in their reading skills. The National Literacy Strategy has been well implemented. The school is also beginning to look at where further gains can be made in adapting the strategy to enable maximum gains to be made. The co-ordinators have also identified the need to review the handwriting strategy in the school and continue to work to further improve standards in writing. The setting of pupils in Year 6 has also had a positive impact on the progress that these pupils make. Resources have been improved and the climate for learning in the school is extremely positive with attractive displays in all classrooms and a library with good facilities. These are having a positive effect upon how well the pupils perform. The school has a small number of pupils for whom English is an additional language and these pupils have appropriate support from their class teachers and teaching assistants.
92. Speaking skills are developed through effective teaching and the opportunities the teachers create to enable the pupils to develop their speaking skills. The children enter the reception classes with average speaking and listening skills. Teachers encourage the pupils to answer questions and to talk about their learning, give their ideas and suggestions. For example, in a Year 6 history lesson the pupils were encouraged by the teacher to give the information they have found out about the Ancient Greeks' amphitheatres. In this way the pupils pooled the information they had gathered from the different sources and built up a comprehensive web of information.
93. Year 2 pupils are reading at the expected level with the higher ability pupils doing well. They talk about the books they read and demonstrate a preference for poetry books. Pupils take home their books and share them with their parents or carers. Parents and teachers complete the pupils' home-school diary and a constructive dialogue is established between home and school, which benefits the pupils. In Year 2 the pupils talk confidently about their reading, they talk about their books and use a range of strategies to help them read. Some find it difficult to explain the context of the story. Older pupils in Year 6 speak about their library sessions and about the good choice of books in the school. They speak about their favourite books and authors and how they find particular enjoyment in the stories the class teacher reads to them. The pupils read fluently with good levels of expression and understanding. They read a wide range of books and use a range of strategies to help them with their reading.

94. Year 2 pupils achieve below average standards in writing. They write for a range of audiences and purposes expressing their ideas and thoughts. Pupils' handwriting is generally neat with a clear print style. The development of a cursive style of handwriting is started in Year 2. The pupils write verses for their poems based upon the poem 'Shoe Shuffle'. Their writing is clear and shows appropriate ideas. In general the use of expressive language and understanding the context of the stories and poems is less well developed and impacts upon the pupils overall levels of attainment. Older pupils in Year 6 have written extended stories. They have drafted and redrafted their work and on completion they have produced good quality books illustrated and completed with five or six chapters of work. They are given good help by the teachers and use their guidance to help them to improve their work. For example, the teachers encourage the pupils to reread their own work so that they can identify where they have made mistakes. The pupils throughout the school show good levels of application to their work and a clear determination to improve. Their writing shows appropriate progress with vocabulary and an increasing accuracy in punctuation. Handwriting is for some pupils less well developed and this is an area identified by the school for further improvement. Pupils use computers effectively to word process their writing, this was seen particularly in Year 3 where in both classes the pupils regularly use the computers as part of their literacy lessons. A common feature of all samples of pupils' written work throughout the school is that it is neat and appropriate attention is given to its presentation.
95. Teaching and learning are good overall. Teachers have good levels of knowledge and understanding in the subject and teach the basic skills well. Good planning means that the work is well matched to pupils' needs. This is particularly evident in Year 6 where pupils are grouped according to their ability; so that lower attaining pupils have extra help with their learning. Teachers have high expectations of their pupils and manage them very well. For example, in a Year 4 lesson the pupils were made to think hard by the classteacher and as a result they became very involved in the lesson and were keen and eager to learn. In each class the teachers promote subject specific vocabulary. So that no matter what subject is being taught classteachers use the relevant vocabulary and as a result the pupils' vocabulary is extended and developed and as a result promotes good learning. Homework supports learning in English with pupils taking home written work, spellings and reading. The school's system for keeping a check on the pupils' achievements enables the teachers to watch progress and target specific help where it is needed. The teaching assistants give very valuable assistance to the teachers, they are well trained, very well deployed and as a result they help the pupils make good gains in their learning. The teachers conscientiously mark the pupils' work in a supportive manner and they also point to where the pupils need to improve to make further gains in their learning. However the pupils do not have individual targets to work towards. Behaviour and attitudes to learning are good. This is evident throughout the school and is seen in the way the pupils approach their work and always try hard during lessons. Very good personal developments and good relationships are evident throughout all lessons. The school's overall priority of promoting an atmosphere for learning has a positive impact on learning in all English lessons.
96. The National Literacy Strategy has been well implemented by the school. Careful questioning by teachers in guided reading helps the pupils to develop their reading skills and grasp the underlying themes of the stories. The needs of boys and girls are included and addressed equally. The numbers of pupils who transfer to this school from other schools and leave to go to other schools is significant. At present the school does not have any specific arrangements to check the pupil's abilities when

they come into school and as a result they lose ground. Because this affects a significant number of pupils it is an area for further development.

97. Subject leadership in English is good. The English policy reflects the school's aims and values well. Pupils' progress is monitored very well by the assessment co-ordinator. Resources are good and help to promote the subject because of their good quantity and quality. There is a clear identification of priorities for development and a strong will to ensure that action is taken to meet the school's targets for improvement. All staff share this commitment to improvement.
98. The quality and range of learning opportunities in English are good. There is a good, well-balanced English curriculum in place, which is underpinned by and delivered through good teaching. The breadth and balance of this good provision ensures that the pupils leave the school at the end of Year 6 in a good position to continue making good progress as they transfer to their next school.

MATHEMATICS

99. Standards in mathematics have improved since the last time this subject was inspected and are currently in line with what is expected nationally. Although there was a decline in results for both Year 2 and Year 6 pupils in the 2002 national tests, there was an improvement in the number of Year 2 pupils achieving above the expected level. Pupils achieve satisfactorily and make satisfactory progress due to the school's implementation of the National Numeracy Strategy, the high level of good or very good teaching in lessons and the pupils' good behaviour and attitudes to their work. The school has set high targets for this year's national tests, and aims for more pupils to achieve the higher levels. Pupils with special educational needs receive good support from teaching assistants in lessons, and work that is matched to their learning needs, which enables them to achieve well. There is no significant difference in boys' and girls' attainment.
100. By the end of Year 2 more able and average pupils are beginning to understand numbers up to 1000, and can partition numbers into hundreds tens and units. They solve number, money and measure problems using mental calculations. They choose appropriate methods for adding and subtracting, and are beginning to understand multiplication and division. A small number of these pupils use jottings or draw pictures to help them think and solve problems. All groups of pupils count forwards and backwards in steps of different sizes, recognize and describe simple 2-D shapes and 3-D solids, and sort them according to some of their properties. They use blank and labelled number lines to help them understand numbers and the number system, and to help them solve addition and subtraction problems. Less able pupils are beginning to understand numbers and place value to 100. They sequence numbers to 100 and add and subtract numbers within 20, using pictures and objects to help them.
101. By the end of Year 6 more able and average pupils use addition, subtraction, multiplication and division to two places of decimals, to solve problems. They use informal and standard written methods for these calculations. For example, when using informal methods, they use a blank number line to find the difference between two numbers by counting up, and the answers to division problems by using an efficient method of repeated subtraction ("chunking"). Pupils make an approximation of the answer before working out problems and check answers using inverse operations. They use and interpret co-ordinates in all four quadrants and solve simple

problems, which involve fractions, decimals, percentages, ratio and proportion, including those using measures and money. Pupils use a frequency table to collect data, use grouped data in bar charts, construct conversion graphs and construct and interpret simple line graphs. They classify 2-D shapes according to an increasing number of their properties, and calculate the perimeters and areas of rectangles and more complex shapes. They measure angles to the nearest degree use language applicable to angles and know the sum of the angles in a triangle.

102. Less able Year 6 pupils usually do the same work as the average and higher attainers. This is often, but not always, simplified by their teachers, who plan work using smaller or less complex numbers, or by getting this group of pupils to use different methods. In this way, they learn the same mathematical topics as higher attaining pupils, and make good progress even though it is usually at a lower level.

103. The quality of teaching in mathematics lessons ranges from satisfactory to very good, with most lessons seen being good and very good. In all lessons observed, the pupils got off to a very good start, practising a range of mental and oral mathematical skills, such as counting, using properties of numbers and knowledge of the number system, the recall of number facts and in the best examples, applying all this to the solving of problems. This oral / mental start to the lesson usually lasts for about ten minutes, and is characterized by:

- a very brisk pace with pupils doing a good amount of mental mathematics
- pupils supporting each other's learning by working in pairs, or chanting aloud when, for example, counting
- the use of precise mathematical vocabulary by teachers and pupils
- the use of visual support for learning, for example a counting stick or a 1 - 100 square
- interactive teaching techniques enabled by the use of "show-me" cards, which enable teachers to see whether all pupils are responding to questions, and whether those responses are correct
- good use of short-term assessment, enabled by "show-me" cards, so that teachers can make corrections and adjust their teaching according to responses from pupils
- pupils explaining their methods of finding solutions to problems.

104. The level of achievement is satisfactory in the majority of lessons, but the higher attaining pupils are often not given enough challenge to enable them to achieve at higher levels. Lower attaining pupils and those with special educational needs are well supported by teaching assistants, who help pupils to listen to and understand what the teacher is saying. They have copies of teachers' plans so that they are aware of what is to be taught and learned. In all lessons seen, learning objectives are made clear to the pupils and in most lessons, there is a brief recap on the main teaching points at the end of the lesson.

105. Assessment procedures in mathematics are very good, as is the use of assessment to plan work and set targets for pupils, and raise teachers' expectations of pupils. Teachers plan work from the National Numeracy Strategy Framework for Teaching Mathematics. They make good use of computers to do this. Planning does not generally identify links with other areas of the curriculum, although it sometimes indicates opportunities for pupils to use information and communication technology (ICT) in mathematics lessons. In the lessons seen during the inspection, this often did not enhance pupils' learning, as their ICT skills were not good enough to keep pace with their rate of learning.

106. Resources for the teaching of mathematics are good. Teachers often produce their own activities and worksheets as this ensures that the learning

objectives and the teaching activities are well matched. They also have a range of published resources, to draw on. The school has made good use of the National Numeracy Strategy website for help and guidance with planning and teaching ideas and activities. All classrooms are equipped with a good range of resources, displayed on walls, which support pupils' learning.

107. The leadership and management of the subject are good and ensure clear direction for the development of mathematics. Since taking up the post some eighteen months ago, the subject leader has attended National Numeracy Strategy training. She has used this training to enable teachers to improve teaching. She has done this by training her colleagues in interactive teaching techniques, and through exemplary practice in demonstration lessons. This is particularly evident in the oral / mental starters at the beginnings of mathematics lessons. She has been able to do this, because she has been given time to monitor and evaluate developments in mathematics and work with colleagues, which has had a positive impact on teaching and learning. The analysis of data, by the subject leader with the senior management team, for planning work for pupils and target setting, is improving. Improved tracking of pupils' progress is helping to raise teacher expectations and ensure that targets are challenging. An audit of teachers' subject knowledge has enabled the subject leader to arrange training to address the needs of staff. Monitoring of mathematics has identified clear areas for development.

SCIENCE

108. Inspection evidence shows that standards in science are average, by the ends of Years 2 and 6. This is satisfactory improvement since the time that the subject was last inspected. Then, standards at Year 2 were below the national average. At Year 6, pupils were 'on course to meet average levels'. However, the numbers of pupils reaching the higher levels (level 3 for Year 2 and level 5 for Year 6) are not yet high enough.
109. Pupils now achieve well in all aspects of the subject. Consequently, by the end of Year 2, pupils have a sound knowledge of some of the properties of a variety of materials. They discuss tasks using correct associated vocabulary. For example, they talk about 'dull' and 'bright' when testing to find the shiniest material. They make sensible predictions and understand that there may be different answers and solutions to problems. Many understand well how electricity works. They demonstrated this in a good Year 2 lesson, by building a circuit and lighting a bulb to test their 'lampshades' and find which was the shiniest.
110. Many Year 6 pupils know a range of scientific facts and have a clear understanding of key principles and ideas, including prediction and fair testing. Improvements have been achieved by providing pupils with more opportunities to carry out investigations and experiments for themselves. Most Year 6 pupils understand how to make a test fair, and appreciate that a prediction is an initial idea, which may be modified later when all the information has been gathered and analysed. For example, in a very good Year 6 lesson, pupils identified factors which might affect the size and position of the shadow of an object. They discussed confidently, and with good understanding, why they thought that changing the angle of the light beam, or the texture of the screen might alter the shape or size of the shadow.
111. Those pupils with significant learning difficulties achieve well in relation to their individual education programmes. This is because of the good support that they get

in class from good quality teaching assistants. Similarly, the good support given to pupils from different cultural heritage backgrounds enables them to achieve well, particularly those who are at an early stage of acquiring English. There is no significant difference in the attainments of boys and girls.

112. The recent improvement in pupils' attainment is also linked to improvements in the quality of teaching and learning. This was judged to be unsatisfactory overall at the last inspection. The quality of teaching and learning is now good. This is very good improvement. In the most productive lessons:
- teachers explain the scientific ideas well in simple terms, so that pupils understand
 - teachers do this because they have good subject knowledge
 - teachers plan practical tasks which allow pupils to experiment and test their predictions
 - teachers plan ways for pupils to record their findings, which concentrate on the scientific concept and do not become reading and writing exercises
 - pupils respond by trying hard and concentrating well
 - pupils enjoy investigating and use previously gained knowledge to test their theories
 - lesson plans take account of what pupils have previously learned, and build on this
 - teachers move from group to group helping; challenging, clarifying and moving pupils onto the next task. This gives pupils the confidence to participate in the discussions and to offer their own ideas.
113. All of these factors came together in an excellent Year 3 lesson. The pupils were learning how to conduct a fair test, by studying the effect of 'stretch on elastic'. They were enthused by the task set and worked extremely well in groups when conducting their tests. They shared their ideas and built on each other's thoughts most effectively. The teacher and teaching assistant worked together as a most efficient team, advising and guiding the groups. They intervened at most appropriate times to move pupils' knowledge and understanding forward and, thus, learning was rapid and excellent.
114. Pupils' attitudes are good overall. The majority listen attentively and concentrate well. Collaborative working in pairs or small groups is a positive feature of teaching and learning, and makes a good contribution to pupils' social development. Most sustain interest throughout lessons, and take a pride in their achievements. Pupils' behaviour is good, and they help and support each other.
115. The monitoring of pupils' performance is satisfactory overall. The procedures for assessing pupils' learning and tracking their progress are satisfactory. Some teachers have very good systems of monitoring pupils' work and use the data they collect very well to provide work at suitable levels for individuals. However, between year groups, there are inconsistencies in the systems used. Similarly, there is no consistently applied system for marking which could help pupils understand what it is they have to do next in order to improve.
116. The curriculum is good. The use of literacy in science develops pupils' technical language and vocabulary well. Numeracy skills are used well, and opportunities are planned into recording activities. Pupils are given ample opportunities to use these skills, for example in reading instructions or when creating graphs of their predictions and results. Information and communication technology is

underused. For example, currently, there is little evidence of pupils using sensors or of opportunities for pupils to use computers for data logging.

117. The coordinator has a very good knowledge and understanding of the subject and of the needs of the pupils. Considerable time is now spent improving the quality of planning. The impact of this can be seen in the improvement in standards by the end of Year 6. The coordinator is very clear about the need to sustain the recent good developments in pupils' enquiry skills across the school, and is determined to pursue higher standards throughout the school. Resources are satisfactory and used well.

ART AND DESIGN

118. Standards throughout the school are better than those found in most schools and pupils achieve well. This is a good improvement since the previous inspection when standards were judged to be below average. Evidence from photographs and the large variety of high quality work on display indicates that pupils, including those with special educational needs and those from different ethnic backgrounds, achieve well throughout the school. The recently implemented scheme of work, based partly on national guidelines promotes the development of practical skills and techniques as well as the appreciation of the work of a wide range of artists. All pupils have access to the full curriculum; they develop their skills and gain a good understanding and enjoyment of art and design.

119. Pupils enjoy the subject and take pride in their work. They explore colour through for example, mixing paint and experiment with a range of techniques, such as wax resists and washes using a variety of media such as chalk, pastels and watercolours. When painting their portraits, pupils in Year 1 look carefully at shapes and colours of faces. Year 2 pupils extend the activity by producing portraits in the style of the Tudors. The pupils work with clay, experimenting with texture exploring the use of a range of materials in presenting their work. Pupils in Year 1 enjoy working with a sculptor producing good tiled mosaics, which are inspired by Islamic patterns. Year 2 pupils follow up this work by visiting Bretton Sculpture Park to view the work of famous artists such as Henry Moore.

120. By the time the pupils reach Year 6, they have gained a variety of skills with which to work imaginatively, as well as good appreciation of particular styles of artists, for example they draw and paint portraits showing thought to size and proportion when imitating the style of Vincent Van Gogh. Here they paint over their portraits several times to create a realistic texture. In their personal portrait gallery using charcoal they show good attention to line and tone and by mounting their drawings onto a coloured background they achieve a halo effect and show a good use of colour.

121. The subject makes a very good contribution to pupils' spiritual and cultural development. Displays throughout the school are of a high quality and play a significant part in the general calm and peaceful atmosphere of the school. Through careful presentation of pupils' work interspersed with the examples of well known artists, teachers raise confidence and self esteem, encouraging pupils to take pride in their achievements. An example of this is a very attractive display of pupils work under the heading of winter where the colour of blue has been chosen to present the overall feeling of the coldness of winter and used to very good effect. The addition of white and silver plus the subtle use of the work of Claude Monet aids the overall spiritual dimension very well.

122. There are good links with other subjects and other cultures for instance, Year 2 pupils designed their own piece of Aboriginal art. Here they considered the use of colour, mixing paint carefully to produce the right effect. Year 6 pupils following discussions centered around the use of talking textiles in for example, the Bayeux Tapestry, produce their own talking textile which tells the Greek mythology story of Perseus.
123. Due to the school's arrangements for teaching art no teaching was observed. Teachers' planning is good and very good use is made of visiting artists and sculptors to assist both pupils and teachers. There are opportunities for pupils to empathise with teachers as learners when teachers' artwork is displayed in the hall.
124. The high priority that the school puts on raising the profile of the arts is in the arrangements that are made to enhance and develop the subject. During a recent book week a book illustrator was also invited into school to work with pupils. An arts week is planned for next term when once again an artist will be invited into school. There are plans for the pupils to visit the Lowry Museum as part of their study on the work of Lowry.

DESIGN AND TECHNOLOGY

125. Only three lessons were observed and evidence is drawn from scrutiny of pupils' work, discussion with pupils and interview with the subject leader.
126. Pupils' level of attainment is in line with what is expected nationally, and they achieve satisfactorily. This is good improvement since the last time this subject was inspected, when there was insufficient evidence to judge pupils' overall attainment.
127. Design and technology is taught in half termly blocks. Planning makes use of the national guidance for the teaching of design and technology (Qualifications and Curriculum Authority scheme of work). There are plans for this to be adapted to create a document which gives guidance to teachers on what to teach, and which matches the schools needs, in the near future. At present, assessment identifies what topics the pupils are taught and which pupils attain either above or below what is expected, but not individual progress.
128. In Years 1 and 2, children think of ideas of things they can make, based on knowledge of products in everyday use. They use pictures, and increasingly words, to show what they want to do when planning their work. Year 1 children explain what they are doing and which tools they are using. As they progress through Year 2 they begin to select the right tools, techniques and materials, joining these in a variety of ways. In a Year1 class children made moving pictures, based on "The Three Little Pigs" story, constructing sliding mechanisms. They could describe their work, how they had done it and which tools they had used; in a class with Year 1 and 2 pupils, the children were making glove puppets out of felt. They had measured this to ensure the right fit for their hands, and had joined the pieces with a range of techniques including sewing and sticking with glue. Another Year 2 class had made heads for puppets, showing different facial expressions, out of clay, which were part of a beautiful classroom display. The older infant children were able to say what they like about their work and how it might be improved.
129. In Year 3 pupils had made models using construction kits to study rigidity before making picture frames in order to find out what techniques and materials can

be used to make free-standing structures stable. Year 4 pupils had investigated the way simple mechanisms can be used to produce different types of movement, and had made pop-up cards. In Year 5 they had made toys which move using a cam mechanism, cutting and joining materials, including wood, with increasing accuracy. Year 6 children had made gloves or slippers, taking into account the different needs of the people who would wear them. They had researched and tested materials for suitability and safety and made plans which included labelled diagrams. They joined the materials in various ways and were aware when stitching should be invisible and strong, selecting the correct thread and type of stitch and matching the colour of the thread to the fabric as closely as possible. They also used decorative stitches in contrasting colours very effectively. They are able to evaluate the slippers and say how close to their original design they are and how they might be improved. Some of this work was of a high quality.

130. Pupils enjoy design and technology lessons and have good attitudes to their work. They use tools safely and with a good degree of independence.
131. Around the school, in classrooms and in corridors, there are examples of pupils' and teachers' work, displayed attractively. For example, there are beautiful examples of framed ceramic mosaics, based on Islamic art. The children made these with the help of a visiting craftsman.
132. Leadership and management of design and technology are satisfactory. The subject leader has been given some time to monitor and evaluate teachers' planning. Feedback has been given to staff. She has also scrutinized work on display in classrooms. She provides exemplary practice in the display of children's work to her colleagues, and she offers, and they ask for, advice about this. Teachers have a clear understanding of how displays support children's learning in design and technology. The subject has a higher profile, with more work on display throughout the school than at the time of the last inspection. Resources for the teaching of this subject are satisfactory.

GEOGRAPHY

133. Standards in geography at the end of Years 2 and 6 are average. This is a similar position to that at the time the subject was last inspected. Standards have been maintained because of a relevant and interesting geography curriculum. The curriculum is clearly rooted in enquiry, looking at change and map work. These areas engage the pupils and cause them to look systematically at the subjects they are studying. At the time of the inspection geography was not a focus for teaching and so no lessons were observed, consequently no judgement can be made on the teaching of geography.
134. The teachers make good use of educational visits to help the pupils to become aware of their immediate locality. The Year 6 pupils have visited Howroyd Beck to look at the stream and the area it flows through. The pupils measured the beck at a number of strategic places, where they measured the depth, flow and width. These measurements enabled the pupils to deduce that where the stream was narrow it was deep and where it was wider not so deep. The pupils gained a significant level of understanding by making their careful measurements and observations. Younger pupils in Years 1 and 2 have visited Filey and studied the differences between Thornhill and Filey. The pupils recognised that the localities were very different, one being at the coast and the other inland. They have made collages

of the two different environments and considered that although they are very different in some ways they are also similar.

135. The pupils develop their mapping skills well. The younger pupils in Years 1 and 2 draw maps of their journey to school in the morning, identifying key landmarks on the way. Older pupils in Year 3 investigate maps of the local area and note the different human and physical features they have observed. They create their own maps and draw keys to support their map work. They investigate land use in Thornhill and understand that there are more shops in the locality than Post Offices. In Year 4 the pupils look at items in 'The News' and locate places where the news is happening on a map of the world. During assemblies music from around the world is played for the pupils and these places indicated on a map of the world. In these ways the pupils become aware of places beyond their immediate locality.
136. The younger pupils in Year 1 receive a large number of postcards from Barnaby Bear as he travels widely around the world. He sends postcards to school and tells the pupils where he is, what the climate is like and what kind of activities he does in these varied locations. So that the pupils gain an understanding of many different places, recognising similarities and differences in different ways of life. The pupils have used the computer to make maps of imaginary villages and towns and this has supported their geography learning well. However the use of the computers to support the geography curriculum could be improved still further.
137. The co-ordinator has a clear view of standards in the school. She is enthusiastic about the further development of geography throughout the school and is clear about the need to maintain and develop standards even further. Assessment is an area for further development as teachers at present maintain their own systems for checking the pupils' progress at the end of each unit of work.

HISTORY

138. The pupils' standards in history at the end of Years 2 and 6 are average. This is a similar position to that at the time the subject was last inspected. Teaching and learning are good and the pupils achieve well and make good progress. The progress the pupils make in their historical enquiry skills is more secure now than it was at the time of the last inspection this is because the pupils' learning is firmly rooted in historical enquiry.
139. In Year 2 the pupils are developing a clear understanding of people in the past and how they lived. They know that people in the recent past lived very different lives from their own. They thought about the men who were in the First World War and how the nation remembers the dead from all wars on the 11th of November each year. The effective use of materials from the past enabled the pupils to reflect on how Poppies are used to 'Remember' these times. The pupils gained a good impression of life in the trenches and how dirty and wet and unpleasant it must have been for the soldiers who lived, slept and ate in this environment. They enjoyed tasting food from the past and reflected on how different it was from the food they eat today.
140. The pupils have opportunities to extend their learning by taking part in educational visits to places of historical interest. The Years 1 and 2 pupils have visited Filey and thought about how the Victorians enjoyed their holidays at this resort. They thought about the people catching the steam trains, which would take them to the seaside. They learnt about the bathing machines and the elaborate costumes the Victorians wore when they went for a swim in the sea. They also visited the Royal

Armouries where they looked at clothes worn by people at the time of Florence Nightingale and how different these clothes were from their own clothes. In this way the pupils developed a clear understanding of the way the people of the past looked, what they wore and what they particularly enjoyed.

141. The older pupils in Year 5 have also visited a local museum where they experienced working in a Victorian classroom. In this way the pupils gain a first hand understanding of Victorian lessons and the way in which pupils at this time were taught. The Year 6 pupils study the Ancient Greek civilisations and gain a clear knowledge of the legacy of these times upon our lives today. After careful examination of a range of source materials the pupils developed an understanding of how they lived. In particular they learnt about Greek theatre, its origins as a temple, its actors, their costumes and the plays they performed. Good probing questioning by the teachers, careful observations and well-considered deductions enable the pupils to build a clear sense of life at this time. The pace of their learning in lessons is fast and the teachers work hard to engage all the pupils so that they all make good progress in their learning. Pupils in Year 4 are particularly engaged in their learning about the Ancient Egyptians and the practice of mummification. Attractive displays of pupils' work and the promotion of specific historical vocabulary make a significant contribution to the pupils' learning.

142. The teaching throughout the school is clearly rooted as far as possible in first hand enquiry. To support learning through first hand experiences the pupils use source materials and experience life at specific times through visiting places of historical interest. The use of timelines clearly fixes the pupils' learning in a chronological sequence. Information and communication technology, although used occasionally is not consistently developed.

143. The subject co-ordinator is keen to see the subject further developed throughout the school. Resources in the school are satisfactory and the school makes effective use of a wide range of resources in the locality.

INFORMATION AND COMMUNICATION TECHNOLOGY

144. Three lessons were observed. Additional evidence is drawn from observation of lessons in other subjects where information and communication technology (ICT) was used, scrutiny of pupils' work, discussion with pupils and the subject leader.

145. The level of attainment in this subject for pupils by the end of Year 2 is in line with what is expected nationally, while standards for junior pupils are below national expectations. At the time of the last inspection, standards for both infant and junior pupils were below national expectations, and since that time, improvements in practice in ICT have had a positive impact on teaching and learning for the younger children, but have not yet significantly influenced that for pupils in Years 3 to 6.

146. Children in Years 1 and 2 write instructions for getting to and from familiar places in and around school. This work is enhanced by the use of "My World" to help them draw maps. They use "Dazzle" for drawing pictures, for example, when studying artists, and designing, for instance, greetings cards and know how to print their work. They use the mouse competently to select and move things on screen, and change or delete parts of their work that they do not like; they enter text either to fill in a missing word, or to write their own sentences in literacy lessons. Year 2

children can use the shift key to help them make capital letters, small letters and full stops. They correct and edit their writing using the delete key. In mathematics lessons, children use software, which reinforces the learning objective, for example, number line games to reinforce counting on and back.

147. For some years provision of time and resources for teaching ICT was limited and teachers' subject knowledge in ICT was insecure. It was taught in separate lessons, with the teaching of techniques over-emphasised and little opportunity for pupils to practise what had been taught in lessons in other subjects. As a result, pupils did not effectively consolidate their skills: therefore, the progress made by the older pupils is below the expected level.
148. The junior pupils can combine and organize text and graphics, using a variety of techniques to present the information for different audiences. Year 4 pupils had used their knowledge of this to produce their own newspapers. They also learn about life in another country through links using email with a school in Germany. Older pupils are beginning to learn how to write instructions so that a computer can control devices such as traffic lights and monitor changes such as sound, heat and light. They have had limited experience with the use of databases, and so Year 5 pupils have difficulty in retrieving previously saved work, entering information and searching for information. Year 6 pupils have used "Power Point" to make a multimedia presentation, although some of them could not remember how they had done this, because the software was only very recently acquired and they had had limited experience with it. They do, however, evaluate multimedia page designs and take into account the needs of different users when discussing what might be included in a school website. Year 5 and 6 pupils have had very limited experience of entering and manipulating data in spreadsheets, again, because software is new to the school.
149. Teachers use national guidance when planning work in ICT and this is enhanced by the use of commercially published guidance. ICT is planned both separately and as part of other lessons. When it is planned into other subject lessons, it does not always effectively support learning. For instance, during a mathematics lesson, three junior pupils were using word processing skills to record addition and subtraction calculations. They recorded their work neatly, demonstrating skills in moving, organizing and editing text, but this had the effect of slowing down their progress in mathematics because their technical skills could not keep pace with their rate of mathematical learning. Other pupils of a similar level of ability completed much more work with pencil and paper and made better progress. A more effective use of this technology was observed in a lesson in the Resourced Provision, where Year 6 pupils used "Accelerated" to work on their reading and writing in a very structured way. They worked at computers, writing words on cards, reading the text, covering it over, and then typing it in. They recorded their progress on screen. This learning activity motivated the pupils to work and learn and so make progress.
150. Until recently, there were not enough computers available for every classroom, and in any case, some teachers lacked the confidence to use them because they had not been trained to do so. This restricted opportunities for teaching and learning, using ICT. Development has been further limited by the school's need to rapidly improve standards in literacy and numeracy. Teachers have all now received training through the New Opportunities Fund (NoF), which was only completed in June 2002, and there are now adequate resources for teaching ICT. The school is now in a position to make progress in the development of this subject.

151. Assessment of ICT involves identification of the topics the pupils are taught and which pupils attain either above or below what is expected. Individual pupils' progress in skills knowledge and understanding is not identified, and so does not inform planning for pupils' next steps in learning in ICT.
152. Leadership and management of ICT are satisfactory. The subject leader is energetic and enthusiastic and has worked hard to ensure that there are adequate resources in all classrooms and that computers are connected to the Internet, with the appropriate safeguards in place. There is an Internet policy, and a home-school agreement so that, where families have computers at home, parents monitor their children's use of the Internet and agree to ensure that they use it appropriately in a way which supports their education. A policy and guidance for teachers for this subject are in draft form and consultation will take place in the near future. The subject leader has provided training, tailored to individuals' needs, for colleagues. She has monitored and evaluated teachers' planning for ICT and given feedback to teachers. This has enabled her to identify areas for development.

MUSIC

153. At the time of the last inspection standards at both Year 2 and Year 6 were average. This situation has been maintained and standards, throughout the school, are in line with the expectations of the National Curriculum. Music is becoming increasingly important in the daily life of the school. Pupils enter the hall for assemblies to music, which is carefully chosen to add meaning and atmosphere to collective worship. It is also an opportunity to introduce pupils to music from other cultures. During the inspection, the 'music of the week' played at assemblies, was Jewish music of middle-eastern origin. The pupils listen to this music carefully and with obvious enjoyment. Teachers explain the background and history of the music, enhancing successfully the pupils' learning. This is beginning to make a good impact on pupils' spiritual and social maturity.
154. Staff help the younger pupils to match pitch and rhythm accurately. For example, when the Foundation Stage and Years 1 and 2 rehearsed their songs for the Christmas production, the teachers sang along with them, conducting to keep them in tune and keep the beat going. This proved successful because, during the practice, the quality and enthusiasm of the singing noticeably improved. Older pupils sing confidently and with enthusiasm. Several Year 5 and 6 pupils in the choir, sang solos sweetly and maturely. Pupils sing expressively, and mostly tunefully. Their diction is clear.
155. The quality of teaching is good overall. Teachers plan effective musical activities so that pupils can listen to, and perform, their own compositions. For example, in a good Year 6 lesson, pupils practised singing four-part rounds. They composed ostinato accompaniments, thus developing their musical imagery. They performed their compositions in five groups. Four sang the round and the fifth played its accompaniment. They listened carefully and evaluated each others' work sensibly, using correct vocabulary, such as 'rhythm' and 'pitch'. The teacher managed the session very successfully and the pupils were very pleased with themselves. One pupil summed the whole session up by stating perceptively "There's no point in doing it, if we're going to do it rubbish!"
156. The school is fully inclusive with regards to musical provision. Lessons are for all. The extra-curricular music clubs welcome pupils, regardless of background or

ability. In line with the school's philosophy of raising the status and importance of music, Year 5 pupils are to take part in the 'Wider Opportunities in Music' project. This is to encourage every pupil, who so wishes, to learn to play an instrument. The pupils say that they enjoy music lessons and are eager to learn more. The involvement in this project, therefore, is an exciting venture for them. The school has a good working relationship with the peripatetic music service. It values the contributions made by the peripatetic teachers who give a number of pupils opportunities to learn to play string, keyboard, brass and woodwind instruments.

157. The enthusiastic co-ordinator is new to the post. She leads the subject effectively, giving good advice and guidance to colleagues. Resources are barely satisfactory. There is a satisfactory range and number of instruments, but some are in need of repair or replacement.

PHYSICAL EDUCATION

158. Pupils in Year 2 and Year 6 attain standards in line with national expectations. Pupils achieve well. The reasons for this good achievement are:

- the good quality teaching
- the curriculum is broad and challenging
- the school provides a good range of out-of-school activities in which pupils can practise and improve their skills.

159. By the age eleven, a number of pupils achieve good standards in games and dance. Most pupils achieve the national recommendation of 25 metres unaided swimming. Assessment of pupils' performance is a strong feature of lessons seen. This helps to explain to pupils how they can improve the quality of their work and is important in maintaining good standards. The curriculum is currently based on national guidelines, which the subject leader keeps under constant review. There is equal opportunity for pupils of all abilities and from all backgrounds to learn well. The school is well placed to bring about further improvement.

160. In most lessons pupils learn effectively about the importance of warm-up when taking part in exercise. They understand well the heart's function and the health-related benefits of exercise. Teachers teach pupils about the importance of health and safety; for instance, how to bend the knees when landing after jumping with feet together. Pupils learn to play games and understand the need for rules. In school swimming lessons, older pupils develop their water competence via a series of exercises designed to improve their basic swimming strokes. The majority of pupils make good progress as they develop and improve their skills and there is equal access to all activities. Progress in dance lessons leads to an appreciation of space, refinement of movement, and improvements in physical control. In gymnastics, pupils benefit from a range of well thought-out activities each designed to offer them further challenge. Both boys and girls have the chance to make progress in developing appropriate skills in out-of-school coaching activities such as the rugby sessions organised by a local club.

161. Pupils respond well in physical education lessons. They enjoy their lessons. They are happy to demonstrate and take pride in their accomplishments. They participate fully and high levels of enjoyment are evident in all the activities seen. Pupils work hard to develop their skills and work well co-operatively during group and team activities.

162. The quality of teaching is good. This represents an improvement since the last time the subject was inspected when teaching overall was judged to be unsatisfactory overall, although standards were deemed satisfactory. In the most effective lessons, teachers have high expectations of their pupils. They demonstrate good subject knowledge and plan their lessons effectively. They give the pupils well thoughtout opportunities to practise and to improve. Activities are well planned and ensure the progressive development of skills. They have a high level of challenge, which inspires pupils to work hard. Teachers are determined to achieve high standards and urge pupils to give of their best. They make particularly good use of pupil demonstrations to assess performance and to help pupils to improve. Teachers manage their pupils particularly well and lessons move on at a good pace, ensuring that pupils do not become bored.
163. The co-ordinator is enthusiastic and keen. She has good ideas for the development and improvement of the subject and a policy and scheme of work in draft form.
164. The school has good facilities for physical education with a very large hall, hard play areas and a large playing field.

RELIGIOUS EDUCATION

165. There is satisfactory provision for religious education. The subject is satisfactorily managed by the subject co-ordinator. By the end of Year 2 and Year 6 pupils have achieved the expectations of the locally agreed syllabus. The major world religions of Christianity, Hinduism, Islam, Sikhism and Judaism are studied. Religious education permeates the life of the school. Pupils' understanding of differing religious beliefs enriches their own spiritual, moral, cultural and multi-cultural lives. Since the last inspection in September 2000, when attainment and provision at both key stages were judged to be at the expected levels, they have remained the same.
166. When pupils enter Year 1, they have some background knowledge of the main traditions of Christianity and other faiths. By the time they reach the end of Year 2, they have learned much more about the Christian festivals of Christmas and Easter, and the Islamic festival of Eid. Pupils learn about different faiths and the ways that people celebrate different occasions. For example, in a lesson in Year 2, the pupils talked about the Christingles they had made and what the different symbols meant, this followed a recent lesson when an Islamic mother had helped them celebrate the festival of Eid. In this way teachers prepare pupils well and enable them to have an understanding of different faiths and customs. They begin to investigate their own and others feelings and the qualities necessary in order to relate well to others.
167. By the end of Year 6, pupils in the Key Stage 2 classes learn about Jesus and think about the kind of person he was. They study their families and their feelings, and the qualities necessary to be a Christian. They learn about and can re-tell significant stories from the Bible and other holy books. Pupils learn how different religions explain the creation of mankind and compare them. For example in a lesson in Year 6, the pupils discussed and debated the Christian story of creation with that of the Islamic account, this resulted in very philosophical debate taking place. This helps pupils to articulate their own thoughts and to think about their own lives and beliefs. Particularly relevant at this time of the year, was the emphasis placed on the Christmas story. In one Year 5 lesson, pupils wrote the story of the Nativity from differing perspectives - a sheep, the innkeeper, - how would the story have unfolded if that character had not been present? - This resulted in very thoughtful responses.

168. The quality of teaching and learning at Key Stage 2 is good, as only one lesson was observed at Key Stage 1, no judgement is made of teaching, however, following scrutiny of work, and discussion with pupils, learning is judged to be good. Teachers have very good subject knowledge. This is demonstrated in the way in which they lead discussions with pupils about their thoughts and feelings. The teachers have high expectations of their pupils and actively encourage them to improve their knowledge of different religions. For example, in a Year 6 lesson, the teacher's consistently high expectations of his class in their discussions of the Christian and Islamic stories of creation, resulted in good learning taking place. Teachers also expect high standards in the development of pupils' personal qualities, in their relationships with both family and friends and in their self-evaluation. For example, in a Year 4 lesson, pupils examined how much more they could achieve when they worked co-operatively, and how this led to learning to depend upon, and trust others. This produced thoughtful responses. Throughout the school, pupils of all abilities, including those with special educational needs are fully involved in all lessons and are given tasks to do that are appropriate to their ability.
169. The subject is well planned. It is based on the locally agreed syllabus, and this along with the school's clear structure of lessons, provides a good basis for the delivery of the subject. Good cross-curricular links are made particularly with English; in Year 5, creative writing was used when pupils described the story of the nativity from different perspectives, while in Year 6 speaking and listening skills were employed when pupils compared the stories of creation from the Christian and Islamic religions. Pupils make regular visits to local churches for special events. Such visits help the pupils to appreciate how Christians worship, and how this supports the needs of others. Local clergy are frequent visitors to the school.
170. There is satisfactory management of the subject. The co-ordinator has a clear view of the development of religious education throughout the school, and is enthusiastic about the way in which he wishes the school to improve. In his organisation of the curriculum, he provides teachers with effective guidance for the organisation of their lessons. At present he is limited in the amount of time available for him to monitor standards of attainment throughout the school, however, formal assessment and a recording system that will evaluate the pupils' gains in knowledge and understanding is in the early stages of development. He recognises the very important part that this subject plays in promoting the spiritual, moral, social, cultural and multi-cultural development of the pupils.