

INSPECTION REPORT

Fixby Junior and Infant School

Fixby, Huddersfield

LEA area: Kirklees

Unique reference number: 107634

Head teacher: Mrs J Chamberlain

Reporting inspector: Mr D Byrne
28076

Dates of inspection: 16th – 19th September 2002

Inspection number: 246700

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and Infant School
School category:	Community
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	Lightridge Road Fixby Huddersfield
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Appropriate authority:	The governing body
Name of chair of governors:	Dr P Shorter
Date of previous inspection:	2 nd March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
28076	Mr D Byrne	Registered inspector	Science	The school's results and pupils' achievements. How well are pupils taught? What should the school do to improve further?
9593	Mrs B Sinclair	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work with parents?
3227	Mr D Hughes	Team inspector	Educational Inclusion English Art and design History	How good are curricular and other opportunities offered to the pupils?
32273	Mr. P Hewett	Team inspector	Information and communication technology Geography Physical education	How well is the school led and managed?
18059	Mrs R Harrison	Team inspector	Foundation Stage English as an additional language Religious education	
20301	Mr P Isherwood	Team inspector	Special educational needs Mathematics Design and technology Music	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

310 pupils are educated at the school. The attainment of children when they start school is similar to the expectations for children of their age. Nearly 50% of the school population is of ethnic minority origin and about 39% live in homes where English is not the home language. Most of these children are bilingual and the majority understand and use English well but a few children are at an early stage of English acquisition. Pupils are represented from a wide range of cultural backgrounds. The majority of pupils are white and there are 52 Indian pupils, 50 Pakistani and 22 of dual nationality. There is a small number of Black Caribbean pupils. The socio-economic background of the majority of pupils is above average indicated by the percentage of pupils eligible for free school meals (11%) being lower than the national average. The percentage of pupils requiring support for special educational needs is close to the national average at 17%. The majority of these pupils have learning difficulties but there is also a small number who have either medical or emotional and behavioural needs. There are four pupils with statements of special educational needs and this is typical for a school of this size.

HOW GOOD THE SCHOOL IS

This is a good school that ensures that all pupils are provided with a good standard of education within a very caring environment. Pupils in Year 6 are currently achieving well and making good progress in most subjects. Attainment is rising and is well above the national average in English and mathematics and above the national average in science. The strong and caring leadership style provided by the head teacher and senior management team ensures that the school has a clear educational direction and promotes excellent relationships between everyone in the school with very high levels of racial harmony. Good quality teaching across the school with very good teaching in the Foundation Stage promotes very good attitudes to school amongst pupils and they achieve good levels of personal development and good standards of behaviour. The school is giving good value for money.

What the school does well

- The school provides an education that promotes high levels of equality of opportunity for all pupils regardless of their social or ethnic backgrounds.
- A very good quality of education is provided for children in the Foundation Stage.
- Pupils attain well in English, mathematics and science.
- Pupils do well in art and design across the school, in geography in Key Stage 1 and physical education in Key Stage 2.
- Good teaching promotes very good attitudes and levels of personal development and encourages excellent relationships across the school and develops amongst pupils respect for the feelings, values and beliefs of others.
- A good curriculum enhanced by a good range of visitors, visits and range of extra-curricular activities provides stimulating learning activities for all pupils.
- The school makes very good provision for pupils' spiritual, moral, social and cultural development.
- Pupils are well cared for and benefit from good procedures to assess and monitor their personal and academic progress.
- Good links exist with parents and the community.
- Good leadership and management provide the school with a clear educational direction.

What could be improved

- Pupils' application of the skills of literacy, numeracy and information and communication technology to support learning in all subjects.
- The provision of a suitable dedicated area for the outdoor education of children in the Foundation Stage.
- Pupils' skills of performing scientific investigations.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the time of the last inspection in 1998 and there has been a significant increase in the rate of progress since 2000. The quality of teaching and learning is now much better and the curriculum has been improved significantly. Good systems have been developed to check on the quality of teaching and learning including the creation of effective ways of assessing and recording children's academic progress and attainment. Standards are rising across the school, and in the end of key stage National Curriculum tests, pupils' performance is well above the national average in English and mathematics and above the national average in science. The provision for information and communication technology and design and technology is better and significant improvements have occurred in the rate of progress and levels attained by pupils. The provision for homework is now much better and effective ways of communicating the policy with parents have been introduced. The school has introduced a range of effective measures to raise achievement across the school for all pupils and has developed good systems for evaluating how well the school is doing. Given the current conditions, the school is well placed to continue to improve in the future.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	D	C	A	B	well above average A above average B average C below average D well below average E
mathematics	C	C	A	B	
science	D	B	B	B	

Inspection evidence shows that progress and standards are getting better across the school as a result of recent improvements in the quality of leadership and management contributing to better teaching and a better planned curriculum. The test results for 2002 show that standards in English and mathematics are well above the national average and are above the national average in science. In comparison with similar schools pupils' attainment was above average in each subject. Inspection evidence indicates that recent improvements in the quality of teaching and the better use of assessment to monitor pupils' performance have had a positive impact on the standards attained by pupils by the end of Year 6 and standards are currently above national expectations in English and mathematics. The improvement in mathematics comes after a three-year spell when trends in attainment remained static. In science the comparatively low standards of performance in practical investigations mean that

the inspection judgement is close to national expectations. The school has established effective systems for setting targets by the end of Key Stage 2 for pupils' attainment in English and mathematics and inspection evidence shows that the targets are realistic and likely to be achieved. Girls have done better than boys in each subject over the last three years. Pupils from minority ethnic groups attain as well as others in the school. In other subjects, attainment by the end of Key Stage 2 exceeds national expectations in art and design and physical education and matches national expectations in other subjects. Pupils achieve the expectations of the Locally Agreed syllabus for religious education.

Standards at the end of Key Stage 1 have been rising steadily in recent years in reading, writing and mathematics as a result of better teaching and the recognition of the need to give more challenge to higher attaining pupils. In 2002 standards were well above the national average in reading, and above the national average in writing and mathematics. In comparison with similar schools, standards were above the national average in reading and writing and well above the average in mathematics. In science, teacher assessments indicate that the overall attainment of pupils in science was above both the national average and the average for similar schools. Inspection evidence confirms the test results in English but in mathematics, although standards are improving, they are in line with national expectations when all aspects of the subject are taken into account. In science, standards are also in line with national expectations. The inspection evidence contradicts the 2002 end of key stage National Curriculum test results in mathematics and science because there is a comparative weakness in pupils' ability to perform their own investigations. In other subjects in Key Stage 1, pupils' attainment exceeds the national expectations for their age in art and design and geography whilst in all other subjects, they do as well as expected for their age. In religious education, pupils achieve the targets of the Agreed syllabus.

In the Foundation Stage most children start school with standards that match the average for children starting school. Children make very good progress in the Nursery and Reception classes and by the time they start Year 1 they achieve standards that exceed the expectations of each of the Early Learning Goals.

Pupils with special educational needs make good progress towards the targets in their individual education plans. Pupils with English as an additional language rapidly develop a good grasp of English and, whilst some pupils find some of the technical language in mathematics and science challenging, they still make good progress overall as they move through the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show excellent tolerance and appreciation of the views, values and beliefs of others. Pupils are caring to each other.
Behaviour, in and out of classrooms	Good. Excellent relationships between pupils of all ethnic backgrounds promote high levels of respect for others.
Personal development and relationships	Very good. Pupils demonstrate very good levels of initiative and a sense of responsibility and maturity.
Attendance	Satisfactory with good levels of punctuality.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
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Quality of teaching	Very good	Good	Good
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Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses

The quality of teaching has improved since the last inspection and is now very good in the Foundation Stage and good across the rest of the school with some very good and excellent teaching. Very good teamwork between teaching and support staff ensures that the needs of all pupils are met, including those with English as an additional language and those with special educational needs. In the Foundation Stage, very good teaching ensures that pupils have a very good start to their education. Children make very good progress in all areas of their learning and particularly good progress in their personal, social and emotional development. In Years 1 to 6, the teachers' good knowledge of most aspects of the National Curriculum ensures that the majority of lessons are stimulating and interesting. A consequence of this is that pupils want to learn and enjoy almost all that they do. Some staff, however, are unsure of aspects of information and communication technology and of how to teach pupils the skills of scientific investigation. The employment of an effective specialist teacher for information and communication technology ensures that pupils are currently making good progress in using computers. Excellent relationships between everyone in the school promote good behaviour and encourage pupils to concentrate and try their hardest most of the time. The quality of teaching and learning in English and literacy is good throughout the school with some examples of very good teaching. In mathematics the quality of teaching is good overall with good teaching of basic skills of numeracy. Teaching is also good in art and design and geography in both key stages, in design and technology and music in Key Stage 1, and in physical education in Key Stage 2. Teaching is very good in music in Key Stage 2. No unsatisfactory teaching was observed in the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall with very good provision in the Foundation Stage. An emphasis is given to promoting pupils' understanding of other cultures. Good use of visitors and visits adds to the range and relevance of what pupils learn. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	Good provision overall. Good support and guidance provided by teaching and support staff ensure that pupils with special educational needs make good progress.
Provision for pupils with English as an additional language	Good support by effective classroom assistants in conjunction with teaching staff makes sure that all pupils make good progress. Bi-lingual staff are very effective and all pupils with English as an additional language are involved in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall with particular strengths in the provision for spiritual development. The school celebrates and values the wide range of ethnic backgrounds represented in the school and sensitively develops amongst all pupils a good knowledge and understanding of the multi-cultural society in which we live.
How well the school cares for its pupils	Pupils are well cared for and benefit from good systems for assessing and recording pupils' academic and personal progress. All aspects of pupils' health and welfare are well catered for.

The school has a good relationship with parents. The quality of information provided for parents and the procedures for involving them in their children's education are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. The head teacher provides quiet but determined leadership for the school supported by an effective senior management team. There is a strong sense of teamwork amongst staff and a shared commitment to raise standards. Very good procedures exist that promote high levels of racial harmony within the school.
How well the governors fulfil their responsibilities	Good. Governors ensure that the school fulfils its responsibilities and provide strong and committed support to the head teacher and staff. The Governing Body is well informed and successful in performing its role as a critical friend.
The school's evaluation of its performance	Good. The systems for checking on the quality of teaching and learning are good. The budget is finely balanced, but all spending decisions are well thought through and the impact of decisions upon the quality of education provided is carefully evaluated. Governors make very good use of school data to evaluate how well the school is doing. There are good systems to ensure that income is used to give the best value for money.
The strategic use of resources	Good. The accommodation, staffing and resources are used effectively to benefit the education of all pupils.

The accommodation is adequate for the needs of pupils although there is a lack of a suitable outdoor area for children in the Foundation Stage and this reduces the progress they make in some areas of their physical development. Resources are sufficient to teach the National Curriculum and religious education. The school is generously staffed and pupils benefit from effective teamwork between class teachers and classroom assistants. The school has good procedures for ensuring that the school provides best value for the way it spends its income.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy school, behave well and make good progress. • The school is well led and good teaching ensures that children become responsible and mature. • The excellent relationships between children of all backgrounds. • The good leadership and management of the school 	<ul style="list-style-type: none"> • The amount of work children are given to do at home. • The information about how well their children are doing at school. • The range of extra-curricular activities

The inspection findings support the parent's positive views of the school, but do not support the negative views of a minority of parents. The amount of homework, whilst varying at times from year group to year group, is appropriate and the range of information given to parents about their children's progress is better than many schools and good overall. Staff are approachable and accessible if parents wish to discuss anything that concerns them. The range of extra-curricular activities is good overall, being broad and varied.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils start school with an attainment on entry that is broadly in line with the expectations for children of their age. In the Foundation Stage, i.e. the Nursery and Reception classes, very good teaching by the teachers and classroom assistants provides children with a lively, stimulating and very well organised curriculum and this results in children making very good progress overall in their learning. Pupils do particularly well in their personal, social and emotional development and most children achieve well in each area of their learning i.e. in communication, language and literacy, mathematical development, knowledge and understanding of the world and in creative and physical development. By the time the children reach the end of the Reception class, the majority have attained the Early Learning Goals in each area of their development. One area where progress could be better is in some aspects of physical development. This is because the facilities for outdoor activities are very limited. The restricted outdoor space limits the extent to which children can really explore with their wheeled vehicles or practise and improve their skills of climbing and sliding or explore their environment independently. Despite these restrictions, good management by the staff and use of available space ensure that the Early Learning Goals for physical development are still achieved by the time the pupils start Year 1. The quality of provision for children in the Foundation Stage and the overall progress they make have improved since the last inspection.
2. In Key Stages 1 and 2 (Years 1 to 2 and 3 to 6 respectively), inspection evidence shows that standards are steadily improving and pupils are achieving well in English and art and design, and in geography in Key Stage 1 and in physical education in Key Stage 2. Significant improvement is underway in mathematics as a result of recent efforts to improve the quality of teaching in numeracy. Standards are much better than at the time of the last inspection in design and technology, information and communication technology and geography. The most significant reason for this positive picture is that the school now pays much more attention to identifying pupils who are potentially higher attainers so that effective steps can be taken to ensure that these pupils are sufficiently challenged. Careful planning by teachers and the team of classroom assistants also ensures that the needs of all pupils, including those with special educational needs, are successfully met through good quality support both during and outside lessons. The small numbers of pupils learning English as an additional language are given good support by trained, bilingual staff and this means that all pupils are involved in all aspects of school life. The effective leadership from the head teacher and her senior management team has created a very caring ethos within the school. Everyone is treated with respect and valued as an individual and therefore pupils try hard and are not frightened to say if they are unsure and this means that pupils are currently making good progress overall. Another contributory factor to the improved achievement and progress is the fact that the school has overhauled the curriculum so that the needs of all pupils in the mixed age classes are met.
3. In 2002, pupils at the end of Key Stage 1 achieved standards that were well above the national average in reading and above the national average in writing and mathematics and science. These good results were similar to those of 2001 when pupils in Key Stage 1 did very well in the end of key stage National Curriculum tests in reading and writing by achieving standards that were well above both the national average and the average for similar schools. Inspection evidence confirms the test results in English are

good but in mathematics, although standards are improving, they are in line with the national average when all aspects of the subject are taken into account. In science, standards are also in line with the national average. The inspection evidence contradicts the 2002 end of key stage National Curriculum test results in mathematics and science because there is a comparative weakness in pupils' ability to perform their own investigations. Pupils in Key Stage 1 are reaching higher standards than at the time of the last inspection in reading, writing and mathematics with a significant improvement since 2000 when better use was made of the data from the end of key stage National Curriculum tests. The school uses the data to establish effective systems for setting targets by the end of Key Stage 2 for pupils' attainment in English and mathematics. Inspection evidence shows that the targets are realistic and likely to be achieved.

4. Standards at the end of Key Stage 2 are now improving, after a period of time between 1998 and 2000, when they gradually declined in mathematics and barely improved in English and science. The slow progress was primarily due to difficulties with staffing and elements of the curriculum. Very effective steps have now been taken and the 2002 end of key stage National Curriculum tests data indicates that standards in Key Stage 2 are rising with a particular improvement in English. The percentage of pupils achieving the standard that exceeds that expected for their age of level 4 is steadily increasing. The test results for 2002 show that the percentages of pupils achieving standards that exceed the national expectations for 11 year olds have increased significantly in English and mathematics and are well above the national average and the average for similar schools. In mathematics and English, attainment in 2002 was well above the national average and above the average for similar schools. In science, attainment in 2002 was above the national average and above the average for similar schools. The inspection evidence confirms that standards in both English and mathematics are higher than national expectations but in science, inspection evidence disagrees with the test results. Standards in science are in line with expectations rather than being above them. The discrepancy between the results in the 2002 tests and the inspection evidence is explained by the fact that although most pupils acquire a secure knowledge and understanding of scientific facts, pupils' skills of performing their own tests and investigations are not as good as they could or should be.
5. Very close attention is given to supporting pupils who have English as an additional language. In English, additional support helps pupils to master areas they find difficult and in mathematics good quality support from trained staff some of who are bilingual, prepares pupils with essential technical language prior to lessons. Similar support is given to pupils in science so that pupils with English as an additional language understand key vocabulary and therefore are able to learn within lessons.
6. Overall, pupils are achieving well in most subjects in Key Stage 1 and 2. The support given to pupils from minority ethnic backgrounds reduces any problems presented by difficulties with using and understanding English and ensures that this small group of pupils are engaged in learning and participate fully in school life. There have been recent and noticeable improvements across the school in the progress made by pupils in English, geography and information and communication technology and progress in mathematics is rapidly improving as well. Although there are variations from year to year, the overall attainment and progress of pupils from minority ethnic backgrounds does not differ from the progress made by other pupils. A more significant factor affecting the level of attainment achieved by pupils is not their ethnic background, rather whether or not they have any level of learning difficulties. The school is very successful in reducing the impact upon learning of pupils with English as an additional language. There is a difference in the level of performance of boys and girls with girls doing

slightly better than boys, especially in Key Stage 2. Results do vary from year to year, but the school is very aware of this and is actively considering a range of actions. It is reviewing the balance of the curriculum; the way teachers relate and involve pupils of different genders and whether resources are adequate enough to encourage boys for example, to read more.

7. In the Foundation Stage children benefit from very good teaching that provides a rich and stimulating curriculum and as a result, pupils make very good progress and achieve each of the Early Learning Goals by the time they start Year 1. Pupils make particularly good progress in their personal, social and emotional development supported by very good teaching in communication, language and literacy. In this area, good emphasis is placed on promoting speaking skills and pupils make good progress in extending their vocabulary and developing early skills of reading and writing. Good progress also occurs in mathematical development and some higher attaining children understand number bonds and complete basic addition and subtraction sums with money. The rich curriculum contributes to the pupils making very good progress in developing their knowledge and understanding of the world. Children make particularly good progress in the use of information and communication technology and also in developing their knowledge of the local area and of the past. Very high expectations are made of children in their artistic and creative activities and good progress results from this. Children learn to use paints and other media for creating images on paper, acquire good skills of making and appreciating music and benefit from good opportunities to develop language and social skills through make-believe, imaginative situations. Although children achieve the Early Learning Goals in physical development, the lack of suitable outdoor facilities reduces their progress and overall standard.
8. The pupils who are identified as requiring support for special educational needs make good progress towards their individual educational plan targets. They work well in lessons because their work is set at the correct level and teachers and classroom assistants give good quality support. Consequently, pupils with special educational needs have positive attitudes to their work and they concentrate well, for example in group work in the literacy and numeracy sessions. Pupils who are potentially higher attainers are now challenged and given work that stretches their abilities. There is now a consistency in this across the school, and is an improvement on what was occurring at the time of the last inspection

Pupils' attitudes, values and personal development

9. Pupils' attitudes to school are very good. Since the last inspection the school has systematically and consistently developed a learning environment that enables pupils to benefit from sustained concentration and interest in their work. Children in the Foundation Stage benefit from a stimulating, learning environment and well organised induction procedures that enable them to settle quickly into the routines of school life. All adults within the school actively seek and provide opportunities that will enhance, increase and develop pupils' social skills. Pupils listen attentively and respond enthusiastically when asked to share ideas or work with their peers. They show a willingness to learn and seek constantly to find ways in which they can improve. On occasions, however, there are not enough opportunities presented for pupils to take initiative in the creation of their work. Although there is a wide range of pupils from a wide range of cultural backgrounds, everyone treats each other with equal levels of respect and tolerance. Pupils form strong friendships with each other, regardless of ethnic difference, and this adds to a very harmonious and happy atmosphere within the school that helps pupils to learn. As a result of good management by the head teacher

and her staff in celebrating the differences that exist between different cultures represented in the school, pupils have developed the attitude that such differences are strengths of the school community, rather than a problem.

10. Pupils' behaviour both in lessons and around the school is good overall with many pupils demonstrating high levels of mature and considerate behaviour to pupils and adults alike. They settle into their daily lesson routines with a bright, enthusiastic but orderly manner. Their behaviour during lunchtimes and playtimes is particularly admirable. They are developing good social skills and take every opportunity to discuss or explain their work and interests, with a high level of articulate speech and widely developed vocabulary. Most parents expressed the view that they had no concerns about the behaviour of pupils, and if, on rare occasions incidents of unacceptable behaviour occur, they are dealt with quickly and with great sensitivity by all members of staff.
11. Pupils' personal development is very good. Pupils see themselves as totally integrated within the life of the school and appreciate the richness and diversity of their different cultures, which is providing them with an awareness and strength for living in a multi-cultural society. A high level of mutual respect is demonstrated between pupils and adults. Many pupils are successfully encouraged to contribute to the management of the school by acting as a 'befriender.' This involves pupils working with adults to give attention to pupils at playtimes and around the school that appear to be upset or on their own. The 'befrienders' take their role very seriously and this adds to their personal and social development. Pupils observe and act in a prompt, efficient manner to ensure that everyone is included in activities. Pupils talk excitedly about the plans for a School Council, which are currently being discussed. They show a willingness and enthusiasm to assist with tasks in their daily school life, such as assisting with preparation for assemblies. It is particularly impressive to observe the way in which they collect, set up and clear play equipment during lunchtime breaks. Pupils are consistently made to feel valued for their individuality. The school ensures that their achievements, both in and out of school, are fully acknowledged and celebrated on a regular basis in class and whole-school assemblies. There has been one temporary exclusion within the last year.
12. The attendance rate is satisfactory and in line with the national average. The rate of unauthorised absences is below the national average. Most pupils and parents understand the need for regular attendance. Punctuality is very good throughout the school. Registration periods are carried out in a pleasant and purposeful manner and all lessons begin on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. The quality of teaching is much better than at the time of the last inspection. The head teacher has established a strong sense of team spirit amongst all staff and a shared commitment to further improvement. Teaching and support staff are working very hard to raise standards achieved by all pupils but within the maintenance of a broad and balanced education. Recent strategies to make better use of assessment data to identify the needs of all pupils are starting to pay off not just in terms of end of key stage National Curriculum test results but also in terms of the overall development of pupils. The fact that higher attaining pupils are now better challenged, contributes to the good behaviour and positive attitudes displayed by pupils throughout the school. Pupils benefit from the high levels of care and effort displayed by all staff to support not only their academic development but also their personal development.

14. During the inspection the quality of teaching was very good in the Foundation Stage and good in Key Stage 1 and Key Stage 2. No unsatisfactory teaching was seen and of the lessons observed, just over four fifths were good or better and over a third were very good with one excellent lesson. The quality of teaching observed in Key Stage 2 was slightly better than in Key Stage 1. All teachers have a secure knowledge and understanding of the National Curriculum although many staff are still unsure of how to best use computers to support pupils' learning in all subjects. Despite this area for development, staff use their generally good expertise to ensure that all pupils are taught all elements of the National Curriculum. In addition to the pupils' academic progress, both teaching and support staff place a high priority on the personal development and care of pupils. The high levels of care contribute to the excellent relationships that exist between all staff and pupils and ensure that lessons are well managed so that lessons go well with good behaviour and positive attitudes. Resources are used effectively to bring learning alive for example, during a science lesson in Key Stage 1, pupils were fascinated by the introduction of a candle to focus their thoughts on the topic of light and in Years 3 and 4 excellent use is made of the school grounds to extend pupils' experiences of the natural world whilst learning about mini-beasts.
15. In the Foundation Stage very good teaching promotes very good progress especially in the personal, social and emotional development of children. Children start school with a wide range of abilities and whilst a few have English as an additional language, these pupils rapidly settle in and start to make very good progress in improving their speaking skills. Wherever possible teaching and support staff use the school grounds to develop learning but restrictions exist for outdoor physical activities because of the small and poorly resourced secure outdoor area. Teachers strike a good balance between the use of focused, directed activities and a more flexible, open ended range of activities designed to develop children's independence. Children from homes where English is an additional language, and who have difficulties acquiring language, are very well supported through the very effective contributions of bi-lingual support staff. Teachers make very good use of records of children's achievements to match activities to children's individual needs. This ensures that very good progress in learning occurs in the vast majority of cases. The organisation of the classroom areas is outstanding and enables children to work on specific tasks as required. Very good relationships allow children to work happily and to develop conversation and language skills as well as developing early reading and writing skills. Good learning occurs through the Foundation Stage because children are given every encouragement to participate in all planned activities. Both teaching and support staff use praise whenever it is merited and this builds up the children's self esteem so that they are confident to have a go.
16. In English and literacy, mathematics and numeracy, information and communication technology, art and design and geography the quality of teaching is good across the school. In Key Stage 1, the quality of teaching is good in design and technology and music. In Key Stage 2, the quality of teaching in physical education is good and in music is very good. Teaching is satisfactory in science, history and religious education across the school. The good or very good teaching is epitomised by the stimulating and lively manner with which knowledge is imparted. In these lessons, particular attention is given to listening to the ideas of pupils and ensuring that everyone is given a fair chance to contribute and get involved in lessons. Most subjects are taught to each class by the class teachers but some specialist teaching occurs. Excellent value is gained from the employment of a specialist teacher for information and communication technology. She works with pupils across the school and is making a significant contribution to the good progress that is occurring in information and communication technology at the moment. This policy is not only helping pupils but also giving support to teachers who are less confident in using the computer.

17. Lessons are well planned across the school. In Key Stage 1 and Key Stage 2, care is taken to ensure that the school's schemes are followed so that pupils in mixed age classes all receive the same education. There is a clear focus to each lesson and the purpose of the lessons is usually shared with pupils at the beginning. This effectively engages pupils in what they are learning. Most lessons are very well managed and organised with due consideration to the needs of all pupils, including those who are higher attaining, average attaining or lower attaining and care is taken to ensure that pupils with particular difficulties are given work that is adapted for their needs. Most lessons end with a good session discussing what pupils have learnt and recapping on the learning objectives shared at the start of the lesson. Behaviour is virtually always good or better and lessons run with good pace and a sense of urgency. The high levels of organisation and management of teachers rub off on pupils who respond with good levels of concentration and a commitment to do well thereby making at least good progress in the majority of lessons.
18. Across both Key Stage 1 and Key Stage 2, there is excellent teamwork between teachers and classroom assistants. Through careful planning and constant discussions about pupils' progress, the needs of pupils with difficulties acquiring English are well met. The small numbers of pupils from ethnic backgrounds that have difficulties are given very good support by well-trained and effective staff, many of whom are bilingual. The support enables pupils who are unsure of some of the technical language associated with mathematics and science to participate in lessons and gain the most out of them.
19. There is early identification of special educational need using clear criteria. Individual education plans are of a satisfactory quality. Most targets are clear and measurable, for example being able to read a certain number of words or recognise particular letter sounds. Occasionally the targets are too general, particularly in the area of behavioural need and as a result it is difficult to measure progress. The individual education plans are linked particularly well to the English aspect of the National Curriculum. The school has recognised that more attention needs to be paid to developing targets in mathematics. In lessons pupils with special educational needs are well supported both by teachers and support assistants. This support ensures that these pupils make good progress in their learning.
20. There are some areas where teaching could be better. The attention given to the development of pupils' skills of performing scientific investigations could be better. Although practical activities are used to support the teaching of science, they often do not have high enough expectations for pupils to develop their skills of planning, performing and recording simple investigations with the minimum of adult support. In most subjects, the quality of marking could be better. Whilst work is checked, opportunities to use the process to set higher standards and to guide pupils into how to do better are not consistently applied. Although pupils have some targets for their own improvement, the link between marked work and individual targets is not consistently exploited. Although the quality of recorded work is satisfactory, there are times when pupils' presentation could be better. Homework is generally used well. It is appropriate for the different age groups and pupils in Year 6 are given enough to make them aware of the demands that are made when they transfer to secondary education.

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

21. The quality and range of learning opportunities provided by the school are very good in the Foundation Stage and good throughout Key Stage 1 and 2. At the last inspection weaknesses were identified particularly in information and communication technology and design and technology where provision was judged as not meeting the full requirements of the National Curriculum. The school has addressed these particular issues appropriately and now the school meets the requirements of the National Curriculum in all subjects including religious education. Well-structured policies and schemes of work have been introduced to support the teaching of all subjects of the National Curriculum. The strategy for teaching numeracy is satisfactory and impacts appropriately on pupils' learning. The National Literacy Strategy has been implemented successfully and is having a significant impact on teaching and learning and how well pupils attain. Similarly the National Numeracy Strategy is starting to boost standards achieved by pupils in mathematics. The overall improvements in curriculum planning and provision are impacting most positively on how well pupils learn and the progress that they make. The curriculum is currently mostly planned in discrete subjects. Whilst this ensures that all National Curriculum requirements are met, the benefit of linking aspects of subjects for example, by using historical texts as part of a literacy lesson or using literacy skills of writing to record science activities, are not yet systematically planned for. This reduces the opportunities for pupils to apply their skills to a variety of situations and is an area for future development
22. The curriculum for the children in the Foundation Stage is very good. Planning is based on the six key areas of learning and very successfully promotes the nationally recommended Early Learning Goals. The very good quality of curriculum provision ensures that children are provided with opportunities to learn through investigative and practical activities as well as more structured and formal tasks. Teaching staff have a very good understanding of how young children learn and manage the learning environment very well.
23. Pupils with special educational needs have access to the full curriculum and are included in all aspects of school life. This has a very positive effect on the progress made both in academic and social development. Support is given within the classroom ensuring pupils with special educational needs are seen as important members of the class. Pupils with special educational needs take part in extra-curricular activities, for example pupils with statements of special educational needs join in sports activities, dance sessions and the school choir. The needs of pupils from minority ethnic backgrounds are recognised in all aspects of curriculum planning and often aspects of their culture are celebrated and used to enhance the education of others for example, pupils have access to a dance session led by a lady of Indian background.
24. The provision for extra-curricular activities is good. Dedicated and hardworking teaching staff, together with many parents and helpers, give much of their own time to ensure that pupils have a wide range of activities available to them, and which appropriately complement topics in lessons. These activities include dance, chess, sports and environment clubs. The choir has carried out several performances in the area. Many pupils have enjoyed the benefits of residential visits and take time and effort to describe their experiences both verbally and in reported text.
25. The school makes very good provision for pupils' personal, social and health education. This is provided through a well-balanced programme of personal, social and health education lessons, through subjects such as Science, Healthy Eating and Religious Education. The school is well supported in the handling of sex education and appropriate drugs awareness and has appropriate policies in place. A range of different strategies is employed and all are sensitively handled within a moral and social framework, appropriate to the pupils' maturity. The school ensures that all provision is

delivered in a manner appropriate and acceptable to all cultural traditions and requirements.

26. The school's provision for spiritual, moral, social and cultural development is very good. The school presents a deeply caring and reflective ethos and there is a common understanding of respect among all adults and pupils which helps to create a sense of spirituality in the school. In the last inspection report sound provision was made in pupils' spiritual and cultural development and good provision in moral and social development. Inspection findings indicate a significant improvement in all the areas of development.
27. The provision for spiritual development is very good. Adults and pupils have a mutual respect that underscores the sense of community in the school. Within the curriculum, teachers seize upon opportunities for pupils to reflect on their own lives and the world in which they live. In a Year 2 science lesson, pupils were able to experience awe and wonder in their study of light. Teachers are also sensitive to opportunities for spiritual development through the daily assemblies and urge pupils to reflect on how their actions impact on the lives of others. In response, pupils show no embarrassment or hesitation in expressing their thoughts and feelings in circle time. Pupils listen well to music and show imagination, sensitivity and appropriate feelings in their response.
28. The provision for pupils' moral development is very good and has a significant impact upon life in the school. Teachers and other adults set good examples and have high expectations of manners and behaviour. Adults are kind, supportive and encouraging and the good standards of behaviour are a natural result. Pupils are clearly encouraged to make distinctions between right and wrong. Teachers deal firmly but sensitively with any incidents of misbehaviour. Many pupils enjoy praise and are keen to show visitors how well behaved, polite and courteous they can be. The pupils treat one another with kindness and respect. The head teacher is very visible around the school; she knows the pupils well and has the full respect of all pupils. They show genuine regret if she has to reprimand them. Clear guidelines for work and behaviour are set at the beginning of each new school year and pupils are regularly reminded of these. There is a reward system for positive behaviour that pupils strive to achieve. The head teacher reinforces their sense of pride when she awards specific makes awards to these pupils during the whole school assemblies in a sensitive and sincere manner. Teachers and other adults have high expectations of behaviour and pupils endeavour to live up to these.
29. The provision for pupils' social development is very good. Adults provide good role models of respect and courtesy and pupils are keen to gain the respect of the people they value. The school is a very welcoming community and all pupils are encouraged to take a full and active part in all lessons and in the life of the school. Pupils have many opportunities particularly in the literacy hour to work effectively together in large and small groups. They relate well to one another in lessons and in the playground. All pupils work happily together and share resources. Older pupils are given a number of jobs around the school. They help to look after resources and lunch boxes and there are other opportunities for them to be involved in the daily life of the school. Pupils enjoy belonging to the many school clubs and activities. They speak enthusiastically of the appropriate range of day visits in which they have participated. They develop an understanding of citizenship through activities including the raising of money for various charities, such as the Christian African Relief Trust.
30. The provision for pupils' cultural development is very good. The school makes good use of planned visits to museums and places of historical and environmental interest to

extend pupils' cultural development and their awareness of their place in the wider community. Frequently work in art, music, geography and history introduces pupils to a range of traditions, customs and lifestyles. Special events, such as rap poems, African dancing and the visit by a male singer from Africa provide first hand stimulus to pupils. Important festivals from world faiths are acknowledged. Books displayed in the school reflect multi-cultural images as do posters and resources reflect other cultures and the staff rarely miss an opportunity to extend learning in this area. The provision for British cultural development is good and the school provides a large number of opportunities for pupils to develop a sense of living in a multi-cultural society. Teachers and support staff make very good use of the range of cultural backgrounds present in the school by valuing the differences that exist so that pupils develop a very good knowledge and understanding of other cultures.

31. There are good links with the local and wider communities. The school has maintained links with local businesses and organisations that have supported the school in a variety of ways. To ensure that pupils are given as wide an experience as possible of different faiths and cultures, visits to various places of worship are incorporated into the curriculum. The school has welcomed many visitors to the school to assist with assembly themes and to support topics being covered. The school maintains regular and beneficial links with local schools and teacher training colleges enabling students to experience teaching practice. This has benefits for both parties enabling the discussion of new ideas and techniques whilst learning from good examples of teaching and styles of presentation used within the school.
32. The school is generous in its support for various charities, both at home and abroad. For many years the school has sponsored children in Kenya. Pupils take a great interest in the work of a range of charities and on many occasions suggest methods of fund raising or specific causes that they would like to support.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. This is a very caring school that places a high priority on developing pupils in a positive manner, both individually and collectively. There is a very strong, positive ethos of genuine concern and support apparent throughout the school. All adults, both teaching and non-teaching, ensure that in everything they do pupils are valued and respected. There is a very strong ethos that values and respects the differing cultural and religious backgrounds present in the school.
34. There are good arrangements in place for child protection. The named teacher responsible undertakes this role in a professional, dedicated and sensitive manner. Clear systems are in place and training is undertaken to encompass any changes in procedures or legislation. All members of staff fully understand the procedures to be adopted. A regular series of health and safety inspections and audits are carried out on a regularly basis throughout the year. These are wide ranging and are carried out in a professional, diligent and effective manner. Three members of staff hold current first aid certificates and ensure that these are updated on a regular basis. There are appropriate, active and well documented systems of contacting parents and carers in the event of accidents or pupils becoming unwell whilst at school, These were seen to be put into place during the course of the inspection and handled in a caring, quietly efficient and appropriate manner. The school has adequate safety systems in place to ensure safe use of the Internet and these systems will be upgraded when the new server is installed.

35. The school's procedures for monitoring and improving attendance are very good. The school is aware of the fluctuating rates of attendance and is treating this aspect of school life seriously. Where circumstances require agreed, extended absence from school, every effort is made to ensure that the pupils are provided with facilities to carry out individual study and ensure that their progress is not unduly affected. Very good procedures exist for promoting good behaviour throughout school life. Judicious use is made of praise to reward desirable behaviour and successful academic performance and effort. In the playground supervisory staff make excellent provision for pupils play at lunchtimes.
36. The school's procedures for assessing pupils' academic progress are good overall. This shows good improvement since the previous inspection. They are more developed in English, mathematics and science than other subjects. Assessment in English is of very high quality and is a significant contributory factor in the rise in standards in the subject. In English and mathematics, optional end of year National Curriculum assessment tests are used to give an indication of areas of strength and identify areas for development. Regular reading and spelling tests are used to give teachers and pupils an indication of standards and progress as they move through the school. Progress and attainment in writing are measured by the production of three assessed pieces of work. These assessments are used effectively to plan the next stage in a pupil's learning.
37. In English regular assessments are used very effectively to set targets for pupils and this has a positive effect on learning. In mathematics, there are regular assessments at the end of units. Teachers are using a recently introduced system of assessing against key objectives from the National Numeracy Strategy. They have not yet developed these fully to set small group or individual targets. In science there are regular assessments that identify areas of strength and weakness. In other subjects, the school has adopted the recommendations of the Qualifications and Curriculum Authority and has introduced assessment systems that identify what pupils should know, understand and can do at the end of a unit of study.
38. Good procedures are in place for assessing pupils with special educational needs. The school identifies special educational needs at an early stage using specific criteria. Teachers carefully monitor the situation after consulting the special educational needs co-ordinator and set targets for the pupil. If necessary an individual education plan is put in place. Contacts are maintained with outside agencies including the educational psychologists and medical authorities. The special educational needs co-ordinator and class teacher regularly review the plans to ensure that pupils are making at least satisfactory progress towards their targets. Information from the reviews is used to modify or set new targets. In line with local authority requirements the school carries out specific reading tests when applying for funding for pupils with special educational needs.
39. Good use is made of the information gained from tests and assessments to guide and inform curriculum planning. The school has introduced setting in English and mathematics in Key Stage 2 based mainly on the results of statutory and optional National Curriculum tests. This is having a beneficial effect on achievement because it enables teachers to set work at the correct level. Assessment and test results are used to set targets, this is particularly good in English. The school monitors different groups including boys and girls and ethnic groups to ensure that all are making similar progress. When groups are identified as having different rates of progress, for example older boys and girls, the school takes action to address the issue by ensuring boys are targeted in question and answer sessions and by the special educational needs co-

ordinator using appropriate books for reluctant readers. Pupils receive good personal support from teachers. This is mainly informal but if necessary, for example if a child requires medical support or mentoring for some reason, this is formally recorded and known by all who need to know.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The school's partnership with parents is good. Parents generally expressed the view in the pre-inspection questionnaire and meeting that they are pleased with the support and education their children receive and the progress they make. However, despite the general view that the head teacher and staff make every effort to be approachable and readily accessible, some parents feel that there are difficulties in approaching the school and seeking information. This view was thoroughly investigated during the inspection and the outcome revealed support for the parents' positive views of the school with no evidence to support the negative views.
41. Parents are generally very supportive of the school and take an active interest or role in much of the school's work and activities. Parents listening to their children read on a regular basis, helping them with homework and topic themes, demonstrate good levels of support at home. Some parents expressed the view that they did not feel their child received the right amount of homework. This was fully investigated by the inspection team and it was felt that the level and quantity of homework was appropriate to each age level. Many parents help in classrooms throughout the school and provide valuable support. Class teachers appreciate and value this support and make every effort to ensure that parents are supported and guided in the tasks they undertake. Links with parents from minority ethnic backgrounds are encouraged and some parents willingly share their own cultures with pupils for example, a lady leads Indian dance workshops with pupils.
42. The quality of information provided for parents is good. The school keeps them informed on a weekly basis by use of a well designed and presented newsletter. The Governors Annual Report to Parents meets statutory requirements, as does the School Prospectus. Meetings for parents are held twice during the academic year that provides an appropriate opportunity for parents to discuss their child's progress. The end of year pupils' reports offer factual information on pupils' progress and targets for improvement. The reports show a deep and caring knowledge of each pupil and respect for their individual personalities.
43. Teachers inform parents at an early stage if there are problems with a child's learning. They are kept informed about their child's progress. Some individual education plans include a section that says what parents can do to help their child but this is not consistent throughout the school. This has been recognised as an area for development by the special educational needs co-ordinator and is part of her action plan. Opportunities for parents to be involved in helping to set targets on individual education plans are being developed in line with recommendations in the recently revised Code of Practice for special educational needs. All parents are given opportunities to discuss their child's targets at the parent's consultative evenings.
44. There is an active Parent Teacher Association within the school. The school fully appreciates and values the tireless and continuing efforts and support that are provided by this organisation.

HOW WELL THE SCHOOL IS LED AND MANAGED?

45. The leadership and management provided by the head teacher are good. She has a clear vision for the school, which is embodied in the motto "learning together, achieving together". This motto is reflected in the work of the school where relationships and respect for feelings, values and beliefs are a clear strength. The head teacher leads in a quiet but determined manner and has successfully created a unified and supportive staff team who are loyal to the school and who care deeply about the children. Together they are working hard to provide a good standard of education for all pupils even though there is recognition that more needs to be done in some areas. The head teacher leads by example, treating both adults and pupils with respect and consideration. There is a strong commitment to ensuring that the school ensures that all pupils regardless of ethnic background or culture are totally integrated into all aspects of school life. There is a strong racial equality policy that is very successfully implemented in the life and work of the school. The school has successfully achieved the Investor in People standard.
46. A recently established senior management team effectively supports the head teacher. The deputy head teacher's role in setting a good example of classroom practice is well established. The head teacher and deputy head teacher work well together. They have complementary strengths and are effective in taking the school forward and maintaining its ethos. The senior management team has a clear and appropriate structure that is beginning to establish a line management model to which all staff relate positively. It is a strong team that, together with the head teacher, is having an increasing influence on standards. It provides a discussion forum to support the head teacher but also empowers all staff to contribute to issues that affect the whole school. The senior management team helps to ensure that policy decisions are implemented consistently throughout the school.
47. Good procedures have been established for monitoring the quality of teaching and learning across the school. The head teacher regularly observes teaching and there is a rolling programme for subject co-ordinators to observe teaching in their subjects. Subject co-ordinators also monitor planning and collect samples of work. The senior management team are also beginning to contribute to monitoring through the scrutiny of planning and work sampling. Over the past two years the school has started to make better use of assessment data as a way of comparing it with other schools. This has led to a much greater emphasis on raising the attainment of high achieving pupils and raising standards generally. The head teacher has improved her ability to delegate management responsibilities and has created subject managers with responsibility for monitoring and leading improvements in the curriculum. The school has recently introduced a rolling programme of non-contact time to enable subject managers to be involved in lesson observations. This provides better support for non-specialist teachers and together with new schemes of work is contributing to improving standards.
48. There is a satisfactory school development plan that contains accurate and detailed assessments of issues that need to be addressed to improve the school. It includes timescales, costings and procedures to monitor the school's progress towards stated targets. The plan could be improved further by focusing on requirements to improve each individual subject. Subject managers need to be more involved with the production of the new school development plan which also needs to contain reviews of the previous year's developments.

49. An effective governing body supports the head teacher and staff. Since the last inspection, the governors have realised the need to take a more objective look at how well the school is doing. The governing body has worked closely with the local education authority to establish effective ways of keeping an eye on the quality of teaching and learning and the impact of its spending decisions upon the pupils' education. Governors are involved in performing a detailed analysis of test data so that the pupils' performance can be compared to similar schools. This has resulted in governors realising that in some respects, standards could have been higher and expectations needed to be raised. The success of the governor's involvement in the schools is demonstrated in the way standards are rising. The governing body consists of a diverse group of people with a good range of skills that reflects the range of social and ethnic backgrounds of pupils. It fulfils its statutory responsibilities and in recent years has started to ask searching questions of the head teacher and key staff to ensure that the school keeps on track.
50. A very capable administrator offers excellent support to the head teacher thereby releasing her for more important managerial jobs. The school finances are carefully managed. All funds received for pupils with special educational needs and those from Ethnic minorities are used well to promote good progress amongst each group and ensure that they are fully included in all aspects of school life. The governing body and head teacher have established effective procedures for ensuring that all spending gives the best value for money and local education authority guidelines are implemented so that only the best price is obtained for major spending projects. The school's budget is finely balanced and there is currently no surplus. The governing body and head teacher are aware of this and have taken a calculated decision to run such a budget for a short time in order to maintain existing staffing numbers. This decision is justified in the contribution key staff are making to the standards achieved by pupils for example, in information and communication technology, but it is not sustainable. The governors know this and have developed strategies to increase a sensible budget surplus in future.
51. The school is generously staffed with teachers who are appropriately qualified for the demands of the pupils. Pupils benefit from a good range of well-qualified non-teaching assistants some of whom have bi-lingual skills. There are good opportunities for professional development that are bringing about improvements in the school. Subject co-ordinators have a particular focus on developing expertise in their own subject. For example, the teacher in charge of information and communication technology regularly holds workshop sessions so that teaching and non-teaching staff can familiarise themselves with new programs. Training courses are linked to priorities in the school development plan and subject action plans. The skills and knowledge that staff gain on training courses are put to good use in the classroom and in turn add to the quality of pupils' learning. The school has responded in an appropriate manner to the national initiatives for performance management. Induction procedures for newly qualified staff and staff new to the school mean that staff quickly become aware of the school's expectations so that the school's ethos is maintained.
52. The accommodation is good overall. It has improved significantly since the last inspection with the addition of a new information and communication technology suite and a classroom block. Most classrooms are appropriate and adequate for the current needs, although in areas such as the computer suite, there are cramped conditions and ventilation is poor. The hall, though smaller than in some schools of this size, is used effectively and safely for assemblies, physical education and as a dining room. The library area is small but gives satisfactory support to the curriculum. For a school of this size, the staff room and meeting facilities are totally inadequate and this reduces

the value placed upon their contributions to the pupils' education. The school environment is bright, lively and stimulating because throughout the school pupils' work is displayed to a very high standard and supports pupils' learning and the curriculum. The standards of caretaking and cleaning throughout the school are very good and standards of cleanliness are maintained consistently throughout the day.

53. Pupils benefit from access to large and extensive grassed and playing areas. Pupils appreciate the provision of seating and quiet areas in the playground because it enables them to sit quietly and chat or be quiet. The outdoor play area for the Foundation Stage is barely adequate for its purpose and restricts the progress some pupils make in their physical development. Resources for all subjects are adequate to meet the demands of the curriculum and the needs of all pupils including those with special educational needs and those from minority ethnic backgrounds who have English as an additional language. There is a shortage of storage space within the school, but classes are kept in neat order with resources accessible and tidy.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governing body, the headteacher and staff should:

1) improve the opportunities for pupils to apply and develop their literacy, numeracy and information and communication technology skills in all subjects by:

- developing the quality of planning so that opportunities for pupils to apply their basic skills to other subjects are clearly identified.
- establishing ways of using all subjects to extend pupils' knowledge and understanding of literacy and numeracy.
- ensuring that current plans to improve the teachers' knowledge of information and communication technology are implemented so that computers are regularly used as a tool to support pupils' learning.

(See paragraphs 20, 21, 81, 85, 91, 116)

2) raise the standards in scientific investigations by

- strengthening staff's knowledge and understanding of how to teach scientific investigations so that there is a consistent approach used across the school.
- ensuring that pupils are regularly expected to perform simple investigations as part of their science topics.
- developing a manageable way of assessing and recording pupils' attainment and progress in the skills of science.

(See paragraphs 4, 20, 94 - 101)

3) provide a suitable dedicated area for the outdoor education of children in the Foundation Stage by:

- pursuing all possible avenues for extending the existing outdoor area so that there is a secure area that enables pupils to develop a full range of outdoor physical skills.

(See paragraphs 53, 75)

A minor issue that may be included in the action plan:

- promote a consistent approach to marking across the school so that there are closer links between marked work and targets for pupils to improve.

THE PROVISION FOR AND THE STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

54. Although nearly 50% of the school population is of ethnic minority origin with about 39% of children living in homes where English is not the home language, most children are bilingual and the majority understand and use English. Very few children are at an early stage of English acquisition, and when this is the case the school responds to pupils' needs very effectively from the start.
55. English language and literacy skills are broadly in line with expectations when children start in the Reception class, although a number of children are sometimes reluctant to speak initially, simply because the school is a new experience for them. However, a good majority attend pre-school provision prior to entry to the school and they settle very confidently and quickly into the warm, welcoming and very engaging environment in the Reception area. The progress they make is very good and matches that of their peers. Bilingual teaching and sensitive encouragement of the use of home language to explore new learning is a valuable asset deployed very effectively when appropriate to involve children fully in all activities. By the end of Reception standards in pupils' communication language and literacy skills are above those expected for pupils aged 5. This enables them to make good progress in all the other areas of learning and they achieve well in their personal and social development and their creative development. They achieve in line with the other areas of learning.
56. Pupils' progress in English in Years 1 and 2 is good and by the end of the infants, pupils who speak English as an additional language, achieve above the average expectations for English, as do their peers. The school has encouraged bilingual teaching and learning, and bilingual staff and pupils move from one language to the other effortlessly. This language facility enables pupils to gain confidence and supports their personal development very effectively.
57. For the majority of pupils with English as an additional language, progress continues to be good in Years 3 to 6. Here, specialist support staff pay attention to ensuring pupils understand new subject specific and technical language well, and the careful target setting, where pupils are identified for specific help, is matched well to pupils' needs and is in line with the teaching planned for the whole class. Effective partnership working ensures the help pupils receive has maximum impact on their progress in all areas of the curriculum. These pupils attain standards in English that are above expectations by the end of Year 6.
58. Pupils achieve well because they are highly motivated, eager to listen and learn, and they make every effort to seek help when they require it. Because the overall teaching of English in the school is good, and in many lessons seen it was very good, pupils are given every encouragement to contribute to lessons. They are confident learners and by the time they leave the school, pupils for whom English is an additional language, achieve above average standards in English, and standards that are at least in line in all other subjects. Those pupils who enter the school with little or no English language skills in the junior classes are not always able to make this same good progress, simply because there is too much ground to cover. The school prioritises provision to ensure these pupils achieve well in the time they are at the school. Pupils throughout the school are encouraged to take book homes and read to parents, siblings and other family members. Where such support is not available, teachers ensure pupils receive additional time to read and be listened to in school.

59. Pupils' attitudes are generally good. They are keen to learn, respond well to praise and encouragement, and work well independently and in groups. Pupils share all aspects of the curriculum with their peers, but where they are not competent English speakers, the school tries to allocate bilingual support if possible. The school acknowledges the rich diversity of pupils' backgrounds, and pupils are encouraged to value and respect each other's differences. The school has a very positive approach to ensuring children feel included in every aspect of school life.
60. Class teachers in partnership with support teachers monitor pupils' achievements in English regularly throughout the school. Planning of teaching and learning takes into account class and group targets, and class teachers apply the same effective moderating strategies to assess standards as used for all pupils in the class. They know their pupils well and language support is effectively directed at pupils who require it. However, very good integration of role models within any groupings also enables pupils to hear English spoken well, and to learn well from their peers as well as staff and volunteer helpers.
61. Resources are good and include a good range of dual language books, and television material. Effective use is made of information and communication technology to support the pupils' language skills, and bilingual teaching to stimulate pupils' interest through their home language. Management of English as an additional language provision is good and led very effectively by the head teacher in conjunction with the specialist staff. Monitoring and assessment are a high priority, and evidence clearly shows pupils from homes where English is not the first language achieve as well as their peers by the time they leave the school. Responsibility for teaching is shared generally, by all class teachers and support staff, and parents are given information that allows them to be actively involved in the children's learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

61

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

17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	22	27	11	0	0	0
Percentage	2	36	44	18	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons. Care should be taken when interpreting these percentages as each lesson represents more than two point three 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)	0	310
Number of full-time pupils eligible for free school meals	0	36

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	54

English as an additional language

	No of pupils
Number of pupils with English as an additional language	121

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	6.0
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
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	23	24	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	20
	Girls	24	24	24
	Total	42	42	44
Percentage of pupils at NC level 2 or above	School	93 (98)	91 (98)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	18	17
	Girls	24	23	20
	Total	41	41	37
Percentage of pupils at NC level 2 or above	School	89 (98)	89 (98)	80 (98)
	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
	2001	25	17	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	16	23
	Girls	20	19	20
	Total	40	35	43
Percentage of pupils at NC level 4 or above	School	87 (76)	76 (74)	93 (95)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	18	19
	Girls	20	18	18
	Total	39	36	37
Percentage of pupils at NC level 4 or above	School	85 (81)	78 (88)	80 (100)
	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	132	1	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	14	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	5	0	0
Asian or Asian British - Indian	49	0	0
Asian or Asian British - Pakistani	62	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	14	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	3	0	0
No ethnic group recorded	2	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	21
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	237

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

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

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

FTE means full-time equivalent.

Financial information

Financial year	2001-02
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	£
Total income	617826
Total expenditure	634824
Expenditure per pupil	2047
Balance brought forward from previous year	16187
Balance carried forward to next year	-611

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

361

Number of questionnaires returned

57

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	18	2	0	0
My child is making good progress in school.	62	34	0	2	2
Behaviour in the school is good.	50	41	2	2	5
My child gets the right amount of work to do at home.	38	42	18	2	0
The teaching is good.	62	36	0	0	2
I am kept well informed about how my child is getting on.	48	27	25	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	23	2	0	0
The school expects my child to work hard and achieve his or her best.	60	36	2	0	2
The school works closely with parents.	39	48	9	2	2
The school is well led and managed.	64	28	2	2	4
The school is helping my child become mature and responsible.	82	14	2	0	2
The school provides an interesting range of activities outside lessons.	18	40	12	4	26

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

62. Provision for children in the Foundation Stage (Reception Classes) is very good and, as at the time of the previous inspection, continues to be a strength of the school. Children come from a variety of pre-school settings and only a few have no pre-school experience. Children enter the school with a wide range of abilities and nearly a half are from ethnic minority backgrounds. Very few are at an early stage of English acquisition, although, sometimes, a few are not comfortable to communicate in English until they feel settled. This is no different to those who are generally shy and hesitant when making the transition into a more formal school setting. Attainment on entry to the school is broadly in line with expectations in all areas of learning. Children make good progress as they move through the Reception Classes and by the end of the Foundation Stage the vast majority achieve particularly well in the Early Learning Goals in communication, language and literacy, personal, social and emotional development and their creative development. Attainment in mathematical development knowledge and understanding and physical development are in line with that normally seen for children of this age. The school agrees that some children who are part-time for the first term make slower progress. For example, this year four Year 1 pupils who were part-time at the start of their Reception year work, for some periods in the school day, in the Foundation Stage to consolidate work in specific areas of learning. This highlights the school's sensitive caring approach to making sure all children receive the care and attention they need to succeed.
63. Good links are established with parents and carers from the outset, by successful induction activities and opportunities for parents to experience the Foundation Stage arrangements and curriculum. Children settle quickly into a relaxed but stimulating and lively environment. The transition to the Reception Class is reviewed with parents after about six weeks to ensure all parties concerned have a balanced view of how the child has adjusted to the school. Parents are kept fully informed about the content of the curriculum and how they can help at home, as well as having the opportunity to attend more formal interviews. They also receive a detailed annual report that recognises children's progress and suggests areas for improvement. Staff keep an informative record of children's work and the log of activities and photographs highlight a lively range of experiences that allow children to make good progress. For example, photographs show how children gain immense pleasure in rustling through the leaves in Autumn and tiptoeing through the bluebells in the woods behind the school in summer. Through such simple but tangible experiences children gain confidence and show a keen eagerness to learn. Parents and staff regularly sit and talk about the experiences illustrated in these records with their children. This reinforces the value the school places on making learning for young children fun as well as relevant.
64. The curriculum offered to the children is very broad and balanced. It is enriched through very creative and thoughtful planning, which takes into account maximising the good quality accommodation inside the school. The outdoor play area designated for the Reception class, whilst used to its maximum potential, is limiting and restricts their creative play and space for exploring wheeled toys and larger apparatus. For example, there is insufficient space for children to learn how to ride bicycles and cars safely without colliding, and children playing 'camping' could not really go for a 'hike' or set up a picnic spaciouly to receive 'guests'. Wherever possible, teachers use the school grounds to explore further but independent development in outdoor play is currently restricted, and detracts from the overall very good provision in the Foundation Stage.

Early intervention and a fairly flexible approach to time tabling enables children with special educational needs to be supported well and these children make good progress. Children from homes where English is not the first language are very well supported in acquiring speaking and comprehension skills. This helps them to make good progress alongside other children. Bilingual staff work very well alongside other staff planning together topics in the six areas of learning, and ensure learning progresses suitably for all children. Adults encourage the use of the home language so children translate and support each other without reservation. This fluency between the two languages boosts confidence and self-esteem and children, sometimes shy at first, blossom very quickly and enthusiasm to learn and explore is evident in all they do. For example, following a story about bears and caves, children dive eagerly into a tarpaulin cave in the corner of the classroom and thrill at the excitement of being in a dark 'cave' with a 'lamp'.

65. The Foundation Stage manager, in partnership with all the staff in the Reception area has created a very lively and interactive learning experience. Children are struck, each morning, by the range of activities on offer, and are totally unaware that the adults skilfully guide them through each learning task unobtrusively. The whole day moves at such a smooth effortless speed that children have little opportunity to disengage and lose interest. Even those who show signs of fatigue as the day progresses have time to relax in purposeful play with toys and games they take up on their own. A particularly good balance between teacher-focused and child-selected activities is maintained in both areas. This is developed, as children settle, when small groups, based on ability, have well planned teaching time, enabling all children to make good progress. The classroom assistants and nursery nurse contribute well to planning and take an active part in the management of pupils. They play a significant role in the classroom and contribute effectively to the quality of education provided for these young children. Visits to places of interest, including special buildings and the countryside, and an array of visitors, including 'people who help us' add an extra and valuable dimension to all the experiences the school strives to offer, to help children learn new things well.
66. Teachers keep very detailed records of children's achievements in all areas of the curriculum. They use this information to ensure that each child has appropriate support and makes suitable progress towards the next steps in learning. This record of achievement, passes from reception to Year 1, ensuring successive teachers have helpful information about each child. Teachers ensure appropriate time is spent in direct observation of children's activities to record progress, and all professionals working with the children share this responsibility.
67. Teaching in the Foundation Stage is very good overall. Very good teaching is characterised by particularly good classroom management and organisation. Children have particular areas in which to work on specific tasks. The effective organisation in Reception allows children to receive suitable adult teaching as well as very good opportunities to select structured play activities for themselves. The very good relationships throughout allow children to ask for help happily and they love to share their experiences and ideas when given the opportunity. They develop conversation and language confidently and enjoy sharing time with any adults working with them. Teachers have a secure knowledge of the Foundation Stage curriculum and they make creative links in their planning, for example, in singing number rhymes and action verses that do not isolate learning into unrelated activities. Systems and routines are established well and learning time is used very effectively.
68. Children in the Reception Class join in with school assemblies and use the hall for physical development sessions and lunch. The Reception children join their friends in

Years 1 and 2, at playtimes, so that transition into main school life is smooth. This very good provision enables children to develop very positive attitudes to work. They concentrate for longer periods of time as they mature, converse with each other and take turns sensibly. The learning is very good because the children are given every encouragement to take part and everything they do is acknowledged as a step forwards. A good number have brothers and sisters in the school, and a few are anxious to work hard because they want to go to the next class. They thrive on praise and are very proud when their efforts are recognised. For example, in their first assembly in the hall with pupils from Years 1 and 2, they all stood up to introduce themselves and many took this awe-inspiring step in their stride even after just two weeks in school.

Personal, Social and Emotional Development

69. Very good teaching and guidance in this area ensures children achieve particularly well and exceed the Early Learning Goals well before entering Year 1. Because relationships established between adults and children are very good, children feel safe, secure and well cared for. They model their development on the valuable role models adults provide. From the outset, children understand how to behave and follow well-established routines and systems. They are helped to spend sustained periods of time on each activity, even when working alone. For example, when a group of children made fairy cakes, using the 'folding' method, it was evident some had tried really hard to create an aesthetic effect with the multitude of decorations they had to select from. A few, in their clear delight with the task, were quite liberal in a fair helping of all items to hand.

70. Pupils have developed satisfactory levels of concentration and care. This can be seen in the work displayed around the classroom. Children are expected to tidy away materials they have been using and learn quickly where things are housed for others to access. It was a great revelation to see children willingly clearing up for each other and taking washing up paint palettes very seriously. Because teachers' expectations are made very clear, and are consistently reinforced, children are willing learners. They take a real pride in their surroundings and look after each other and their belongings well. Through regular routines, they learn how to dress and undress themselves and tuck chairs in and wash their hands after activities. Children work well in groups, helping each other to complete jigsaws or to roll 'play-doh'. Teachers encourage co-operation by helping children take turns in games designed to check number recognition; this makes learning great fun, almost a lively game where accuracy and speed are expected as they try to achieve their targets and will each other to succeed. Children love to listen to stories, which teachers read or tell very engagingly. The silence and fascination was magical to observe, as children sat spellbound listening to the story of Baby Bear. Their awed excitement regularly spills into eagerness to guess what happens next. However, teachers and support staff are expert at containing such eagerness and at no time are children too over-wrought to manage calmly but firmly.

Communication, Language and Literacy

71. Children achieve well in this area and most exceed the early learning goals at the end of the Reception year. Teaching is very good in this area. Appropriate emphasis is placed on speaking and listening, and all adults intervene to help children express their views and ideas confidently. Every opportunity is given to extend vocabulary and understanding through conversation in the role-play area and good questioning sessions during activities led by teachers and support staff. For example, adults take an active role in the 'dark cave' by talking about how children feel in the dark and why. They explore the correct vocabulary by experiencing it first hand, and children enjoy using words like 'scary, exciting, terrifying, mysterious'. In between times, they created a great deal of giggling and 'spooky' noises. They took this engaging opportunity to reflect about how they feel when they go to bed in the dark by themselves. Children concentrate well on their writing, wanting to create their own imaginative stories and mark making in the writing area is purposeful and very serious. More girls than boys naturally respond to writing tasks, but the staff are quick to monitor this and ensure favourite and less favoured activities all receive equal attention. Many enjoy 'composing' stories and re-telling them, embellishing them with words they have recently acquired, for example, using a 'scary night in the dark cave'. Those less confident in writing still enjoy story telling and listen to each other very attentively and respectfully. By the end of the Reception Year many write independently, forming their letters well and writing simple words confidently, to form detailed sentences. The highest attaining children are working at Year 1 levels confidently. By the end of the Reception Year, children demonstrate suitable competency with reading. The higher attaining children understand rhymes and use phonic and picture cues to aid reading. Careful attention is given to developing initial sounds and word blends that allow children to build words and use contextual clues to read books, in the case of higher attaining children, that are above levels normally expected.

Mathematical Development

72. Throughout their time in the Foundation Stage, children have many well-planned opportunities to investigate all areas of mathematical development. Consequently, they achieve well and securely attain the early learning goals by the age of five. The highest attaining children exceed these confidently and use number skills for measuring and counting money. Teaching in this area of learning is good. For example, children spent time looking at a range of simple shapes and identified corners, sides and straight or curved lines. They select and name simple two-dimensional shapes and recognise shapes from random pictures and designs. The majority are confident with numbers beyond 10 and 20 and although they know the word 'infinity', and are taught that numbers go on forever, they do not really understand this concept. The highest attaining children understand number bonds to 10 for addition and recognise basic coins and understand the values of these coins. They are beginning to add and subtract confidently, but this is not case for all children at this stage in their Reception Year. As groups are selected by ability and since lessons are particularly well planned, they extend children's learning effectively.

Knowledge and Understanding of the World

73. Children have many opportunities for structured play and there is very effective direct teaching in this area. They achieve well and the highest attaining children exceed the early learning goals in this area of learning. There is an effective emphasis on children using their senses to find out about the world around them. They have tactile experiences in the classroom, using dough, clay and sand, and also in the outside play

area, where they go 'camping' and begin to appreciate the rules for the countryside. Teachers in the Reception Classes also use senses to enable children to learn. For example, children taste, talk about and prepare baking items, learning for example 'mixing, blending, folding'. Their learning is reinforced by opportunities to observe their final products and tasting them, using graphic vocabulary including 'yummy, pretty, delicious'. They develop their understanding of the passage of time well, by looking at old photographs and comparing things in them to things they have now, for example to play with. Children design and make clothes for 'Barbie' in the style of 'Joseph's Technicolor Coat'. Here they use a range of shapes, colours and fabrics and learn to control their sewing skills. Sand, water and other play opportunities help them explore texture, shape, and other properties of materials. For example, one child spent many minutes just watching the flow of sand through a range of containers. Children have particularly good opportunities to develop their information and communication technology skills, for example, by using a tape recorder to listen to stories. They use relevant computer programs to support literacy, mathematical and creative development. Children are confident with a mouse and select, drag and drop objects on the screen and use a paint program to explore colours and shapes.

Creative Development

74. Children achieve very well in this area and as a result of the very good teaching, most exceed the early learning goals. Throughout the Foundation Stage pupils have good opportunities to develop creative skills. They learn how to mix paint from powder colour to make light and dark shades. The teacher's expectations are high when asking children to develop four shades by mixing more or less paint to create a sequence effectively. The care and attention paid by some children is beyond normal expectations because children take a real pride in their work, and want to please the staff. They are shown how to observe details, for example of flowers, and produce some very effective images of bluebells and daffodils, using layering techniques and applying their knowledge effectively of dark and light shades. Music supports children's creative learning well, and they have a very good sense of beat and rhythm as they play a range of percussion instruments very sensibly but very skilfully. Because they listen so well, and take advice, learning in this area is very good. Role-play is supported well, allowing children to explore language and work with others through effective 'make believe' situations. Role-play opportunities are re-designed regularly to match the current class work or shared text. Children enjoy imaginative play as they play in the outside learning area, with a variety of small equipment and wheeled vehicles.

Physical Development

75. By the end of the Reception Year most children attain the early learning goals in their physical development. They work hard in this area of learning and very good teaching ensures that they achieve well. They develop their running, balancing and jumping skills in the hall, enjoying the freedom of space to become aware of themselves as they move and interact with each other. They learn effectively how to use space and are beginning to recognise how their bodies change during exercise. Focused tasks help them to throw and catch beanbags, for example, and they learn skills of bouncing and catching a range of balls of varying sizes. In the small, restricted outside play area, they use a good range of wheeled toys as they explore their physical capabilities. But opportunities to climb, or explore independently are limited. The school recognises this is an area for development, but for the present, teachers work hard to maximise this space and when possible use climbing apparatus in the hall or on the larger playground. Team skills add a lively edge of competition and excitement, and children clearly enjoy all the experiences presented to them. Even when not chosen in whole

class circle games, for example 'the Farmer's in his den', they still co-operate enthusiastically with each other to enjoy the task. Their level of awareness of each other is highly commendable.

ENGLISH

76. In the national tests in 2002 the standards achieved by pupils at the end of Key Stage 2 in English were well above the national average and above the average for similar schools. Inspection evidence indicates that recent improvements in the quality of teaching and the better use of assessment to monitor pupils' performance, coupled with the efficiency and dedication of the co-ordinator, have had a positive impact on the standards attained by pupils by the end of Year 6. Standards in all aspects of English, speaking and listening, reading and writing are currently well above average. Standards at the end of Key Stage 1 in 2001 were well above average in reading and writing. The same applied when the results were compared with similar schools. Since 2000, standards have been rising steadily in reading and writing as a result of better teaching and planning. Inspection evidence confirms the test results by indicating that standards at the end of Year 2 are above the national average.
77. The overall picture is that pupils are making good progress in both key stages. Pupils speaking English as an additional language make the same progress as their peers. Pupils with special educational needs are making good progress towards their targets because of the effective help that they receive. All pupils of all abilities are extended by demanding and challenging teaching, which enables them to achieve good standards measured against their prior attainment. All pupils are fully included in every aspect of school life.
78. The level of pupils' speaking and listening across the school is above national expectations. The receptive atmosphere in classes and assemblies, very good relationships and pupils' very good attitudes to learning, all combine to raise standards. In most lessons, teachers question pupils skilfully, framing questions, which are appropriate to their levels of understanding. In their answers and discussions pupils use complete sentences and good vocabulary. Pupils at the end of Year 2 listen carefully to instructions and to text that is being read, as witnessed in the work of a Year 2 class linked to 'The Journey of the House Cat' and to sentences linked to the five senses. These pupils know why it is important for only one person to speak at once, so they listen carefully when teachers read, explain and tell them what to do. They listen well to the contribution of classmates and their good command of language enables them to talk confidently about their work and their experiences to their peers and adults alike. In Year 6, the pupils listen respectfully to the views and opinions of others and consider these comments before making their own responses. This was particularly apparent in a Key Stage 2 lesson linked to the reading of the poem 'Battle Lines'. The way in which most pupils make good progress with their work shows they have listened to the teacher and taken notice of what is required of them. Standards in speaking and listening could be improved even further if there were more opportunities for pupils to take part in whole class speaking activities such as choral speaking, drama, role-play and debates.
79. Pupils in Year 2 read well. Their reading is accurate and confident. Pupils show good understanding of what they read by retelling the story and predicting how it might end. They carefully observe punctuation marks in their reading and read dialogue expressively. Systematic teaching of word and sentence structure in Years 1 and 2 ensures that pupils make good progress. They have a good understanding of book

features such as indexes and contents and explain how to use a dictionary. They know the difference between fiction and non-fiction books and correctly recall details of passages from the latter as they read. Careful teaching and support enables lower attaining pupils to read simpler books correctly and with understanding. Teachers regularly hear pupils read and there is further good support from a number of people who come into the school for this purpose. Pupils read with enjoyment, name their favourite books and give good reasons for their choice. Their reading diaries record their reading in school and at home and many contain comments from parents.

80. By the end of Year 6, standards in reading are above average levels and reflect the high priority that the school has given to reading. Most pupils know how to use contents and index pages with confidence to locate information in a book. Pupils read with a high degree of accuracy and fluency and have a good knowledge of authors and the majority are able to read beyond the literal level in text to work out what the author is implying in a story. Pupils have a good attitude to reading and a significant proportion read regularly at home. Pupils in Year 6 name and talk enthusiastically about stories they have particularly enjoyed. Pupils make regular use of non-fiction books to develop their research skills.
81. In Years 1 and 2, pupils achieve good standards in their writing. They make good progress over the two years. Year 2 pupils' books show a considerable quantity of writing in a wide range of styles. These include stories, descriptions, poems, instructions and illustrated booklets, such as 'Sandcastles'. Most pupils achieve above average standards and higher attaining pupils' writing is well above the average. For example pupils wrote '..has light blue eyes' and 'blue as the salty sea'. Pupils handle language confidently, showing imagination and an expanding vocabulary. They write properly constructed sentences that they link together well. Spelling is generally sound and punctuation good. Most pupils correctly use capital letters and full stops and many introduce exclamation, question and speech marks. Pupils with special educational needs and whose first language is not English receive good support from teachers and assistants. These pupils' writing develops well. They write continuous pieces, often correctly punctuated, and link sentences together. Imaginative teaching and interesting topics stimulate pupils' imaginations and challenge all pupils to produce lively, original writing. The majority of pupils' handwriting and presentation of work is good but for a small minority it could be better. Although these learn to join up their handwriting and in their practice books make good progress they do not always transfer this skill to their written work across the curriculum.
82. The standard of pupils' writing in year 5 and year 6 is very good, prompted by effective teaching of the National Literacy Strategy. Pupils show a good understanding of grammar such as verb tenses, adjectives and adverbs and the use of connecting words to extend sentences. They work hard and respond well when the teaching is lively and stimulating. In extended writing pupils write successfully in a good range of styles that includes narrative, description, play scripts, reporting, letters and instructions. Pupils have a sound understanding of the structure and purpose of the different styles, and the content shows imaginative development.
83. Their choice of writing form has real purpose and shows an awareness of their audience. Through a systematic programme of work, pupils achieve well and make good gains in their learning. They add to their knowledge of grammatical skills and gain understanding of punctuation and parts of speech as a result of very good planning by the teachers. Pupils in Year 6 show a wide range of ability when they write sentences and phrases linked to their work in concrete poems such as 'The Witches Cat' and they also produce good descriptive writing. Their writing is often lively and interesting.

Many pupils make confident use of connectives and accurate punctuation. They have good understanding of the meaning of dialogue and use of speech marks. The school has put in place strategies to improve writing across the curriculum and this fairly new initiative is already having a significant impact on the raising of standards in writing in all subjects. At present, information and communication technology is not used extensively to support pupils' writing, and during the inspection, pupils had very few opportunities to use their classroom computers as a tool for drafting and editing. Standards in handwriting are highly variable throughout the school. The best work in all year groups is neat and tidy, and as pupils progress through the school, some take increasing levels of pride in the presentation of their written work, but a minority of pupils could present their work more neatly.

84. The quality of teaching over time in English is good throughout the school and there were examples of very good teaching observed in both key stages during the inspection. Teachers have high expectation of the pupils and display good management skills in their teaching. The teachers' knowledge and understanding of English is good and this is reflected in the effectiveness of their planning. Where the teaching is most effective, teachers offer clear explanations, insist on good behaviour, offer plenty of praise and encouragement to bolster pupils' confidence and self-image, and present the work in an interesting way. Most teachers show enthusiasm for the tasks set and motivate the pupils to do their best. The sample of pupils' work indicates that the level of challenge for pupils in tasks is good and it is consistently high enough to ensure that all pupils make good progress towards the next level of achievement. Support staff provide very good levels of help, support and guidance for pupils including those with special educational needs and this makes an important contribution to how well these pupils learn and to the quality of learning.
85. The quality of learning in English is good. Most pupils are responsive and are keen to take an active part in lessons. Some teachers provide additional opportunities for pupils to extend their speaking and listening skills, such as in physical education lessons, where pupils observe and make critical appraisals about the performance of others. There are many opportunities for pupils in classes to practise and extend their writing skills across the curriculum. The quality and use of ongoing assessment is good. The quality of marking is very variable across the school and too rarely includes comments that can help pupils to improve their level of attainment.
86. The literacy hour is firmly in place and impacting significantly and positively on the standards attained. The leadership and management of the subject are excellent. The co-ordinator provides very high levels of inspiration to colleagues and has a very good overview of the strengths and weaknesses in teaching and learning. The co-ordinator has in the past monitored and evaluated the quality of teaching and learning through classroom observation and the scrutiny of pupils' work. She intends to resume this practice as soon as possible. The subject makes a good contribution to the pupils' spiritual, social, moral and cultural development. Overall the resources are judged to be good.

MATHEMATICS

87. In 2002, pupils achieved standards at the end of Key Stage 2 that were well above the national average and above the average for similar schools. By the end of Key Stage 1, pupils' attainment in 2002 was above the national average and well above the average for similar schools. Good progress has been made since the previous inspection with a significant improvement since 2000. The raised level of attainment justifies the efforts

put in by staff and the co-ordinator to raise standards. Inspection evidence shows that pupils are now achieving well throughout the school and pupils are working at levels that are above expectations for their age at the end of both key stages. A consultant has worked with teachers identifying areas for development to improve the quality of their teaching. Assessment and test results have been used to set pupils to allow teachers to set work more effectively. Analysis of assessment answers has been used to identify areas of weakness. In the most recent test results older girls outperformed boys. The school is addressing this by targeting boys in mental mathematics and question and answer sessions. The school ensures that different groups achieve at the same rate. Pupils with special educational needs are given good quality in-class support both by teachers and support assistants. Teachers give additional support to pupils from minority ethnic backgrounds when it is necessary. A small group of older pupils with some mild difficulty acquiring English are given 'preview sessions' in which they learn the technical vocabulary needed during the week. These sessions ensure that pupils are fully included in the lessons and make progress in line with their classmates. In addition to this support they also receive good quality in-class support during the lessons. The school has identified one pupil as gifted in the subject. Teachers provide appropriate work and monitor this pupil's progress well.

88. By the end of Key Stage 1, pupils have a good knowledge and understanding of all aspects of mathematics. Numeracy skills are particularly well developed with the great majority of pupils carrying out simple multiplication. Higher attaining pupils show better than expected skills when dividing with remainders. These pupils round to the nearest 10 and use simple fractions. Most pupils identify odd and even numbers. Not all pupils explain yet why their answer is correct. Pupils have a satisfactory understanding of measuring length and capacity. They have a developing awareness of what type of measure you would use for a particular purpose. Most pupils identify common two and three-dimensional shapes and have a satisfactory understanding of reflective symmetry. Higher attaining pupils understand angles as a measure of turn. Pupils record using Venn diagrams and pictograms. They collect data but not all pupils are able to interpret the data with confidence.
89. By the end of Key Stage 2, pupils have built on their previous knowledge and understanding of number well. Higher attaining pupils have particularly well developed mental mathematics skills shown when they carry out challenging multiplication problems in their head. A small group of pupils have difficulty with the technical language in the subject; the school is addressing this very well with the weekly 'preview' sessions. Pupils of all attainment levels work confidently with the four rules of number. Most are able to apply their skills to real life situations but a minority find it difficult to identify key factors in written problems. Pupils have good understanding of metric weight and measures but their ability to convert from metric to imperial is not well developed. Pupils measure perimeters and areas confidently and identify lines of symmetry in a variety of shapes. Most pupils measure angles accurately. In data handling, pupils collect data, for example favourite cereals and use a variety of charts and graphs to record what they have found. Interpretation of data is at a lower than expected level for a number of pupils. While most pupils use the language of probability appropriately, they are not confident in using the probability scale.
90. The quality of teaching is good overall. During the inspection week examples of very good and excellent teaching were also observed. This is an improvement from the previous report when the quality of teaching was satisfactory. The National Numeracy Strategy has been successfully introduced in the school and is having a positive effect on improving the quality of teaching and pupils' learning. Teachers plan their lessons effectively using the three-part format recommended in the National Numeracy

Strategy. Brisk well-organised introductory sessions develop pupils' mental mathematical skills very well. Teachers challenge the pupils in these sessions, in a Year 3/4 session the teacher started from 500 when counting in 50's. All teachers are effective in their teaching of the basic skill of number. Expectations both in terms of work and behaviour are high and pupils in all classes respond very well. Teachers are aware of the individual needs of pupils. They include all groups when questioning. In a Year 5/6 lesson the teacher targets boys in the mental mathematics session because assessment evidence shows that they are not performing as well as girls. Support teachers and bi-lingual assistants explain technical terms to pupils with English as an additional language to enable them to participate fully in the lesson. Pupils with special educational needs and lower attaining pupils achieve well because teachers and support assistants give additional support when necessary. In a Key Stage 2 lesson a teacher uses the mathematical talents of a pupil with a speech difficulty very well by asking him to explain to classmates what they have to do next. This has a great effect on developing self-esteem and encouraging him to relate to his classmates. The good management of pupils in all classes means that no time is lost and teachers concentrate on imparting knowledge. Pupils know what they are learning because objectives are discussed at the start and end of lessons. Teachers recapitulate on previous lessons very effectively, in an excellent Year 3/4 lesson the teacher prepared an overhead projector slide using pupils' work from the previous lesson and then made very good use of it to develop understanding of the properties of quadrilaterals. There is good quality monitoring and assessing as the teachers move round groups of pupils. However, teachers miss opportunities to develop learning by the use of constructive comments when marking work. Teachers give few opportunities for the highest attaining pupils to initiate their own investigative work. The regular use of homework has a positive effect on developing achievement and raising standards.

91. The use of mathematics across the curriculum is satisfactory but could be better. There are examples in science and design and technology. These opportunities are not always systematically planned. It is not always clear to pupils that there is a relationship between mathematics and other areas of the curriculum. There is satisfactory use of literacy in mathematics when pupils learn mathematical vocabulary and solve word problems. The use of information and communication technology is satisfactory. Teachers use mathematical programs in lessons and there is evidence of data handling being used but this is not fully developed. The subject makes a good contribution to pupils' spiritual, moral social and cultural development. Work is valued and displayed very well. Pupils learn about the rules of number and are given opportunities to work in mixed gender and multi-ethnic groups.
92. Pupils have good attitudes to the subject and this has a positive effect on learning. They listen carefully in introductory sessions to the teacher. Most answer questions willingly and listen to each other well. There are good standards of behaviour and teachers rarely have to stop teaching to reprimand pupils. In discussions, pupils talk eagerly about their work. They work well together in groups. The presentation of work is satisfactory overall. While many pupils present work very well there is a minority whose work is difficult to follow because of untidy presentation.
93. There is good co-ordination of the subject. Teaching and learning have been monitored in the classroom, pupils' work has been analysed and discussions have taken place with teachers to help them improve the quality of their teaching. There are good assessment procedures in place. These have been used effectively to set pupils and identify areas for development. The school has not yet started to use the assessment information to set targets for small groups and individual pupils.

SCIENCE

94. The performance of pupils in science in the end of Key Stage 2 National Curriculum tests has improved steadily over the last three years. The percentage of eleven year olds reaching the expected standard of level 4 is now much higher than it was at the time of the last inspection. In 2002, the pupils' overall performance was above both the national average and the average for pupils in similar schools. Between the end of Key Stage 1 and Key Stage 2, the pupils in 2001 made satisfactory progress when compared to their Key Stage 1 test results. In 2002, the performance of boys was better than girls but when the results are averaged over the three years between 1998 and 2002, girls have achieved slightly better standards than boys. Over the last three years there has been no measurable difference in the performance of ethnic minority pupils although some individuals who were still acquiring English struggle with their use of technical language and this reduces their attainment and progress.
95. By the end of Key Stage 1, teacher assessments for pupils in 2002 showed that standards were above the national average and average for similar schools in terms of the percentage reaching the nationally expected standard of level 2. There is no measurable difference in the performance of boys and girls. Pupils with English as an additional language and who are in the early stages of English acquisition do not do as well as others because of difficulties in understanding and using particular scientific language.
96. Inspection evidence is that by the end of both key stages, standards are not above the national expectations but are in line with it. The reasons for the discrepancy between the test results and the inspection findings is that the inspection considers not only pupils' knowledge of science, which is the major thrust of the end of key stage National Curriculum tests but also assesses the pupils' ability to perform scientific experiments and investigations. In this very important area of the science curriculum, pupils are only working at a satisfactory level and they could do better. The reason for the improving test results over the last three years has been the fact that teachers have a good subject knowledge of the curriculum and this, combined with improvements in the way that the curriculum is taught, has resulted in a good emphasis being placed upon the teaching of facts and knowledge.
97. In Key Stage 1, all pupils, including those with special educational needs and English as an additional language make satisfactory progress. Pupils steadily acquire basic facts and develop key ideas about science as they move through Years 1 and 2. By the end of Year 2, pupils can distinguish between the key features of animals and plants and are aware of the need for living things to live in a safe, secure environment with warmth, shelter and food. The vast majority of pupils learn about their own bodies and the importance of keeping it healthy and fit. They develop a good knowledge and understanding of the life cycles of a variety of living things for example, of a butterfly and the relationship between plants and animals. In their studies of the properties of materials, such as metals, wood and plastics, by the end of Key Stage 1 pupils have developed a secure knowledge and understanding of where different materials are used and the reason why they are used for different purposes. Pupils understand the basic ideas about difficult ideas such as the meaning of a force and how things move and they have a rudimentary knowledge and understanding of electricity and electric circuits. Although some practical investigational work is taught to pupils in Years 1 and 2, for example, pupils explored ideas about force by finding out how far a toy vehicle moved down slopes, their skills of planning, performing and recording investigations with a minimum of adult guidance are only satisfactory and could be better.

98. In Key Stage 2, pupils make satisfactory progress in extending their knowledge and understanding of the basic scientific ideas but their progress in terms of performing investigations could be better. By the age of eleven, pupils have benefited from a curriculum that is planned to ensure that scientific knowledge is systematically taught and when they take their end of key stage National Curriculum tests, they have a good knowledge and a good command of scientific vocabulary. The exceptions to this are those pupils with special educational needs for English. This is because these pupils do not find it easy to remember and appropriately use key scientific vocabulary. By the end of Key Stage 2, pupils have a secure knowledge and understanding of life processes and living things, materials and their properties and physical elements of science. Pupils' understanding of key ideas about scientific tests, however, has not been as well developed. A significant proportion of pupils in Year 6 are unsure of how to plan, perform and record simple scientific investigations without considerable adult support and direction. During a lesson observed during the inspection, many pupils struggled with being asked to plan their own test related to what factors affect the rate that water evaporates. Pupils would do better if teachers had higher expectations of what they could achieve and planned more time for them to develop competence in working on their own.
99. The quality of teaching is satisfactory overall in both key stages. There are strengths in the way in which scientific knowledge is taught and the quality of support offered to pupils in preparation for their end of key stage National Curriculum tests. Not enough attention, however, is given to developing pupils' independent practical skills. Across the school, lessons are well managed. Teachers form very good relationships with pupils and this promotes good behaviour during science lessons. In both Key Stage 1 and Key Stage 2, lessons are planned in accordance with the school's scheme of work and this ensures that pupils progressively build up their knowledge and understanding as they move through the school. Resources are used well to bring meaning alive. The good use of candles in a Year 2 lesson about light sources captivated pupils and drew their attention successfully to the objective of the lesson. Teachers are very clear about what the intentions behind each lesson are, and these are shared with pupils. Because pupils know what they are expected to learn, those teachers that return to the lesson's objectives at the end of the lesson help pupils to participate in checking on their own progress and this motivates pupils to learn. Teachers make some links between numeracy and science for example, pupils in Year 3/4 applied the use of tallies to record the number of animals found as part of an outdoor safari. Rarely however, are pupils able to use information and communication technology to support their scientific learning and whilst literacy skills are applied in their science work, planned targets for literacy in science are not explicit. Although marking is performed promptly, comments are often too brief and rarely include guidance on how to improve.
100. Teachers are very aware of the needs of a small number of pupils who have some restricted language skills because of the need for support with English as an additional language. Very good teamwork between the class teacher and staff, funded to help pupils from an ethnic minority background, successfully supports pupils who have difficulties in understanding some of the technical language required to learn science.
101. The subject has steadily improved since the last inspection under the effective leadership by the co-ordinator. Some unavoidable disruptions in her time in school have slowed down the implementation of some plans for the school for example, ensuring that pupils regularly experience scientific investigations to build up their confidence. Despite this, the school has developed good systems for regularly assessing the attainment of pupils. Working with a colleague, the co-ordinator has developed a

satisfactory way of checking on the quality of teaching and learning across the school involving observing lessons, keeping an eye on medium term science plans and analysing test results. Overall, the resources for science are adequate and there are very good outdoor facilities for pupils to learn about living things.

ART AND DESIGN

102. Standards of pupils' work in art and design are above national expectations by the end of both key stages. This indicates an improvement since the last inspection when standards were judged to be in line with national expectations. Evidence from lessons observed, the scrutiny of work, displays and discussions indicate that progress by all pupils, including those with special educational needs and those for whom English is not their first language, is good. All pupils of all abilities are fully included in all the learning activities. Throughout the school the quality of displays is good. Many are imaginative and informative, such as the self-portraits in Key Stage 1 and the still life drawings in Key Stage 2.
103. By the end of Key Stage 1, pupils show a good ability to draw for different purposes and recognise by mixing paints or by using pencils of different thickness they can produce different effects, as seen in their framed drawings. Pupils often produce work of a good standard, for example in their work linked to sculpture creations. They know that pastels can be 'smudged' and blend well in their work on self-portraits. Many pupils are adept at mixing colours and many are realising that certain colours can depict the seasons, green and blue for summer, grey and white for winter. Pupils carry out observational drawings and paintings of flowers and other examples of still life, displaying an ability to mix their own colours well when painting, and matching shades successfully when required.
104. Pupils continue to make good progress at Key Stage 2 and by the time that they leave school they have acquired a good range of artistic skills and knowledge. Pupils explore ideas and work with a wide range of different materials. Pupils have developed a good level of knowledge of the work of famous sculptors, such as David Roger. They produce work in the style of David Roger without copying the original pieces. In many cases the depth of study, as seen in the work completed in the active and productive art club enhances the quality of work produced and pupils sensibly return to previous work and evaluate how this can be improved. Some pupils at the top end of the school display an understanding of how primary and secondary colours can be used to create 2 and 3 dimensional work. Pupils in a lesson observed in Year 6 were creating and designing vessels and containers by experimenting with shade, line, shape, form and pattern in their drawings in still life style. Good links here with history in their study of Greek containers. Pupils in this lesson were using shading effectively to depict form and focus. Pupils develop differing artistic techniques at an appropriate rate and use sketchbooks to try out these techniques before committing them to paper. Pupils recognise that people can have different responses to different pieces of art and to different artists, and that art is used in the same way as music or literature to convey different feelings and emotions.
105. Pupils have very good attitudes to the subject, behave well in lessons and many put a good deal of effort into their work. Pupils are always ready to share resources and to help one another. Pupils show a readiness to listen to and take on board constructive criticisms to help improve their work. Pupils take a pride in their work and are keen to discuss the processes and techniques that they used. These positive attitudes and

quality of behaviour all help to create an effective learning environment that impacts positively on the progress that pupils make.

106. The standard of teaching is good overall with good features in the teaching of skills to improve pupils' ability to carry out observational art. The curriculum is planned in an effective manner with all elements of the subject being taught in significant depth. Most teachers are enthusiastic about teaching the subject and use the subject appropriately for promoting some aspects of the pupils' cultural development. Teachers are increasingly asking pupils to evaluate their work and look at ways in which it can be improved. As this becomes an expectation, pupils are responding in a more confident manner. Much importance is attached to celebrating pupils' achievements by displaying their efforts sensitively and creatively throughout the school. Management of pupils is good and pupils are well organised.
107. Leadership and management of the subject are good. The subject leader provides good guidance and help to her colleagues but as yet does not monitor and evaluate to a significant degree the delivery of the subject at classroom level. Plans are in hand to do this when the subject is an identified priority area. The subject leader ensures that pupils have access to individual sketchbooks. The co-ordinator's action plan clearly identifies the intention to review documentation to support teaching and learning and further expand the portfolios of work across all elements of the subject. This will support teacher assessment, enable pupils' progress to be tracked and will outline to pupils what areas they need to improve upon to produce work of an even better standard. Resources are at a satisfactory level.

DESIGN AND TECHNOLOGY

108. Standards of attainment in design and technology are at the expected level at the end of both key stages. This is good improvement since the last inspection when standards were below expectations throughout the school. In Year 6 pupils show better oral skills than their recorded work reflects. All pupils achieve satisfactorily throughout the school. If an individual pupil has difficulty, the teacher or support assistant gives additional help, for example pupils talk about help they received when they found sewing difficult. Technical vocabulary is explained to pupils with English as an additional language and this enables them to achieve in line with their classmates. Pupils with special educational needs are well supported in lessons and this ensures they make progress in line with the rest of the class. There has been good progress since the previous inspection because the subject has a higher profile in school. The curriculum now meets requirements and teachers' planning is monitored by the subject co-ordinator.
109. By the end of Year 2 pupils produce designs of what they are going to make, with the higher attaining pupils labelling them carefully, for example when designing and making vehicles. The pupils predict what sponge puddings will look like before they make them. Pupils of all attainment levels use prepared evaluation sheets to record what they found difficult and how they could improve their work. In Year 6 pupils have developed their design skills well and take account of purpose and presentation when designing. Designs are labelled and at times include measurements. Making skills are satisfactory; higher attaining pupils are not always suitably challenged because teachers provide materials rather than let pupils saw their own, for example in the bases for shelters. Pupils evaluate their work but this is at a lower than expected level for a number of pupils.
110. The quality of teaching is good in Key Stage 1 with work that challenges the pupils. Teachers develop literacy skills very well, for example by providing a list of words including, 'hard, soft, sticky and crunchy' when asking pupils to predict what their sponge pudding would be like. The teachers effectively plan lessons. Teachers make very good use of parental support in the food element of the subject. A group of Year 1/2 pupils achieve well when making biscuits in a group led by a parent. In Key Stage 2 the quality of teaching is satisfactory. Lessons are well organised and pupils are often encouraged to acquire their own materials. At times there is over direction and higher attaining pupils are not given opportunities to instigate their own designs. Questions are used effectively to develop learning. In a lesson on making monsters the teacher developed learning well when she asked them to give reasons for their suggestions. Support is effectively used to ensure that pupils stay on task and to help them consider modifications to their designs.
111. Pupils show good attitudes to the subject. Younger pupils are eager to talk about the biscuits they are baking. Older pupils talk about their designs and models in a very polite manner. Pupils persevere when they find tasks such as sewing denim material difficult. There are good standards of behaviour in lessons and this allows the teacher to concentrate on imparting knowledge and giving additional support where it is needed.
112. There are good links with literacy when pupils are given opportunities to write about what they are going to do and evaluate their work. Numeracy skills are developed satisfactorily when pupils measure and weigh. Staff do not always monitor the links between mathematics and design and technology. There is satisfactory use of design elements of computer programs and this has a satisfactory effect on developing information and communication technology skills. Design and technology makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils

consider the needs of others, for example when designing and making 'pop-up' books and toys with movements. They take pride in their design to make it pleasing to the eye. Pupils of different gender and ethnic backgrounds are given opportunities to work together.

113. The co-ordination of the subject is satisfactory. The co-ordinator has ensured that the subject meets requirements and has identified that time allocation will have to be monitored in order to raise standards further. Planning is monitored but there has been no observation of teaching and learning to identify areas of strength and areas for development. There are recently introduced satisfactory systems to assess pupils' attainment. These have not been in place long enough to have an effect on ensuring step-by-step development as pupils move through the school.

GEOGRAPHY

114. Pupils' attainment is above national expectations at the end of Key Stage 1 and in line with the national expectations at the end of Key Stage 2. This represents good progress from the last inspection where standards were judged to be in line with the national expectations at both key stages. There has been a very significant improvement in the quality of teaching which was judged to be unsatisfactory at the time of the last inspection and is now good overall in both key stages. All pupils including those with special educational needs and those for whom English is an additional language make satisfactory progress as they move through the school.
115. By the end of Key Stage 1, most children have a good range of key geographical skills. They can describe the physical and human features of places and recognise and make observations about those features that give places their character. They have a good knowledge of their own locality and an awareness of places beyond their own locality both within this country and overseas. Good use is made of children's summer holidays to extend this aspect of their work. One teacher has a sister who lives in the Caribbean and this connection is used well to encourage interest in other countries. They use appropriate geographical vocabulary well, for example, talking about the "best locations" for different kinds of holidays. By the end of Key Stage 2, pupils understand that people can both improve and damage the environment. They are able to explain their own views and the views that other people hold about an environmental change. They are beginning to understand how human processes can change the features of places and how these changes affect the lives and activities of people living there, for example, following work on traffic and pollution, a class collected evidence for a debate about alternative routes for a bypass. There was good understanding about the positives and negatives. Pupils in Year 6 have also looked at the water cycle, features of rivers and valleys and have created a climate map of the world. There appears to be no difference in standards between boys and girls or children from different ethnic groupings although some units of work in Key Stage 2 are insufficiently challenging for higher achieving pupils.
116. The quality of teaching and learning is now good throughout both key stages. This is a very good improvement since the last inspection where the standard of teaching observed was judged to be unsatisfactory. The introduction of a scheme of work has been supportive to teachers and has helped to ensure curriculum coverage. There is some inspirational teaching in Year 1, for example when children were asked the question, "What is a Map?" Children created an environment in the sand tray containing such things as a river, a lake, a bridge, a path, a rock, woods and houses. They were then asked to look at it carefully and then draw a map from it. The pupils' learning was

cleverly extended when they were introduced to atlases, road maps and a globe. This is a particularly powerful way to introduce map work to young children involving their creativity and imagination as well as careful observation. Generally there is good development of geographical language throughout both key stages and good opportunities are taken to develop the literacy skills of speaking and listening through discussions. Children with English as an additional language are encouraged to participate. In one Year 2 lesson, a child was asked to describe a ski slope. He said, "It goes straight". The teacher asked in what direction, and he indicated a slope with his hand. He was then praised which will encourage further participation. At present teaching does not capitalise upon opportunities to develop numeracy skills. Pupils' attitudes towards the subject are good and they are keen to talk about their geographical experiences. Behaviour in geography lessons is good. Further use could be made of homework to support children's learning and although marking indicates to children how they could improve, there is little evidence to show that children have responded to these suggestions.

117. Geography benefits from the good leadership of the co-ordinator supported by another member of staff who has complementary expertise. Sound procedures exist for monitoring the quality of teaching and learning by collecting samples of pupils' work and monitoring curriculum planning and looking for cross curricula links. A cross-curricular unit on the seaside has been developed for Key Stage 1. The co-ordinator is beginning to have an impact on standards and her effectiveness will be improved further when she has been able to directly observe teaching in other year groups. It is planned that she will be able to do this later in the year. A detailed action plan identifying appropriate areas for development for the subject is being drawn up to include information and communication technology, other cross-curricular links and secure progression of skills. There is a satisfactory range of resources to support individual units of work and these are well organised and accessible. The resources are enhanced by unit loans from Kirklees Education Authority. Pupils are assessed against national expectations at the end of each unit. A summary sheet is produced for each class that identifies groups of higher and lower achieving pupils. This assists future planning.

HISTORY

118. Standards of attainment in history are in line with national expectations at the end of both key stages. The school has largely maintained the standards identified during the previous inspection. Pupils have a satisfactory knowledge of the past, and all pupils, including those with special educational needs and those speaking English as an additional language, make satisfactory progress in the subject.
119. By the age of seven, pupils have developed a secure understanding of events in the past, show an appropriate awareness of how things have changed over the years and have a reasonable sense of chronology. Pupils have acquired this satisfactory understanding of chronology from their studies of toys through the ages, houses one hundred years ago and seaside holidays in the past. They know Florence Nightingale improved conditions in hospitals, and that it was unusual for women to nurse patients at that time in war conditions. They compare conditions in hospitals in the past to those of the present day and have a satisfactory understanding of why living conditions in general are better than they were in the past and some basic reasons that account for this. Pupils are not always as confident in recognising the differences between historical fact and opinion or in recognising the different sources of evidence that could tell us about life in the past.

120. By the age of eleven, pupils have increased their knowledge of history and key facts and have a satisfactory level of knowledge and understanding about the periods of time they have studied, such as the Greeks, Tudors, Romans and World War 2. Many pupils have a satisfactory understanding of life in Fixby in the past through their study of Fixby Hall and the 1901 census results. Older pupils are knowledgeable about the events leading up to the Second World War and that German and British historians view the war differently, and they also understand that they can find out about history from a range of sources, such as photographs and people, as well as books. They are aware of the role played in the war by people such as Churchill and Hitler. In their study of Hitler they are aware of the significance of the growth of the Nationalist Party in Germany. However, there is no significant evidence of extended writing in the subject that deepens pupils' knowledge and understanding of the past as well as enhancing their literacy skills.
121. Teaching over time has been satisfactory in the subject. Planning has improved over time and now ensures that all elements of the subject are taught in sufficient depth with appropriate references made to pupils' prior learning. Teachers provide a good range of photographs, artefacts, visits and suitable opportunities for undertaking research. These help to enhance pupils' writing and generate a good level of interest which improves pupils' learning. In a good Year 6 lesson on Ancient Greeks and the study of Athens and Sparta a good range of resources and information was provided which resulted in good progress being made in the lesson. Overall teachers' subject knowledge is sound and they make appropriate use of dates, events and artefacts to help pupils understanding of the past. Some pupils present their work well, taking considerable care with their work both in their writing and their drawing but overall the level of presentation ranges from barely satisfactory to very good. Teachers mark pupils work regularly, but comments of advice and encouragement are rarely added. Not all pupils are sufficiently actively involved in setting their own targets for improvement. Teachers take the opportunity to encourage pupils, however, by providing colourful displays of their work, which add to pupils self esteem as well as providing a valuable learning resource.
122. The documentation to support teaching and learning in the subject is of a satisfactory standard and this helps to ensure that pupils' knowledge and skills are taught and developed in a systematic and progressive manner. This is an improvement since the time of the last inspection. The co-ordinator is well informed about the subject. She provides much valued informal guidance to colleagues and has carried out limited scrutiny of pupils' work and teachers' planning. At present, however, she has little opportunity to observe teaching and learning in order to obtain a more secure picture as to the standards that are being achieved. Such opportunities, alongside a more regular scrutiny of pupils' work, are to be carried out when the subject is identified as a priority area on the school development plan. Assessment procedures are much improved and they are now of an appropriate standard with suitable details about pupils' work being recorded. The writing activities undertaken, in various aspects of the subject, make a limited contribution towards the development of pupils' literacy skills. The use of ICT is limited. Resources for the subject are satisfactory and work undertaken adds much to pupils' cultural development, through the studying of aspects of both British and other cultures.

INFORMATION AND COMMUNICATION TECHNOLOGY

123. Pupils' attainment is in line with the national expectations at the end of both key stages. This represents significant progress from the last inspection when attainment was

judged to be below national expectations. The school has invested heavily in information and communication technology equipment both in the classrooms and in the small information and communication technology suite. This has undoubtedly had an impact. Even more significant is the investment the school has made in the specialist information and communication technology teacher who manages the subject and provides in-service training for teaching and support staff. Most teaching staff have completed New Opportunities Fund training and have increased in confidence. The school is in a good position to make further progress over the next year.

124. Pupils of all ages and abilities are making good progress and there is no difference between the achievements of boys and girls or pupils of different ethnic groupings. Children are taught in small groups and this makes it easier to support children for whom English is an additional language and children who have special needs achieve the same outcomes as more able children even though they may require more assistance. The rate of progress could be even faster if children were able to have more time in the computer suite. At present the suite is only able to cater for approximately one third of a class at a time. This means that children are only able to have a lesson in the suite once every three weeks and this reduces the overall progress
125. By the end of Key Stage 1, pupils are able to use computers to organise and classify information and present their findings. They have collected information about mini-beasts and used information and communication technology to present it as a graph. They have linked information and communication technology and design and technology to make a design for Joseph's Multicoloured Coat. Finished designs were drawn on the computer. They have also experienced downloading information from the Internet. They can enter, save and retrieve work and use information and communication technology to help them generate, amend and record text. They are able to talk about their experiences of information and communication technology both inside and outside school although their knowledge of the wider use of information and communication technology is limited to the fact that grown ups use computers for business and writing letters. Children have greater independence with computers at home and some untapped knowledge. In school they say they are not allowed to start up computers by themselves.
126. By the end of Key Stage 2, all pupils have positive attitudes towards information and communication technology and most use PCs frequently at home. Although the playing of games is the most popular activity, children were able to talk about other uses including writing letters to school pen pals. Two children have written and illustrated their own books that have been bound. They draw and create pictures from clip art and make posters for their bedroom using a digital camera. All the children spoken to report that they send e-mails to their friends and they are all used to searching the Internet to support school projects. The children told me that most electrical equipment has microchips now and knew that information and communication technology included telephones and video recorders, etc. They were able to speak about the advantages of information and communication technology, for example, the use of telephones for safety and the opportunity for elderly people to order shopping over the Internet, but they were not so sure of the potential disadvantages. Children state that searches on the Internet take longer depending on the amount of information, the age of your computer and the speed of your modem. They also said that some search engines are better than others. In school the children have skills and knowledge introduced to them in a systematic manner. Examples of work in school include the entering of data on to spreadsheets and the generation of graphs. Bedroom door signs using text and clip art,

invitation cards, wallpaper design, the use of super logo to design a flower and faces created through graphical modelling. The opportunity to make decisions and problem solve in simulations or “fantasy worlds” appears to be a gap in the curriculum as is the opportunity to use information and communication technology for monitoring purposes. Overall the combination of home and school experiences is good.

127. The teaching of information and communication technology is of a very good standard. The school benefits from strong specialist teaching in this subject. A particular strength is the way that the teacher describes what is happening on the screen in terms of everyday objects and situations, for example, minimising a screen is like putting it on a shelf, and saving work is like taking a piece of paper and putting it in a cardboard folder. At the beginning of lessons, children are shown examples of what they are aspiring to achieve and then clear and precise instructions are given which help the children learn various applications. A surprising amount of information is retained from lesson to lesson as is demonstrated when the teacher checks former learning at the beginning of the lesson. Behaviour in information and communication technology is very good. As children are being required to complete specific tasks there is little opportunity for the extension of more able pupils. Given the restricted access to PCs in school, this problem could be redressed by a clearer policy on homework. It may be possible to list homework activities on the school web site. There are good assessment procedures in place and each class teacher receives a summary sheet detailing children’s experiences. This should enable teachers to make greater use of computers across the curriculum and this is an area for further development. At present information and communication technology is used to support learning in mathematics in most year groups but there is very little use in other subject areas.
128. The subject co-ordinator provides good leadership for the subject and has been a significant factor in the improved standards being achieved in the school. She plans alongside teaching staff and then withdraws groups of children to be taught in the information and communication technology suite. Some Year 5/6 children also use the suite with the ethnic minority achievement teacher. The number of computers in school meets the current government target of one computer to 11 pupils and additional computers are soon to be purchased to boost the number of computers in classrooms. The commissioning of these computers is being delayed through limited access to technical support. Access to the Internet is also being limited by the inability of the school’s current network to have more than four computers on-line at any one time. The Subject Manager has a clear action plan for improving facilities in the subject and during the course of this year children’s work will be enhanced by the use of digital cameras and scanners.

MUSIC

129. The school has made satisfactory progress since the previous inspection by maintaining the expected standards at the end of both key stages. All pupils are achieving well and making good progress. Teachers and support assistants encourage all pupils to join in sessions. Slightly reluctant boys joined in a Year 5/6 lesson when their class teacher joined his colleague and took part with pupils as ‘leaders for the actions’.
130. Standards of singing seen in collective acts of worship are at the expected level, with pupils paying particular attention to rhythm, tempo and dynamics. By the end of Year 2, pupils listen to music with good levels of concentration, shown when they listen to ‘The Little Train of Caipira’. They show a good sense of rhythm and recognise that music can be used to create different moods. They recognise the effect of music changing

speed and becoming quieter or louder. By Year 6, pupils have built on the knowledge they have acquired earlier. They talk about tempo and dynamics. Higher attaining pupils understand the effect of using major and minor keys to change the mood in music. When singing, pupils do so with enthusiasm.

131. The quality of teaching is good in Key Stage 1 and very good in Key Stage 2. In Key Stage 2 a teacher with particularly good music expertise teaches all pupils this term. All lessons are effectively planned. In Key Stage 1, three members staff teach different aspects of the curriculum to the pupils. This allows them to develop particular strengths. Pupils benefit socially by meeting a variety of teachers. Music chosen is appropriate and catches the pupils' imagination. In introductory sessions teachers ensure that pupils from minority backgrounds understand what they are learning by the use of questioning. In Key Stage 2, the teacher uses her very good knowledge of the subject to challenge the pupils when she talks about major and minor keys. There is very good management of pupils and this allows the teachers to concentrate on imparting knowledge. Pupils of all attainment levels and backgrounds show good attitudes to the subject. They listen thoughtfully to music in lessons looking at how composers use music to describe moods. In singing sessions almost all pupils join in enthusiastically without prompting. Standards of behaviour are good and this has a positive effect on learning.
132. Music makes a very good contribution to pupils' spiritual, moral, social and cultural development. Pupils are given many opportunities to listen to and reflect on music both in the lessons and as part of the collective act of worship. They sing and play together in a variety of groups. Pupils learn about the importance of music in the cultural life of this and other countries. There are opportunities to listen to music from countries around the world. Music satisfactorily supports development in the speaking and listening and reading aspects of the English curriculum. The use of information and communications technology is satisfactory. There is particularly good use of keyboard and recordings but computer use is at an early stage.
133. There is a temporary co-ordinator who is in charge of the subject this term. She is ensuring that standards are maintained until someone else takes over at Christmas. A very well organised choir and support from peripatetic instrumental teachers enhance the music curriculum very well.

PHYSICAL EDUCATION

134. By the end of Key Stage 1, pupils' attainment is in line with national expectations but good progress in Key Stage 2 resulting from pupils' access to a good range of sports results in standards at the end of Key Stage 2 being above national expectations. Standards have been maintained since the last inspection. Pupils make good progress overall in the school.
135. By the end of Key Stage 1, pupils are able to copy, remember, repeat and explore simple actions with control and co-ordination. They are able to explore ways of moving and ways of balancing using different parts of the body. These actions are linked together to form simple sequences. Actions may be performed individually or with partners and are sometimes set to music to form simple dance sequences. They are able to talk about differences between their own and others performances and suggest improvements. They also have an understanding of simple tactics in games using small apparatus. By the end of Key Stage 2, pupils show precision, control and fluency when using their bodies. They also demonstrate that they understand tactics in game

situations. Pupils practice and understand basic safety principles in preparing for exercise and can compare and evaluate each other's work making suggestions for improvements. A range of clubs enhances the curriculum for older pupils including netball, football, rugby, skipping, rounders, cricket and dance. The school's football team was particularly successful last year reaching the final of a six-a-side tournament and winning the local five-a-side tournament. The school also had several aerobic sessions last year, which included mums and dads. This helps to build a harmonious community spirit. Players from "The Huddersfield Giants" have led sessions and a runner in the London marathon who was being sponsored through charity collections at the school. At the time of the inspection the school had had to suspend its programme of swimming lessons as the local pool is closed for repairs. Children in Years 5 and 6 participate in out-door adventurous activities, including orienteering, by going on camping trips and staying at activity centres.

136. The teaching and learning of physical education at Key Stage 1 is satisfactory overall and is good in Key Stage 2. Pupils have good attitudes towards physical education and their behaviour is generally good although some pupils can become a little noisy and silly during lessons in the hall. All lessons follow an appropriate format of warm up, skills training, extended activity and cool down. All warm up activities observed contained the "puff" factor to make children's hearts work and there was good use of demonstration by both teacher and children during the skills section. Space in the hall is limited and good practice was observed when teachers asked half the class to sit and watch whilst the other half practiced and improved their sequences. However, opportunities were not always taken to ask the "watchers" to make suggestions for improvements. A magical moment was observed in one Year 1 lesson where the children all "melted" together following a dance in pairs to "The Snowman" music played on a xylophone by their class teacher.
137. Children of all ethnic backgrounds and abilities work harmoniously together in lessons and after school clubs. The football club consisted of 32 children including one child with a severe physical disability who was supported by two ex-pupils of the school who had returned to help with coaching. Girls are invited to this club but only two attend. There are some links with mathematics and information and communication technology, for example, work on pulse rate and good opportunities for developing speaking and listening skills through evaluation of activities in lessons and reports in assembly.
138. A dynamic and enthusiastic subject co-ordinator leads the subject. He rightly believes that a fitter school is happier and harder working. The whole school follows a commercial scheme of work that fully covers the requirements of the national curriculum. The co-ordinator monitors planning but has not yet been able to observe teaching. There are plans for him to do so later in the school year and this will support improvements in the quality of teaching and learning. There is a good action plan for developing the subject which includes the target of achieving the Active Mark, with the aim of increasing greater participation by pupils in extra curricular activities. At present children have two half hour lessons per week, which is less time than most similar schools. The subject manager has arranged for all midday supervisors to attend "TOPS" training in games activities and the free equipment which comes with that scheme combined with other free schemes, has been used to improve resources. There is an excellent range of optional activities throughout the lunch break. During the course of lessons, children are assessed on an informal basis and are given a summary of their attainments at the end of each key stage.

RELIGIOUS EDUCATION

139. Pupils attain levels expected in the Locally Agreed Syllabus for religious education at the end of both key stages. The school has maintained the satisfactory standards reported in the previous inspection. They achieve well in relation to their abilities on entry to the school. All pupils, including those with special educational needs and those learning English as an additional language, make satisfactory progress during their time in school. The Locally Agreed Syllabus and national guidelines in the subject are integrated effectively in a scheme that best fits the profile of the school's ethnic minority mix. This means children explore the main religions followed by the community the school serves, namely, Christianity, Islam and Sikhism. The school has sensitively recognised the importance of valuing its community and celebrates the richness and diversity through work in religious education.
140. By the end of Key Stage 1, pupils understand how different special occasions are celebrated. Through visits to a good range of places of worship, pupils learn to appreciate similarities and differences. Visitors to the school add to pupils' learning, and from such first hand experiences, pupils gain the confidence to ask questions and reflect on how friends in their class spend time in following their home faiths. For example, in looking at Christianity, pupils visit not only the Anglican church but also a Methodist one and see for themselves that even 'special' buildings differ widely. The theme of 'special' aspects and features are linked intricately with pupils' learning through personal, social and health education and this reinforces their knowledge and understanding well. Pupils know Christians believe that Jesus is God's son and talk about teachers in the Sikh faith. They compare, in simple terms, the Sikh temple to the Christian church and recognise similarities and differences between the two faiths satisfactorily. Staff approach pupils' differing beliefs with sensitivity, and as a result, they act as good role models. Pupils are consistently shown how to be thoughtful and considerate towards others and to respect differences. Teachers place appropriate emphasis on relaying serious messages through stories. These provide pupils with opportunities to reflect on the key messages and pupils are encouraged to offer their ideas and views. For example, pupils know that Mohammed and Jesus want us to be good and kind and help each other. They appreciate that different faiths have different ways in which they pray, but talk about 'God' being very important. One Year 1 pupil, not of the Moslem faith, and not a church go-er, felt he was missing something, and was quite pleased when a Moslem child invited him to come to the Mosque with him, and said 'God won't mind'.
141. As they move through the school, pupils continue to make satisfactory progress. Pupils show an increasing interest and respect for each other's beliefs. For example, one Year 6 pupil said 'God is powerful and made everything and we must look after it for Him and it doesn't matter what religion you are'. Pupils understand that teachings from holy books are very important messages from God and tell us what to do and how to behave. They know about the parables Jesus told. They understand that Moslems believe that Jesus and Mohammed are prophets and that 'disciples' are people who follow the religion. Sikh pupils, in Year 6, talk confidently about their faith and know that the 'gurus' were special people like Mohammed. Their work on key figures, including Mother Theresa and Albert Schweitzer, help them understand how, in the name of God, people have done great things to help others learn about God. They recognise this to be a service to God.
142. Pupils across the school have a sound knowledge of the three main faiths in the community, and use key vocabulary with understanding. They often have good factual knowledge about their own faiths and are happy to share this with others. When

teaching is good, teachers link learning to work in other subjects and this helps them develop a deeper understanding on how to reflect and consider their own views on issues, for example, being kind and charitable towards others who are less fortunate. Work in the books of older pupils satisfactorily illustrates their responses to the themes studied. For example, when studying the 'Pillars of Faith' in Islam, pupils recognise that religious teaching lays down rules for behaviour and rituals that must be followed. They relate this to having rules in class. They talk quite animatedly about the school celebrating 'Eid, Christmas, and Divali' and look forward to these events as times when everyone is happy.

143. The quality of teaching is satisfactory overall. Teachers are generally secure in their subject knowledge. The co-ordinator has worked diligently at putting together clear planning notes that identify resources and activities that will enrich learning. Teachers are sensitive and respectful of pupils' different faiths and as a result, pupils of all faiths and abilities recognise they are valued. The school encourages speakers from different faiths to come into lessons and assemblies to lead on discussions and support pupils' spiritual development effectively. Pupils' written work is often neat and well presented with carefully drawn illustrations. This level of care in their work indicates that most pupils value their religious education books. Assessment procedures are linked to topics highlighted in the scheme of work and are just becoming established. Marking, however, does not always support pupils' learning usefully in helping them to understand what they have done well, and how they might improve their work further. Examples of pupils' work are collated and moderated against agreed expectations to help teachers identify good work and areas for further improvement.
144. The subject is managed very effectively, although much of the good practice has only just begun to make an impact on standards. The co-ordinator has taken time to reflect on the contents of the Locally Agreed Syllabus and national guidelines in order to consider appropriate modifications for this multi-cultural / multi-faith school. She has produced a range of good planning to support teachers and is very capable in her role. The subject makes a very good contribution to pupils' spiritual and cultural development. Displays around the school delicately highlight the key features special in each faith and remind pupils of the wealth of religious and cultural heritage that makes up the school's community. The fact that everyone's contribution to this subject is highly valued encourages pupils to feel loved and respected by the school.