

INSPECTION REPORT

HILL TOP PRIMARY SCHOOL

West Ardsley, Wakefield

LEA area: Leeds

Unique reference number: 107823

Headteacher: Mrs E J Smalley

Reporting inspector: Mrs P K Parrish
22380

Dates of inspection: 16 – 18 June 2003

Inspection number: 246717

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Community

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: Batley Road
West Ardsley
Wakefield

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Telephone number: 0113 307 4750

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Appropriate authority: The Governing Body

Name of chair of governors: Ms F Woolaston

Date of previous inspection: February 1998 (Hill Top Infant & Nursery School)

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
22380	Mrs P K Parrish Registered inspector	English Art Music English as an additional language	What sort of school is it? The school's results and achievements How well are the pupils taught? What should the school do to improve further?
19727	Mr E Langford Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
29426	Mr D Grimwood Team inspector	Mathematics Physical education Educational inclusion	How good are the curricular and other opportunities offered to pupils?
9070	Mr J Haves Team inspector	Science Design and Technology Religious education	How well is the school led and managed?
29504	Mrs S Herring Team inspector	Information and communication technology Geography History Provision for children in the foundation stage Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a new primary school, with 150 pupils on roll from reception to Year 5 and 48 children attending part-time in the nursery. Formerly an infant and nursery school, its new, purpose-built accommodation has been funded through the national Private Finance Initiative. Pupils will be admitted to Year 6 in September 2003. Almost all pupils are of white British ethnic background; three pupils have English as an additional language, two being in the early stages. A below average number of pupils have special educational needs (14 per cent); an above average number (four pupils) have a Statement of Special Educational Need, mainly for dyspraxia. On entry to the nursery, the attainments of most children are average. A below average number of pupils are eligible for free school meals, currently nine per cent, but changing on a week-to-week basis at present due to new pupils being admitted as the new school gains in popularity.

HOW GOOD THE SCHOOL IS

Hill Top is a good school. Parents, staff, governors and pupils are justly very proud of the school's new status and accommodation. The headteacher and governors have managed the relocation of the school exceptionally well and there is a strong sense of optimism as the headteacher and staff work to maximise the new facilities. The quality of teaching is good, overall, and, for pupils in Year 5, standards are above average, overall, and well above average in English and music. Leadership and management are good. Expenditure has been exceptionally high over the past year because of new building costs. Nevertheless, pupils achieve well and, with the wide range of new resources taken into account, value for money is good.

What the school does well

- The school is a caring and happy community with high aspirations for its pupils. The very good relationships in the school and the very good behaviour, attitudes and confidence of the pupils contribute very well to their good achievement.
- Children in the nursery and reception classes get off to a good start and learning exceeds the nationally set goals, overall, as they transfer to Year 1.
- The quality of teaching is good, overall, and very good in English and music for the older pupils.
- By the end of Year 5, standards are well above average in English and music, and above average in mathematics, science and religious education. Standards are rising rapidly in information and communication technology (ICT) and physical education due to improved facilities.
- The headteacher provides strong, very clear educational direction to the school and is supported by a dedicated staff team.

What could be improved

- Although the school has good systems for assessing the pupils' attainment, more could be done to use the information to set clear and specific skills as targets for teaching and learning.
- The success of subject co-ordinators in raising standards could be further improved. The school is rightly planning a review of roles in the light of its change to primary status.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Very good improvement has been made since the last inspection in February 1998. Most

importantly, the issue regarding the poor accommodation has been resolved. It is a great credit to the school that it has managed to establish successful provision for older pupils while plans were in hand for the construction of the new building. Since the last inspection:

- Standards have risen to above average in English and ICT by the end of Year 2.
- The proportion of unsatisfactory teaching noted in the last inspection has been eliminated and the quality of teaching has improved from satisfactory to good. Clear programmes of work now guide the continuous progress of pupils.
- Consistent and generally good systems for assessing the pupils' learning have been implemented although there is still work to be done to use the assessment to provide consistently clear targets for teaching and learning.

STANDARDS

There are no test results available for pupils in Year 6. The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
reading	A	A	B	B
writing	A	B	C	C
mathematics	A	B	E	E

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

Inspection evidence indicates that by Year 5, standards are well above average in English and above average in mathematics and science. By Year 2, standards are above average in writing, and average in reading and mathematics. The dip in national test results in Year 2 in 2002 was due to the high proportion of low attaining pupils in the year group, whose specific difficulties are being resolved well as they move through the school. In the current Year 2, unconfirmed test results have been affected by recent admissions to the new school. Nevertheless, results show good improvement in writing, where they are likely to be above average, and in mathematics, where they are likely to be average. In reading, there has been a further dip in results, attributed to changes in teaching methods; the school has taken rapid action to resolve the situation. No other year groups are affected and standards in reading otherwise remain high throughout the school. Speaking and listening skills are strong from the end of the reception class and provide a good basis for learning throughout the school. Attainment in music is above average by Year 2 and well above average by Year 5. Attainment is above average in ICT and design and technology by Year 2, and in religious education in both Year 2 and Year 5. In all other subjects, standards are average. Children in the nursery and reception classes make good progress and this year, for the first time, have exceeded the nationally set learning goals in personal development, language and literacy, mathematical development and knowledge and understanding of the world. Standards are on an upward trend. Targets set for Year 6 in 2004 are suitably challenging.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show a very good enthusiasm for their work and try hard to do their best. They are proud of their new school building.
Behaviour, in and out of classrooms	Very good. Behaviour is of a high standard at all times. Instances of misbehaviour are rare and parents and pupils are happy with the school's swift response to any that does occur.
Personal	Very good. From the earliest stages in school, pupils show maturity,

development and relationships	confidence, sensitivity and harmony in their relationships with others.
Attendance	Above average. Pupils attend promptly and regularly, and there is no record of any unauthorised absence. Much of the low level of absence is caused by families taking holidays in term time.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 5
Quality of teaching	Good	Satisfactory	Good

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

- The quality of teaching is good, overall, and one in four lessons is of very good quality.
- The quality of teaching in English is good in Years 1 and 2, and very good in Years 3 to 5. Writing and speaking skills are taught very well throughout the school. Reading is generally taught well, despite the dip in results evident this year for pupils in Year 2.
- In mathematics and science, teaching is satisfactory, overall, in Years 1 and 2, and good in Years 3 to 5, where teachers' subject knowledge is consistently strong.
- Strengths in teaching and learning in other subjects are in music, ICT and religious education. Teaching is good in design and technology in Years 1 and 2, and in physical education in Years 3 to 5. Teaching is satisfactory in all other subjects.
- Literacy, numeracy and ICT skills are taught well and included in all subjects taught.
- Teaching in the nursery and reception classes is never less than good and very good for personal development and, sometimes, for the development of early literacy skills.
- The school meets the needs of its pupils well; higher attaining pupils are generally challenged well and those who need extra help are supported well, particularly in classes where a teaching assistant is available.
- Involving pupils well in lessons is a strength; discussions are frequent and generally of high quality. However, pupils are not always well enough aware of their specific targets for learning. This is reducing their opportunities for increasing the success of their own learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides an interesting and broad curriculum for all age groups, supplemented well by educational visits and visitors to school. Activities outside lessons are well organised and increasing in quantity.
Provision for pupils with special educational needs	Good. The staff work hard to involve all pupils successfully in learning and to help them to achieve well. Any difficulties are identified early. Individual education plans are reviewed regularly; targets set are not always sufficiently specific.
Provision for pupils with English as an additional language	Good. Provision for speaking and listening for all pupils is good and ensures their good progress. Teaching assistants are available in their classes and this provides well for the younger pupils who are in the early stages of English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Strengths lie in the programme for personal, social and health education and in fostering the pupils' spiritual and moral development. The very good relationships that exist within the school support and maintain the very good provision. There are good links with the community and strengths in music, which support the pupils' cultural development well.
How well the school cares for its pupils	Very successful arrangements are in place to protect the care and welfare of pupils. Assessment systems are good and pupils' overall

	progress is rigorously tracked. There is more work to be done on identifying specific skills to be targeted in co-operation with pupils.
How well the school works in partnership with parents	The school works in very good partnership with parents. The strong links between school and home encourage parents to become involved and they make a good contribution to the life of the school and the standards achieved. Parents hold the school in high regard.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good, overall. The headteacher provides very good, clear educational direction to the school and, with her energetic and enthusiastic style, serves the school very well. The responsibilities allocated to key staff are satisfactorily carried out. The school now plans a review in the light of the changing needs of the school.
How well the governors fulfil their responsibilities	Good. The governors are well informed on the school's strengths and areas set for development. They show a strong commitment to the school and its pupils, and fulfil statutory duties efficiently. They play a significant part in the decision-making procedures in the school.
The school's evaluation of its performance	Good. The school is ambitious, and keen to provide very well for its pupils. The headteacher works very hard to establish a clear picture of the quality of the school's provision and the progress of pupils. The school seeks best value for its pupils very well by comparing the school with other schools nationally, canvassing the views of parents and pupils, and researching expenditure.
The strategic use of resources	Very good. All finance is used very effectively. Specific grants are used very efficiently and targeted appropriately. The school is well staffed, by appropriately qualified teachers and support staff. The new accommodation is a source of inspiration to the school; it provides a suitable and very well maintained environment for learning. Resources for learning are of very good quality and generally of good quantity.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is well managed and led. • Their children enjoy school; activities are interesting and the quality of care is good. • The school expects the pupils to work hard, the teaching is good, and pupils make good progress. • Behaviour is good and the school helps its pupils to become mature and responsible. • The staff are committed, friendly and supportive. 	<ul style="list-style-type: none"> • The range of activities made available outside lessons • The information about how their children are getting on. • The amount of work their children to do at home.

The inspectors find that the good support the school has from the great majority of parents is justified by its good provision. The range of activities made available outside lessons is satisfactory and similar to that made available in most primary schools. A suitable range of educational visits and visitors to school is arranged. Good opportunities are provided for pupils to learn to play a musical instrument, funded at present by the school. Inspectors agree that parents are justified in expecting two formal meetings with teachers to be arranged each year. The open evening made available each autumn term for families to view the school is appreciated by many parents but some find that it has limited opportunities for private discussion. The amount of homework is about right; it is well organised and supports pupils' work in lessons well.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. There are currently no pupils in Year 6 because this is a developing primary school and the oldest pupils at present are in Year 5. Inspection evidence indicates that by the end of Year 5:

- in English, standards are well above average;
- in mathematics and science, standards are above average.

2. Strengths in other subjects by Year 5 are in music, where standards are well above average, and religious education, where standards are above average. Standards in physical education and information and communication technology (ICT) are average but rising since the school's move to new accommodation a year ago. In all other subjects, standards are average overall. The school has made a good start to providing successfully for the junior aged pupils in the school.

3. By the end of Year 2, inspection evidence indicates that:

- in writing and in speaking and listening, standards are above average;
- in reading, mathematics and science, standards are average.

4. In reading, these results indicate a fall in standards since the national tests for Year 2 in 2002, when results were above both the national average and that for similar schools, and a further drop from the well above average results of the previous three years. In writing, standards have made good improvement on the average test results in 2002. In mathematics, standards are considerably higher than the well below average results of 2002 but still lower than the above and well above average results of the previous three years.

5. The fluctuations in the test results are largely explained by changes in the number of pupils achieving at a higher level. In 2002, Year 2 included a high number of lower attaining pupils who had received extra support since the reception class. Most achieved well to reach average standards but few were above average. In the current year group, three of the 25 pupils (12 per cent) have joined the school over the past three months and have failed to reach average levels in tests. The influx of extra pupils is happening through the school as parents are increasingly attracted to its new buildings and newly established status as a primary school.

6. The dip in reading results this year, unusual for this school, is explained by a change in arrangements for teaching reading in Year 2 that has not proved sufficiently successful. The school has identified the problem and is improving the techniques used in this class for teaching reading in groups, the method practised in most schools nationally.

7. Strengths in other subjects by Year 2 are in ICT, music, design and technology and religious education, where standards are above average. In all other subjects, standards are average.

8. Attainment as children start school in the nursery varies from year-to-year but is usually average. The youngest children respond well to the good teaching in the nursery and the reception class and achieve well. The learning goals set nationally for the end of the reception year have been met this year in creative and physical development and exceeded in communication, language and literacy, in mathematical development and in knowledge and understanding of the world. In personal, social and emotional development, attainment is well above average. This shows improving standards on recent years and gives the children a good start to Year 1. Good speaking and listening skills are developed early and maintained throughout the school, underpinning the teaching and learning effectively in all subjects.

9. In the intervening years since the last inspection, when attainment by Year 2 in all subjects, except ICT, was average, standards have made very good improvement until the fall back over the past two years because of specific circumstances in the school. In ICT, there has been very good improvement by Year 2 from the below average standards of the last inspection, due to the greatly improved facilities for the subject within the new school building.

10. The school is strongly committed to enabling all of its pupils to achieve well and to make good progress. Good assessment procedures in the nursery and reception classes and rigorous tracking procedures in Years 1 to 5 for English, mathematics, science and ICT mean that pupils experiencing difficulties are spotted early and prompt intervention or support arrangements are put in place. Pupils with special educational needs make good progress against the targets identified in their individual education plans. Progress is particularly good in reading, which has a high priority in school. There is a support assistant in most classes and this generally allows for extra help where it is needed. The school has not yet identified specific pupils who are thought to be especially gifted or talented but tries to provide a suitable challenge for all higher attaining pupils. This is largely successful, particularly in the classes for older pupils.

11. For the small number of pupils learning English as an additional language, the school's successful provision for speaking and listening is very supportive and generally enables good progress. Teaching assistants provide extra opportunities for dialogue with adults and, where this is available, these pupils are supported very well.

12. The school has identified through data analysis that, in Year 2, boys tend to achieve less well than girls in reading and writing, similarly to the national picture, but this difference is said to be resolved by Year 5. Inspection evidence largely supports that view, although a high number of the pupils with special educational needs are boys.

Pupils' attitudes, values and personal development

13. The attitudes, relationships and behaviour of pupils are very good and show good improvement since the last inspection. A warm and welcoming family atmosphere of consideration, care and tolerance for others permeates the school. The very good relationships that exist between pupils, and between pupils and adults, make an important contribution to the overall good progress being achieved in the school.

14. Throughout the school, pupils are friendly and polite, happily take turns without question, and willingly share and treat property and learning resources with care. The very good attitudes, behaviour and personal development build on the very good start that the children have in the nursery and the reception class. The youngest children develop very positive attitudes to learning because skilled adults support them very effectively. For instance, staff know how to extend the children's concentration, understanding and confidence in themselves through well-planned play activities, such as re-enacting well-loved stories with exciting resources that capture their imagination and sustain their interest. Older pupils generally maintain very good levels of concentration during lessons and collaborate well with others, for example, within small group or paired activities.

15. The 'playtime helpers' scheme, organised by the School Council, contributes well to maintaining and extending the very good relationships that exist between pupils. An anti-bullying culture is actively promoted and effectively reinforced within school assemblies, class discussion times and the planned programme for personal, social, health and citizenship education. Pupils are well aware of the impact of bullying and know the correct procedures to follow should any incidents occur. Parents and pupils agree that any incidents of inappropriate behaviour are dealt with promptly and effectively, and used as a focus for further learning. The school is rightly proud that there has never been a need to exclude any pupil.

16. In general, the range of personal development opportunities offered to pupils is good. However, occasionally opportunities are missed to provide the older pupils with a range of whole school responsibilities to raise their social awareness further and develop skills in citizenship for life beyond school. Without its full complement of ten and eleven-year-olds, the school is still is the

process of establishing routine responsibilities for the older pupils. From the earliest stages in the nursery and reception classes, pupils are encouraged to take responsibilities for aspects of their own learning and the teachers' high expectations ensure that pupils are challenged to give of their best. Teachers across the school use a variety of effective strategies to encourage pupils to volunteer to help in their class. Pupils willingly accept and undertake their assigned responsibility tasks with vigour and pride.

17. The pupils' attendance is good and the school data indicates a trend of continuing improvement since the last inspection. There has been no unauthorised absence recorded in recent years. The authorised absence rate is well below the national average. Pupils arrive on time each morning and lessons start promptly throughout the day.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching and learning is good, overall, and one lesson in four is of very good quality. Teaching is never less than satisfactory. The overall quality of teaching has made good improvement since the last inspection. Although for Years 1 and 2, teaching remains satisfactory overall, almost half the lessons observed were good and there is no longer an element of unsatisfactory teaching. Standards of teaching and learning have been improved through staff training, the implementation of the national strategies and consistent monitoring by the headteacher, supported by the local education authority.

19. In the nursery and reception classes, teachers' have a very good understanding of the needs of young children and plan a very good range of practical, well-focused activities that help children to make good connections in their learning. The 'transport' theme, for example, was developed well. It encouraged children to make marks or write postcards from holiday, play on the 'aeroplane' as air hostess or passenger, to examine a globe to begin to understand the shape of the world and to develop their speaking skills further by using a mobile telephone to book their holiday. They learned to count backwards from 10 as they counted down to blast off in the delightfully contrived 'space rocket'. Teachers have high expectations of behaviour and manage the children very well; this contributes significantly to the smooth running of the lessons and allows for a good balance between directed activities and the freedom to learn through constructive play. Staff have adapted to their new surroundings very well, and a strong feature is the imaginative way the outdoor area is being used to create an outside classroom with very interesting activities that help the children to learn well in all areas of the curriculum. This is evident when children in the nursery show great excitement each morning as they hurry to the window to see what awaits, and on a drizzly morning their disappointment was intense as they thought that they would not be able to explore what was on offer outside.

20. The quality of teaching is reflected in the standards achieved by pupils at different stages in the school, where standards are average, overall, by the end of Year 2, and above average, overall, by the end of Year 5. The school has rightly focused attention over the past three years on setting up effectively the new classes for pupils in Years 3 to 5. This has paid off well and provision is strong. For pupils in Years 3 to 5, teaching is good, overall, and very good in English and music. Teaching and learning are good in mathematics, science, ICT, physical education, and religious education. One in three lessons taught are very good. In Years 1 and 2, teaching is satisfactory, overall, and good in English, ICT, design and technology, music and religious education. Teaching in English in Year 1 is generally very good, as is the weekly singing lesson for Years 1 and 2.

21. Interesting activities are devised throughout the school to capture the pupils' curiosity and teachers use a good variety of methods to ensure that all pupils learn successfully. In Year 1, for example, pupils are helped to sound out unfamiliar words by the invention of a 'sound button', or spot, placed beneath each syllable to aid both reading and spelling. In Year 3, a graph was used to record the relative levels of fear evident in the description of characters in a story. Methods generally include very successful provision for developing the pupils' speaking and listening skills. The good opportunities provided by teachers for discussions, as whole classes, in smaller groups or in pairs, mean that standards of speaking and listening are high by the end of Year 5. Linked to the very good personal development of pupils, and the confidence this generates, this provides an effective basis for learning in all subjects. Pupils quickly understand teachers' questions and

instructions and build rapidly on the focus for discussion. After a theatre visit, for example, pupils in Year 5 engaged in a very profitable discussion as a class on the main character in the play, before going into groups to refine the focus for discussion. Ideas were then pooled swiftly as a class, providing very good preparation for a written summary of the various aspects of the character.

22. The teaching of literacy and numeracy follows the guidance of the national strategies well in general but teaching in literacy is of better quality, overall, than the teaching in numeracy. In Years 3 to 5, in English, the challenge set for pupils is generally greater than in earlier years, and the teachers' rigour in following up specific skills is more persistent. In Year 2, standards in reading have dipped this year because techniques for teaching reading within small groups, advocated by the strategy, have not included sufficient focused teaching. The school has responded promptly to this weakness and the teacher has already attended training in the advocated methods and adjusted classroom methods in order to regain the school's former high standards in reading. However, the teaching of writing, which has rightly been a focus for development this year, is taught equally well across the school and pupils' learning is proceeding at an increasing pace throughout the school, showing very good improvement since the last inspection.

23. In mathematics, the same differential exists between the quality of teaching in Years 1 and 2, where it is satisfactory, overall, and Years 3 to 5, where it is good. The good, and sometimes very good teaching, extends pupils' calculation skills well through a greater challenge, a good pace to learning and a good range of practical experience.

24. In almost all lessons, pupils are managed very well and behaviour is very good, enabling learning to proceed uninterrupted. Strengths in the good teaching include well-planned and organised lessons, where time is used efficiently for learning. Interesting resources support the pupils' learning and tasks set are generally well matched to the pupils' needs. Explanations are clear and pupils are given a clear view of the learning objective for their work. In very good lessons, the teacher has a very good understanding of the subject, which enables the pupils to build very well on their learning; the teachers' confidence and interest inspires the pupils to work with enthusiasm. This was particularly evident in a very good lesson in music in Year 5, where pupils were inspired to high attainment in devising a musical accompaniment for singing.

25. Areas for improvement in the teaching mainly centre on the more effective use of assessment to clarify objectives set for lessons and to inform pupils more clearly of their individual targets for learning, particularly within English and mathematics. Groups of pupils with differing needs within the class are generally set suitably challenging work but this is not always the case. In science, for example, the higher attaining pupils are not given sufficiently advanced work to enable them to achieve a higher level in the subject by the end of Year 2. The school has established a suitable policy for the marking of pupils' work but the usefulness of marking and comments written on pupils' work varies through the school. Some teachers restrict their marking mostly to ticks, whilst others make very helpful and positive responses, setting clear expectations for future work.

26. Teaching assistants contribute well to pupils' learning, and support both teachers and pupils with great sensitivity and patience. In classes where the teaching assistants are well established and have clear plans and objectives for their work, their contribution is very good. They provide valuable support for the learning of lower attaining pupils, those with special educational needs and the small number of pupils using English as an additional language, in particular. The pupils with specific behaviour difficulties make good progress, due in large measure to the work of teaching assistants working in well-planned co-operation with teachers. In the nursery and reception classes, the good skills of the nursery nurse and other support staff are used well as integrated members of the team to enhance the children's learning.

27. Homework is well thought out and organised regularly, providing good support and extension for the pupils' work in school. Pupils are encouraged to apply themselves diligently to this work because it has a high status in school and is generally well integrated into plans for lessons.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO

PUPILS?

28. The school provides a good curriculum that is broad and balanced, with appropriate coverage of the National Curriculum and religious education, fully meeting statutory requirements. Good improvements have been implemented since the last inspection when the school was required to establish policy statements and programmes of work for all subjects. This has been achieved and thoughtful links have been made within long-term plans between different subjects, such as literacy and science. Curriculum plans have been supplemented appropriately and well in advance to accommodate the school's recently extended responsibilities for pupils in Years 3 to 6.

29. Programmes of work are largely based on nationally recognised material and provide a good basis for the systematic development of pupils' skills. These have been instrumental in the improvements to the quality of the curriculum since the last inspection and the subsequent rise in standards in English, mathematics and science in particular. The national strategies for literacy and numeracy have been thoroughly implemented, with the success evident in the good standards reached by pupils in Year 5. The school's strong commitment to extending pupils' music skills has included free instrumental tuition for a high number of pupils, which, along with very good teaching in class lessons has raised standards to a high level by Year 5. The good breadth of the curriculum is evident in other subjects too, with, for example, pupils offered both swimming and outdoor and adventurous activities in the programme for physical education. The provision for physical education and for information and communication technology has improved significantly since the last inspection, enabled by the greatly improved facilities available within the school's new accommodation. These improvements have not been in place long enough, however, to impact fully on standards.

30. Less than half of the parents who returned questionnaires prior to the inspection felt that the school offers a suitable range of activities outside lessons. Considering the size and developing nature of the school, the range of activities is satisfactory, although they are at present provided almost exclusively for the older pupils. The activities offered are attended by good numbers of pupils and support and extend the curriculum well, particularly for music, physical education, information and communication technology and science.

31. The school takes good care to ensure that all pupils are included and helped, if necessary, to access the curriculum on an equal basis. When small groups of pupils are withdrawn, for example, for instrumental music tuition, care is taken to ensure that pupils do not always miss lessons in the same subject. The school is also at pains to ensure that no pupil misses an activity for financial reasons. A significant example of inclusion in lessons occurred when a pupil with a broken arm, missing out on a cricket session, was asked to become involved by evaluating the performance of pupils taking part.

32. Provision for the pupils with special educational needs is good; the school follows the national Code of Practice effectively. Pupils are provided with suitable adjustments to the curriculum, resources and teaching where necessary to meet their specific needs and enable them to take a full part in all activities. An example of this was seen when pupils in Year 1 were studying a big class-sized book about the Great Fire of London with the teacher and a special needs support assistant worked individually, with a small version of the same book, to consolidate learning for a pupil with a Statement of Special Educational Need. The school's provision for higher attaining pupils has improved well, as was required by the last inspection, and by Year 5, a significantly higher than average proportion of pupils is working at advanced levels.

33. Provision for the pupils' personal, social, health and citizenship education is very good. The school has already gained the nationally accredited Healthy School Award at a high level. There is a strong programme for social and health education and it is taught as a separate subject in each class. The subject is given added status through the importance placed on it by the headteacher and key members of staff. Pupils in Year 5, for example, discuss and write about what upsets them as an introduction to the topic of bullying. They produce individual coats of arms based on

four different personal aspects: interests, strengths, appearance and special relationships. Pupils in Year 2 write about their feelings and then display them as petals around the centrepiece of a photograph of themselves. The programme for sex and relationships education is well planned and includes appropriate support from the school nurse.

34. The school makes good use of the local community to support and extend learning opportunities. Pupils in Year 1, for example, used a visit to the local bluebell wood as a stimulus for work in art and literacy. Pupils research and develop their computer skills by using the local learning network and by communicating with a Hill Top School in America by e-mail. The school's website provides a useful guide for parents and friends. Visits from the local library service and summer projects run by the library help to develop pupils' library skills and interest in books. The programme for religious education is enriched by visits from representatives of local churches and visits to the churches as well as talks from a representative from the Muslim community. Visits to a local education centre support work in information and communication technology, drama and art. Trips to local museums and places of interest bring a sense of relevance to work in history.

35. Because the school has as yet no Year 6 pupils, it has yet to fully develop links with schools to which its pupils will transfer. However, it has made useful sporting links with other schools, allowing pupils to develop their skills in competitive situations. The school also accommodates student teachers from local colleges; in providing good support for their work, the extra adults mean increased individual help for pupils.

36. Provision for the pupils' spiritual, moral, social and cultural development is very good. The school is a caring and happy community with high aspirations for its pupils. This has a positive effect on pupils' attitudes and their behaviour. Parents are convinced that the school is helping their children to develop in a mature and responsible manner. The school has extended its provision and made good progress since the last inspection.

37. The provision for spiritual development is very good. Assemblies are thoughtfully planned and care is taken to choose suitable music to create a tranquil atmosphere in which the pupils enter the hall. Pupils respond to this with quiet and respectful behaviour throughout the session. These sessions offer good opportunities for prayer and reflection. Genuinely spiritual moments occur, as when a pupil's work was read out in which she related that she liked to sit and think under her deceased grandfather's tree. The pupils' very good singing often has a spiritual element, as when they sing 'Shalom', with Year 5 singing a different part in harmony. Similar occasions occur in lessons, such as when pupils in Year 5 listened to music and expressed their feelings in pictures and words. To explain her picture drawn after listening to 'Imagine' by John Lennon, one pupil wrote, "The world was split as shown by the zigzag line then sewn back together to make it one". Pupils write poems charting their reactions to abstract ideas such as anger. In Year 3, pupils consider the nature of faith when they study people like Abraham and Corrie Ten Boom who have lived by their faith. In Year 2, pupils reacted with awe when snails moved across sugar paper in their science lesson. The school handled the recent tragic death of a pupil with great sensitivity, supporting bereaved pupils in keeping her memory alive by, for example, planting sunflowers and establishing a seat in her name. Parents speak of the comfort such activities have provided for themselves and their children.

38. Provision for the pupils' moral development is very good. A home-school-pupil agreement sets out clearly what is expected of each party and pupils are aware of their part. Numerous opportunities are taken to develop the pupils' awareness of right and wrong, such as through encouraging good behaviour, kind relationships and the discussion of events and characters in stories. Specific moral issues, such as bullying, are discussed in personal, social and health education lessons and in lessons where the children sit in a circle to discuss issues, taking turns to speak. The success of the school's provision is evident in the pupils' very good behaviour, both in lessons and in the playground. No examples of the poor behaviour in the playground, noted at the time of the last inspection, were seen. Relationships amongst pupils and between pupils and staff are well maintained. Adults in school provide good role models for exemplary behaviour. Teachers encourage pupils to be appreciative of the efforts of others and pupils often applaud each other.

39. The school makes very good provision for the pupils' social development. Lessons provide many opportunities for pupils to work together in small groups on projects. Pupils have responsibilities like the delivering of registers and tidying duties in each classroom. The School Council of four Year 5 pupils is democratically elected after aspiring candidates put their case to the rest of the school. The council has brought about changes to playtimes and secured the provision of drinking water in each classroom. Special playtimes allow pupils throughout the school to mix together. Pupils in Years 3 to 5 work together for games lessons. The many educational visits away from the school site provide useful opportunities for pupils to link with the wider community. The school is confident enough of the behaviour of pupils in Year 5 to allow them to travel to some events on public transport. Pupils are encouraged to think of those who are less fortunate than themselves through supporting chosen charities. School productions, which include every pupil, provide occasions for pupils to work together on a joint venture.

40. Provision for the pupils' cultural development is good. Pupils gain an appropriate understanding of their cultural heritage through their work in history and the visits they make to local museums and historical buildings. The programme embraces festivals like Pancake Day and activities such as egg rolling. In art lessons, pupils study famous artists as diverse as Andy Warhol and Claude Monet. The school provides a good range of cultural experiences including theatre trips, visits from performance groups such as the Northern Ballet, a range of visiting artists and musicians and trips to places of cultural interest, such as a local sculpture park. The pupils are given a chance to develop an awareness of the culture of other world faiths through their studies in religious education lessons and through visiting speakers, such as a teacher of the Muslim faith. They have a glimpse of other cultures through e-mail links with other schools and through studying events like the Chinese New Year and special events, as when they shared the music of Java during a workshop with visiting specialist musicians.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school's provision for the care and welfare of pupils is very good. This represents very good improvement from the satisfactory judgement of the last inspection. Very good child protection procedures are in place, well understood by staff and acted upon in the best interests of the pupils.

42. All pupils appear to be happy in school and most show that they have the confidence and independence to approach staff with any queries or concerns they may have. Effective strategies are established to support pupils with special educational needs, which ensure the ongoing review of their targets in consultation with parents. Suitable computer filter procedures are in place to safeguard pupils from accessing inappropriate website material via the Internet.

43. The school works in close partnership with the private company that owns the school building to ensure the effective health, safety and security of the school's accommodation. The premises are maintained to a very good level of cleanliness and provide a safe and secure environment. Risk assessment techniques are embedded well into school routines and staff and pupils demonstrate good health and safety awareness in and around the school.

44. The school has a suitable number of staff trained in first aid procedures. Very good systems are in place for the management and reporting of any injuries that may occur during the school day. Examples were evident of the quality of care and attention given by qualified first-aid staff in school and of the trust and reliance in them shown by injured pupils.

45. Good procedures are in place to record and promote the pupils' good attendance and to follow up all absences. The daily registration routines fully comply with statutory requirements.

46. Very good, well-established behaviour management systems help to enhance and promote

the self-image of pupils and make a positive contribution to their very good attitudes to learning. A high priority is placed on pupils' good behaviour and endeavour and the school operates a number of incentives to encourage and reward good work and commendable behaviour. A clear system for rewards and sanctions is understood by pupils and parents, and applied in a fair and consistent manner by all staff. The school regularly reviews the behaviour policy with pupils and parents to ensure its continued appropriateness and effectiveness.

47. The school has a philosophy of zero tolerance towards bullying and has worked successfully to promote a culture of anti-bullying amongst pupils. Very effective use has been made of school assemblies, discussion times and the personal, social, health and citizenship education programme to raise pupils' awareness and confidence in dealing with any incidents of bullying that may occur. There are no recorded incidents of bullying for the current year and parents and pupils agree that bullying is not a problem in the school.

48. The school has made good improvements to its procedures for assessing pupils' progress since the last inspection. At that time, systems were found to be inadequate to ensure that pupils' progress was tracked effectively and a good match achieved between the teaching planned and the specific learning needs the pupils. The school has tackled the issue with rigour and from the perspective of levels of attainment linked numerically to the National Curriculum, systems for tracking pupils' progress within English, mathematics, science and ICT are now good. The outcomes are overviewed thoroughly by the headteacher twice every year and this has been thoroughly maintained through the disruption caused by the move to new accommodation and the challenge set by the incorporation of older age groups into the school. The progress of different groups of pupils, based on gender, ethnicity and language, and those with special educational needs, is monitored to ensure that all are doing equally well. Any divergence noted from the level of attainment expected is questioned and problems are resolved early.

49. A significant weakness in this otherwise good system is the lack of involvement of the pupils in setting targets that are linked to specific skills rather than to overall levels of attainment linked to the National Curriculum. The next steps identified for pupils, for example, within the teachers' marking of pupils' work or within the annual reports written for parents, are not developed systematically to help pupils to build on and gauge their own successes as far as possible. The learning objectives set for lessons are not always sufficiently specific or tracked sufficiently well to enable pupils to assess their own progress, for example, in literacy and numeracy. The pupils' Records of Achievement come some way towards involving pupils in assessing their own learning but are not closely linked to the development of specific skills.

50. Assessment systems for subjects other than English, mathematics, science and ICT are in place but do not generally yield sufficiently specific information to provide a clear basis for future plans for teaching and learning. The school aims to move towards a fully computerised system for both assessment and teaching plans, to enable a stronger link between assessment and teachers' planning systems. This element of the issue from the last inspection has been met satisfactorily, overall, but there is further work to be done now that the school has settled into its new premises and has almost completed its transformation to primary school status.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. Parents are very supportive of the school, hold the staff in high regard and believe their children receive a good quality of education and care. Most parents are actively involved in their children's learning and receive very good information, overall, about their children's time in school. This represents very good improvement from the satisfactory partnership with parents reported in the last inspection.

52. The school has established very good links with parents that provide for their regular and effective involvement in their children's education and personal development. Parents are

welcomed and actively encouraged to become involved in their children's learning. Planning booklets are prepared every term by the teacher of each class to keep parents informed on the curriculum planned for their child to enable parents' involvement in supporting their children's learning and development at home and in school. Useful homework guidelines are provided, setting out for parents the type and frequency of homework expected from their children. A small proportion of parents, however, stated within inspection questionnaires that they are dissatisfied with the school's provision for homework, some stating a preference for either more or less work to be done at home. Homework is generally a well organised and useful supplement to learning achieved in school. The school regularly canvasses the parents' views and comments on the work of the school through questionnaires and results are taken into account as the senior management team and the governors make future plans.

53. The great majority of parents have signed the home-school-pupil agreement and the annual consultation meeting arranged between parents and teachers each spring term is very well attended. Most families also attend the open evening held each autumn term to view samples of the work going on in school. There is a record of all parents attending the pre-admission meetings as their children prepare to join the reception class. There are good induction procedures, including home visits by the nursery staff and opportunities for children and parents to visit the nursery, helping children to settle quickly into school life.

54. Most parents agree that teachers make themselves easily available to discuss the progress of pupils, and the practice of staff handing over pupils at the end of each day provides valuable opportunities for informal exchanges between parents and staff. A minority of parents, however, do not find contact with the school so easily achieved and some indicate that they would welcome a supplementary meeting with their children's teacher to be routinely planned for earlier in the school year, perhaps in the autumn term, as happens in most primary schools.

55. The school appreciates greatly the valuable contribution of the small number of regular volunteer parents, who are able to provide a pre-planned input and support work in the classrooms and the library. Many parents willingly make themselves available to accompany pupils on out-of-school visits, all of which helps to enhance the pupils' learning opportunities. The school benefits from the very active 'Friends of Hilltop' association, which organises regular fund raising social events, all of which are well attended and provide informal opportunities for meetings and communications between teachers and parents.

56. The monthly school newsletter and other letters sent home ensure that parents are kept up to date on all aspects of school life. The school prospectus is a comprehensive document and is viewed by parents as a valuable reference document. Many parents praise the termly planning booklets, produced for each year group, as valuable insights to the curriculum and topic themes that their children will be following with their teachers. The records of achievement and early years profiles, sent home for parents to share, provide timely insights into the work and achievements of their children. In general, the end-of-year progress reports are detailed and provide parents with good information about their children's progress.

57. The close working liaison that exists between many parents and teachers has a positive impact on the continuity and quality of pupils' learning and is a major influence on the good progress that many are achieving. This is particularly true of the pupils with Statements of Special Educational Needs. The school makes good efforts to involve parents in decisions and targets set for all pupils with special educational needs. A strong feature is the support given to parents by the special needs co-ordinator, who is always ready to discuss specific difficulties as they arise.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The leadership of the school by the headteacher is very good. She has a clear view of priorities, based upon a well-founded understanding of the needs of the school. Her strong

commitment is to the well being of all pupils and she provides a powerful role model for all staff. Parents are very supportive and most actively seek a place for their child in the school. The headteacher has steered the school very successfully through a period of significant and fundamental change; the school has changed in status to a primary school and has moved into new, purpose built premises. As the school develops into a fully-fledged primary school, much credit for its survival and growth is due to the committed leadership of the headteacher.

59. The headteacher's management of the school is very good and ensures the school's aims and values are very clearly reflected in its work. She ensures the school is run efficiently and she adopts a pro-active stance, visiting each classroom on a daily basis. There are clear systems in place to ensure the curriculum offered meets the needs of all pupils. The school strategic plan includes detailed proposals to review the curriculum, taking account of teaching styles, pupils' progress and assessment arrangements. The headteacher provides significant support for less experienced curriculum co-ordinators, monitoring their work and providing advice. School documentation is very thorough and the headteacher has a good grasp of all statutory regulations that apply to the school. The governing body is provided with detailed information ahead of their termly meetings and kept well informed on developments in school.

60. The leadership and management of the key staff supporting the headteacher is satisfactory overall but in combination, they provide a good team. Although the senior management team works hard to support the aims of the school, its individual members are restricted sometimes by too wide a range of responsibilities. This means that although they bring enthusiasm and commitment to their work, they cannot be fully effective in promoting new ideas and providing clear leadership for all their delegated responsibilities. For example, the acting deputy headteacher has responsibility for leading and managing two core curriculum areas, mathematics and science. The teacher in Year 5, with a strong focus on a day-to-day basis on the older pupils, is also the co-ordinator for the nursery and reception classes and Years 1 and 2. Many of these roles were allocated when the school was very different in size and status. The headteacher, in consultation with governors, has chosen to maintain the stability of previous appointments and expertise as the school has passed through a time of excitement and great change. The very successful transition to a new school indicates that the management of the situation was prudent. However, the headteacher and governors are aware that changes in roles are now necessary to enable staff to fulfil their duties and are planning to address them fully at the start of the new school year, when staff changes are planned and a new deputy headteacher is to be appointed.

61. The leadership of music and ICT is good; most other subject managers provide satisfactory curricular leadership. Through the additional support of the headteacher, the co-ordination of English and religious education is also good. In other subjects, the co-ordinator's role in raising standards is generally most successful in the classes closest in age to their daily teaching commitment. The effectiveness of subject managers across the whole school requires further development. The recent move to a new school, however, has set a specific and unusual agenda, focused mainly on the purchase and organisation of equipment and materials for their subjects. Although the headteacher has worked successfully to maintain evaluation systems, the monitoring of teaching and learning in classes has not been carried out by subject managers. One of the outcomes of this is that the planned future provision in subjects is not always linked sufficiently well to assessment information. Schemes of work are sometimes followed in sequence despite the specific needs of the pupils. Assessment systems are not always refined enough to provide teachers with sufficient information to make decisions quickly on planning the next steps for learning.

62. The provision for pupils with special educational needs is managed well and records are comprehensive and up-to-date. Additional support for pupils with Statements of Special Educational Need is appropriately allocated and supervised. Targets set within individual education plans, however, are sometimes too general to provide clear support for teaching, learning and, subsequently, assessment purposes.

63. The governing body, acting in co-operation with the headteacher, has been very successful

in shaping the future direction of the school. The experienced chair of governors is well supported by a number of long standing governors and newly appointed governors are beginning to develop their role. The work of the governing body was instrumental in first ensuring the school remained open and then in achieving its move to new buildings. Overall, the governing body has a clear view of the many strengths of the school and the areas for development. Governors are very supportive of the school, but also recognise their role in holding it to account. In this respect, they are increasingly gathering information through focused visits to see the school in action. Governors have suitable access to training and all contribute to the work of at least one committee. Statutory requirements are met.

64. The school has a good capacity to improve and succeed further. There is a clear strategy for managing the performance of teachers and other staff. The headteacher carries out detailed observations of teaching to inform the annual staff reviews and staff receive detailed feedback. These discussions are part of the effective action taken to meet the school's targets. For example, support staff have been well prepared to help promote the development of literacy throughout the school. Teachers have received good and timely training to enable them to make prompt use of the new ICT suite. There are effective systems in place to support the induction of new staff and student teachers. These provide good levels of support and supervision. Effective mentoring procedures ensure emerging issues are dealt with swiftly.

65. Financial management over the past three years, particularly through the process of setting up and equipping a new school, has been very good. Specific grants have been used effectively for their designated purpose. The school's partnership with the national Private Finance Initiative (to promote new school buildings) has brought considerable benefits although the long-term success of this venture is still to be evaluated. Prudent budgeting ahead of the move has enabled the school to maintain good staffing levels and low class numbers in Years 3 to 5, to promote the school's efficient transition to primary status. The administrative staff have clear job descriptions, are well trained and very efficient. The school actively pursues principles of good practice, with regard to obtaining best value for the school, and monitors expenditure very carefully. All issues raised in the last audit have been dealt with promptly.

66. The match of staff to the demands of the curriculum is good. The school places great emphasis on supporting the professional development of all staff and appropriate training support is made available as resources allow. In a relatively small school, staff communication is good. Through discussions, meetings and more formal training, their needs are suitably met and the school's provision set on an upward trend.

67. The overall level of learning resources is good. While the quantity of resources could be improved in a number of curricular areas, the range is good and the quality generally very good, reflecting the opportunities presented in the move to the new school. Resources are particularly good for the curriculum in the nursery and reception classes and for ICT. The school has done well to develop resources for Years 3 to 6 so promptly. The school's accommodation is of good quality and provides an attractive learning environment. The school hall is a good venue for assemblies and physical education, though the need to prepare it for lunches each day restricts its use during the last 30 minutes of each morning. The computer suite provides well for the ICT curriculum and, with the adjacent library, provides for an integrated learning environment. The outside areas provide good sports and leisure venues, although there is as yet little shade available for the summer months. Overall, the resource provision and school accommodation enhance the school's ability well to provide an attractive and relevant curriculum.

68. The overall good quality of leadership and management of the school is helping raise standards, providing good opportunities for all pupils and ensuring staff are well supported in meeting their responsibilities. This is an improving school that provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. To improve further the school's good quality of provision, the headteacher, governors and staff should:

- (i) Improve the pupils' awareness of their own learning needs by:
- setting, and regularly reviewing, specific skills based targets at least in reading, writing and mathematics;
[Paragraphs 25, 49, 102, 109]
 - ensuring that objectives set for lessons are sharply focused on skills to be taught and learned during the lesson;
[Paragraphs 22, 25, 49, 102]
 - ensuring that the quality of marking of pupils' work becomes consistently well focused on learning targets;
[Paragraphs 25, 49, 109, 142]
 - improving the clarity of targets set within the individual education plans for pupils with special educational needs.
[Paragraphs 62, 102]
- (ii) Review the current delegation of duties to staff to make sure that they are manageable, link with the teachers' roles in school and are effective across the whole school where necessary.
[Paragraphs 60 - 61]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	11	21	12	0	0	0
Percentage	0	25	48	27	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	24	150
Number of full-time pupils known to be eligible for free school meals	N/a	13

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y5
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	24

English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	10	18	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	10
	Girls	17	17	17
	Total	26	26	27
Percentage of pupils at NC level 2 or above	School	93 (93)	93 (93)	96 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	10	10
	Girls	18	18	18
	Total	27	28	28
Percentage of pupils at NC level 2 or above	School	96 (93)	100 (96)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

There were no registered pupils in the final year of Key Stage 2 in the school in 2002.

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	146	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	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 – Y5

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	21.4
Average class size	25

Education support staff: YR – Y5

Total number of education support staff	7
Total aggregate hours worked per week	128

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	1
Total aggregate hours worked per week	32
Number of pupils per FTE adult	12

FTE means full-time equivalent.

Financial information

Financial year	2002/03
	£
Total income	429,703
Total expenditure	497,952
Expenditure per pupil	2,982
Balance brought forward from previous year	83,360
Balance carried forward to next year	15,111

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	4.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	190
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	2	2	0
My child is making good progress in school.	58	37	3	0	2
Behaviour in the school is good.	48	51	0	0	2
My child gets the right amount of work to do at home.	36	46	18	0	0
The teaching is good.	53	44	0	0	3
I am kept well informed about how my child is getting on.	34	40	26	0	0
I would feel comfortable about approaching the school with questions or a problem.	54	41	5	0	0
The school expects my child to work hard and achieve his or her best.	68	29	2	0	2
The school works closely with parents.	39	39	15	0	7
The school is well led and managed.	48	49	2	2	0
The school is helping my child become mature and responsible.	53	42	2	0	3
The school provides an interesting range of activities outside lessons.	19	30	28	4	19

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

70. Provision for children in the Foundation Stage is good and meets the needs of young children well. Since the last inspection, there has been very good improvement, leading to good teaching, with greater consistency between the nursery and the reception classes and the unsatisfactory teaching has now been eradicated. The curriculum is well planned, takes full account of national guidelines and shows a good awareness of the children's needs. Good assessment procedures relate well to national 'stepping stones' guidance and provide a useful means of checking the success of teaching and learning. Exceptional improvement in the accommodation has been provided by the move to a new building. A very good feature is the secure, adjacent outside area, which is being used very well to extend children's opportunities for learning. The timetabling for the outdoor area sometimes means that, when it is freely available to both nursery and reception children, it sometimes becomes overcrowded.

71. The children's attainment on entry to the nursery represents a wide range but, overall, is at expected levels for their age. The very good emphasis on language development enables good achievement for the very small number of children who are learning English as an additional language. Good assessment procedures ensure that children with special educational needs are identified early; their needs are well provided for, enabling good progress. The teaching is consistently good in both the nursery and reception, and sometimes very good. Together with the good curriculum, based on a very wide range of appropriate practical experiences, this helps all children to achieve well. By the end of the reception class, standards are well above average in personal, social and emotional development and so children show very good attitudes to learning from the start of Year 1. Attainment is above average in communication, language and literacy, mathematical development and knowledge and understanding of the world and is in line with the nationally set learning goals in creative development and physical development. The children achieve well overall.

Personal, social and emotional development

72. Teachers rightly give this area of learning high priority and, consequently, children achieve very well, reaching standards that are well above national expectations by the end of the reception year. The quality of teaching is very good overall and so children develop very good attitudes to school from an early age.

73. In both the nursery and the reception class, teachers plan very good opportunities to develop the children's confidence and self-esteem. This was evident in the way children from the nursery shared examples of their work with their parents during the good work assembly, with many children describing what they had achieved and having the confidence to act their part in a dramatised story before an audience. This very good development continues in reception, where children show great pride as they accept the medals the teacher awards to the 'monitors of the day' to acknowledge the successful completion of related responsibilities.

74. The children are motivated well by the very wide range of interesting activities on offer, which successfully encourages a very good interest in learning. Teachers and support staff have high expectations of the children to develop independence and accept responsibility for themselves, for example, by putting on their own outdoor shoes independently as far as they can or by putting on wellingtons and an apron before playing in the water. Children learn to concentrate for an increasing length of time, from short story time sessions in the nursery, extending to the requirement to participate for longer periods in reception, such as in the longer literacy and numeracy sessions. The good co-operation between all adults and the consideration that they show to children provides a good example and, consequently, children learn to co-operate well and to share with each other, such as when riding a tandem or when sharing a book on a bench outside. There are many opportunities given for children to make choices within a well-established framework, such as when only four children are able to play in the sand at one time. The children develop a good degree of independence, are able to follow rules and respond well to the

expectation that they work constructively in whatever task they choose.

Communication, language and literacy

75. The quality of teaching for this area of learning is very good, overall. Most children achieve well and are developing their skills in speaking, listening and writing to above average levels of attainment by the end of the reception class. Attainment in reading is likely to be well above the learning goals set nationally for when the children transfer to Year 1.

76. Staff take every opportunity to speak with children, whatever the activity, and to invite a reply. This was seen, for example, in the way the teacher in the nursery joined in with children 'flying to the moon in a rocket', encouraging imaginative discussion. In reception, the teacher asked children to explain their answers in numeracy. Throughout the day, whatever the task, teachers talk to children about what they are doing and children become confident in speaking to adults and to each other. As a result of these profitable discussions with adults, children are developing a good vocabulary, with one child, for example, describing a flood as "water everywhere."

77. The children are taught to read systematically and very well throughout the Foundation Stage. Sharing a book is always an activity available in the nursery and children are eager to choose a book and describe what is happening in the pictures. In reception, children develop their understanding of letter-sounds very well through specific activities, such as reading the class book, "Gran's Van!", and picking out the '-an' words. The teacher incorporates a very effective multi-sensory approach as children then choose an object from a bag, for example, the Gingerbread Man, and have to decide whether it belongs on the '-an' display. The children in reception each have a book which they enjoy reading regularly, both to the teacher and at home. Children learn to recognise the characters in the reading books from pictures, from interactive computer programs and through writing the characters' names. By the end of reception, almost all the children can read simple sentences, follow the pictures and understand the story. Higher attaining children extend their reading skills well as they read additional books and some children are reading with a high level of fluency and accuracy for their age.

78. Good opportunities are planned from the start for the children to develop their writing skills. Children make early writing marks at the writing table and making good attempts at writing their own name. The good learning continues in reception as children have regular practice at forming letters, and progress from copying simple sentences to explain their pictures to activities such as writing a list of ingredients for the fruit salad. Higher attaining children are challenged well, for example, by being asked to write a series of questions and to know that they must end in a question mark. The teacher takes every opportunity to reinforce good practice, such as praising the use of 'finger spaces' between words, and expresses her pleasure when children make correct use of capital letters and full stops. The teacher has a good awareness of how to extend children's skills in small steps. For example, a higher attaining child who had written her name on the front of a postcard was asked to try to write her address next, having 'sounded out' the letters in the name of her road.

Mathematical development

79. Teaching is good and children achieve well. Very good emphasis is placed on an extensive range of practical activities, which develop pupils' understanding and mean that most children exceed the national expectation by the end of the reception class. There are, however, insufficient opportunities for children to record what they have done to extend their understanding even further.

80. Teachers take every opportunity to develop the children's counting skills through counting in games, such as counting for 'blast off' in the rocket and singing a good range of number rhymes in the nursery. In reception, the teacher follows appropriate elements of the National Numeracy Strategy to extend children's arithmetic skills, with good opportunities to solve simple problems, such as working out if there are 22 children in the class and one is away, how many are present. The teacher makes good use of a deliberate mistake to encourage the children to explain what she has done wrong when pointing to numbers on a hundred square, for example, explaining why 20 should have the number two written first. A strength of the teaching is the excitement generated by the very good range of practical activities. For example, the teacher produced a previously hidden

wooden airport model, complete with numbered planes, to help the children understand the concept of 'take away', posing the question that 'If two aeroplanes flew away how many would be left?'

81. The children have the chance to develop a range of measuring skills through activities such as colouring the longest snake. Higher attaining children are challenged to make a worm that is four cubes long. Mathematical activities are developed well across other areas of learning. Children compile a graph, for example, on different ways of travelling to school, and look at shapes as they paint symmetrical butterflies.

Knowledge and understanding of the world

82. Teaching is good in this area and consequently children achieve well and exceed the nationally set learning goals by the end of reception. A strong feature is the very good use of the outdoor area to develop understanding.

83. All activities are planned well to encourage the children to investigate, for example, through feeling the different textures of sand as water is added or through building a wall with real bricks and watery cement. Good opportunities are provided for the children to learn from first-hand experiences, such as watching the frogspawn develop into a tadpole, or through following the progress of the new school building with interest.

84. Children are gaining in confidence in using computers as a result of new opportunities to use the ICT suite. The computers in both the nursery and reception are available throughout the day for children to practise their skills. They are adept at controlling the computer mouse and can move objects around the screen to create the desired effect. There is good support for literacy skills as children type and print simple sentences, with some help in finding the letters.

85. The children have the opportunity to build a good range of models using construction kits and recycled materials and know how to join pieces together, showing a good level of independence. They are excited to share their achievements with staff and visitors to their class. In an interesting activity in reception, children were helped to develop a sense of times past through comparing pictures of themselves as babies with what they can do now and they enjoyed guessing which teachers were represented in the photographs of them as children.

Physical development

86. The quality of teaching and learning is good overall. Most children achieve well and reach the expected standard by the end of the reception class.

87. The good planning for the use of the outdoor area has been a strong factor in developing the children's physical skills. They learn to ride and steer a bike round an interesting track and enjoy the experience of using a trampoline. Children in reception particularly enjoy the experience of running up the small, grassy knoll and having to stop themselves quickly as they come down the other side, commenting that they are "puffed out!" The caring attitude that is promoted well in the Foundation Stage also contributes to children developing a sense of space and taking care not to bump into others.

88. Children are taught to use scissors and other implements safely and they have developed a good deal of accuracy as they cut out shapes for their models. Children develop finer movements through focused taught sessions, such as following a maze or practising letter formation, and through the frequent opportunities to use jigsaws, brushes and pencils.

Creative development

89. Teaching and learning is good overall. The children achieve well, enabling most to achieve the nationally expected level by the end of reception.

90. Creative development is fostered well, both in focused or free activities, in painting and

drawing in the nursery and reception. Children in reception looked carefully at Monet's painting of The Poppy Fields at Argenteuil and were inspired to paint in a similar style. The children try an interesting range of techniques, such as using melted wax to decorate the butterfly wings, as well as many ongoing crayoning and drawing tasks.

91. A strong feature of the teaching is the way the children's interest and imagination are captured through interesting scenarios created by the teacher. For example, the climbing frame is covered with silver foil in order to simulate a rocket, and chairs are lined up in the home corner to suggest the idea of an airline cabin. Their effect is added to by the good interventions made by staff to develop language and imagination successfully. Children sing regularly and enjoy playing the percussion as accompaniment.

ENGLISH

92. Inspection evidence indicates that standards are above average, overall, by the end of Year 2 and well above average by the end of Year 5. Since the last inspection five years ago, standards by the end of Year 2 have made very good improvement, although dips are evident over the past two years. Specific characteristics of the Year 2 groups in both 2002 and 2003 have caused a fall in test results. The well above average attainment of pupils in Year 5 indicates that the high standards achieved by these pupils in Year 2 in 2000 have been maintained.

93. By both Year 2 and Year 5, pupils speak with a very good level of fluency and confidence for their age. They know the techniques of discussion and use introductory comments, such as was heard in Year 3 when a pupil prefaced his opinion with, "I agree with David ...". The teachers use questions well to lead discussions and to provoke thoughtful contributions from pupils. Discussions are sequenced well and teachers use a good range of strategies and ruses to encourage pupils to think carefully. An example was observed in Year 4, where the teacher made a deliberate spelling error to provoke pupils into making certain he was wrong and then to try to explain the spelling rule he was breaking.

94. The small number of pupils learning English as an additional language are supported well by the school's good provision for speaking and listening and consequently make good progress. Progress is helped when a teaching assistant works with their group to provide more frequent opportunities for dialogue about their work.

95. Changes in teaching methods and the recent admission of additional pupils have resulted in a mixed picture in reading and writing for the pupils currently in Year 2. An analysis of past test results quite rightly led the school to seek a more rigorous approach to the teaching of writing in order to raise standards to the same good level as reading. Although improved methods for teaching writing have paid off and have resulted in higher standards in both Year 1 and Year 2, changes to the teaching of reading have been less successful in Year 2. Although the picture at the upper end of the class for writing is good, with a high number (16 per cent) reaching the above average level in the unconfirmed national test results, the results for reading are lower and are likely to be below the national average.

96. Inspection evidence indicates that in reading, pupils' standards are in fact broadly average, with the great majority of pupils at least at the level expected for their age, and a third (similar to the national average) achieving at a higher level. Most pupils are able to use books easily to gain information and can deduce unfamiliar words using very secure skills with letter sounds. Many pupils, however, do not demonstrate the easy fluency that is typical of attainment at this level. Discussions with the teacher indicate that the changed methods for the teaching and practising of reading have proved to be less successful. Group teaching rather than individual teaching arrangements have been adopted, as is the case in most schools nationally, but the methods chosen are not fully efficient. The teacher in Year 2 has already attended training and plans to effect improvements to the methods in use.

97. In Year 5, a high proportion of higher attaining pupils (over half the class) mean that standards are high, and likely to be well above average by the end of Year 6. Pupils read with a good level of interest and fluency. Most choose their own books from a suitable selection, enabling

them to follow their own interests. The pupils are able to discuss their books and their favourite authors at a mature level for their age.

98. Good, and often very good, teaching generally helps to extend pupils' reading skills well throughout the school. Interesting and relevant tasks are set that ensure the pupils' good concentration and learning in most classes proceeds at a good pace. In Year 2, for example, pupils worked in pairs to find the answers to questions they had set themselves to find out about the features and habits of snails. Using a good range of information books, they showed a good ability to use contents lists and indexes to locate the information required. In Year 5, pupils were able to extend their learning very well through building constructively on a theatre visit. They studied the story of the play to analyse the main character and to build a comprehensive character study. Their clear understanding of the story line, enabled by the visit to the theatre, helped even the least able pupils and those with special educational needs to follow quite a demanding text and to contribute well to the class and group discussions organised around the different aspects of the character.

99. The school identified the teaching of writing as an area for further improvement and in Years 1 and 2, in particular, strategies have paid off well. Very good teaching in Year 1, for example, means that pupils have progressed from a lower than average starting point last September to an above average level for most by the end of the school year. The teacher has a very good understanding of the skills needed, makes sure that pupils understand the task really well and is adept at establishing a very good working atmosphere that encourages best efforts. In preparation for writing linked to the history curriculum, for example, the pupils watched a video about the Great Fire of London. They followed this up in a subsequent lesson with a thorough study of the story using a shared big book before attempting their own written summaries. The teacher's own interest and understanding of the story was obvious and captured the pupils' imagination very well. Questions such as "How many sentences have we read so far?" and "Why does that word have a capital letter?" provided good incidental consolidation of the pupils' understanding of writing techniques.

100. By Year 5, the pupils' writing shows good spelling skills, maintained from the start of the year. Very good development of punctuation skills over the year means that work is very clear to read and is often enlivened for the reader through the use of well-punctuated dialogue between characters. Descriptive vocabulary improves well through the study of poetry such as "The Highwayman" by Charles Causley. An above average pupil wrote a captivating and imaginative poem about jealousy:

*Jealousy is dark purple
And smells like strong burning.
It tastes like sour plums
And sounds like deafening screaming.
It feels like sticky, slimy slime
And lives in a cold, icy cave in the middle of nowhere.*

101. Within general narrative work, however, descriptive words are not used as generously as they might be, particularly by the average and lower attaining pupils. Pupils of above average skills do not learn about paragraphing early enough to support them in their writing.

102. All teaching for English is planned conscientiously but is not always linked sufficiently well to the pupils' specific learning needs. For example, the writing task set in Year 5 to analyse the main character in a story was not linked to specific expectations that pupils would develop specific skills within their writing, such as through the use of key sentences at the start of a new paragraph. Pupils are not really clear on their own next steps for developing their writing and so miss opportunities to be fully involved in taking their own work forward. Where teachers mark written work by setting 'next steps', such as to remember sentence punctuation, and then comment regularly on the success achieved, progress is more rapid. When teachers' comments are more generally encouraging, specific skills develop more slowly. Pupils with special educational needs are supported well overall but the individual targets set for them are sometimes too general to focus their work sufficiently sharply.

103. The priority given to teaching literacy skills is evident in the way the headteacher works

closely with the co-ordinator to ensure the good management of the subject. The careful tracking and review of pupils' progress has continued despite the distraction of setting up and removing to a new school. However, work started on linking pupils' targets to the development of specific skills has been put on hold. The co-ordinator has successfully set up a good range of resources to support the subject and the links increasingly being made with other subjects in the curriculum are extending pupils' literacy skills well. There is regular practice of word-processing skills and computer based research to make the most of the school's new opportunities for ICT.

MATHEMATICS

104. Standards for pupils by the end of Year 2 are average and by the end of Year 5, above average because a good proportion of pupils are working at levels higher than that expected for their age. Pupils in Years 1 and 2 achieve satisfactorily while those in Years 3 to 5 achieve well. Pupils with special educational needs make good progress, often assisted by extra tuition from skilful and well prepared teaching assistants, working with them in small groups. They are also encouraged by generous praise for making progress from their previous levels of learning. "You're a star!" says the Year 2 teacher to a pupil with learning difficulties after he successfully answers a question involving the addition of two numbers. The rate of achievement is directly linked to the quality of teaching which, although good overall, is better in the classes for older pupils.

105. The most significant change since the last inspection has been the implementation of the National Numeracy Strategy. This has been done thoroughly and has resulted in teachers adopting a similar style of teaching. It also helps to structure the systematic development of pupils' skills. This process has been assisted by the adoption of a published scheme, which is well used as the basis of the pupils' work.

106. Teachers plan their work well, preparing different tasks for pupils of different abilities, thus helping all pupils to make progress. More recently, and particularly in the classes for older pupils, teachers have adopted plans issued nationally to complement the National Numeracy Strategy directly. Although these are detailed well, they are aimed at whole class teaching activities and do not always provide sufficient guidance for the individual work for pupils of differing needs within the class. This can result in pupils of lower attainment being faced with work that is too difficult for them and this limits their progress. For example, lower attaining pupils in Year 5 attempted problems involving the calculation of the sizes of angles in different geometric drawings but found the task very difficult. The effects of this were, to a certain extent, alleviated by the investigative and exploratory approach teachers adopted in their teaching. So, for example, when pupils in Year 5 were asked to draw a line of numbers on which to show certain fractions and percentages, they were not told what scale to use but discover this for themselves as they discussed how best to illustrate the information. Teachers are able to adopt this approach because of their good class management skills and these, combined with the generally very good attitudes of the pupils towards mathematics, help to ensure that pupils work together well, discussing their work with interest.

107. Pupils are interested, enthusiastic and are able to sustain concentration over a good period of time. These good attitudes are of considerable help to their learning. Good management ensures that lessons proceed at a good pace, time is not wasted and productivity is high. Working at a quick pace is actively encouraged, particularly in the mental starter section of lessons. For example, pupils in Year 4 are given a strict time limit in which to consolidate their learning of multiplication facts as they fill in a question sheet. Results are collected and displayed, with average scores calculated, to show the progress of each pupil. Even where class management is less secure, and the pace of a lesson slows, teachers have good techniques to regain the attention of their pupils. For example, in Year 1, where pupils were learning to tell the time using the analogue clock, they were fascinated when the teacher produced a 'magic box' containing photographs of Teddy carrying out his daily routine, with a selection of clock faces showing the times at which these are carried out.

108. Teachers use skilful questioning techniques to extend the pupils' thinking and learning, getting them to explain the strategies they have used in coming to the answer. Importantly, they do not dismiss incorrect answers but pursue them, helping to develop the pupils' learning by looking at their reasoning. For example, a pupil in Year 4, asked to give the new co-ordinates of a point if it is moved one square in a north-easterly direction, gave the answer (1,1). The teacher showed that these are the co-ordinates of the change rather than those of the new point.

109. Resources for mathematics are used well to help pupils' learning. For example, in the lesson on co-ordinates in Year 4, the teacher used an overhead projector to demonstrate clearly to pupils the position of particular points. In Year 3, pupils were given Ordnance Survey maps to help consolidate their learning of co-ordinates. Pupils in Year 1 used number fans to show their responses to questions about number bonds to ten, allowing the teacher to assess the level of the pupils' learning immediately. Not all methods of assessment are so well handled, however. The quality of the marking of pupils' work varies. Sometimes the teachers mark the pupils' work offering praise through congratulatory stamps or encouraging remarks. The teacher in Year 2 comments, "Brill again! I can't catch you out." There are, however, few examples of teachers making suggestions about how pupils might improve their work or giving ideas for further study. In some cases, marking is fairly perfunctory, and some errors go uncorrected. This does not help to extend pupils' learning and also means that teachers are not in a clear position to be able to set individual targets for progress to help pupils to manage their own learning. This is an area for development if standards are to improve further.

110. The subject co-ordinator is well qualified but is relatively new to the role. Pupils' progress, in terms of their scores on assessment tasks, is well recorded to enable teachers to track the successes of pupils. The pupils' responses to these tasks are not yet analysed to find areas of weakness in learning so that these might also be a basis for individual target setting. Computers are beginning to be well used to support learning in mathematics, particularly within topics involving data handling. Most of this work is planned for whole class lessons in the computer suite and opportunities for individuals or small groups to consolidate or extend learning using the computers in classroom are sometimes missed. The co-ordinator has made good use of the school website to inform parents of developments in teaching mathematics, with a view to helping them to support their children with homework assignments.

SCIENCE

111. Standards by the end of Year 2 are average. Similarly to 2002, most pupils reach the standard level but, despite some improvement, too few achieve at a higher level. As pupils progress through Years 1 and 2, they make appropriate gains in their knowledge and understanding and their achievement is satisfactory. By the end of Year 5, standards are above average. Achievement is good and a significant number of pupils produce work of higher than average quality, more typical of pupils who are a year older. Pupils with special educational needs in all classes achieve similar rates of progress to most other pupils. The considerable changes in the growth of the school since the last inspection make comparisons difficult; however, improvement since then is judged to be good.

112. The quality of teaching is never less than satisfactory and is often good. Overall, the quality is satisfactory in Years 1 and 2 and good in Years 3 to 5. This is because more opportunities are taken in the older classes to match specific tasks to previous attainment. However, there was evidence of good practice in every year group.

113. Teachers have a secure knowledge and understanding of the subject. This ensures good coverage of the curriculum. By the end of Year 2, most pupils accurately sequence the life cycle of humans. They locate the habitats of mini-beasts within the school environment. In a well-resourced lesson, pupils learned that plants need roots to absorb water. They can identify the materials used in common objects and distinguish between wood, plastic and metal. They use investigative methods effectively to discover what happens to water when heated or frozen. Pupils

distinguish between 'push' and 'pull' forces and know how they are applied. They can draw a simple electrical circuit and know that a battery provides power to light a bulb.

114. During a very good lesson in Year 2, pupils made significant gains in understanding how snails see, move and feed. This lesson provided a good level of challenge for all pupils. However, there are not enough opportunities provided on a regular basis for pupils, particularly the higher attaining pupils, to extend their work. The effective pupil management helps ensure behaviour is good and because of this, pupils develop positive attitudes to learning. On occasions, where the lesson does not provide sufficient opportunity for active involvement, or where the pace is too slow, pupils' concentration lapses.

115. The good achievement in Years 3 to 5 is based upon consistently good teaching in all areas of the syllabus. Higher attaining pupils are frequently challenged to extend their written work and to use appropriate vocabulary. On occasions, there is insufficient challenge within discussion work, but where this is good, the quality of pupils' responses is improved well. Pupils know the principles of a fair test. By Year 5, most pupils have a secure understanding of investigative methods. They conduct experiments carefully; for example, into plant growth and the evaporation of liquids. They discover how water replaces air when poured onto a porous material and devise experiments to replicate the movements of the earth and moon.

116. When teaching is good, pupils are actively engaged in learning and the pace of lessons is brisk. Pupils in Year 4, for example, are introduced to forensic science by working in teams to solve a crime. In Year 5, they record their rate of breathing whilst inactive and then during exercise. This enables them to identify links between breathlessness, heart rate and perspiration. Most pupils' written work is detailed and well thought out; it is carefully supported by the use of diagrams, tables and illustrations. Because behaviour is managed well and relationships are good, pupils are keen to learn, behave well and have positive attitudes towards learning. This contributes significantly to the good standards being achieved.

117. The curriculum meets all statutory requirements well, is broadly based and of good quality and range. The curriculum is enriched by imaginative activities in lessons and a science club that is effective in promoting interest amongst older pupils. Some good opportunities are being developed to make use of ICT. Investigative work helps pupils to develop a wide range of skills and promotes collaborative activity. The curriculum supports pupils' personal development well. For example, in Year 2, where pupils are fascinated by studying living creatures and at the same time are reminded of their responsibility to care for them. The increasing emphasis on scientific vocabulary supports the development of literacy well. Pupils' numeracy skills are improved, particularly where they use data effectively.

118. The co-ordination of the subject is satisfactory. The new co-ordinator has focused on developing the curriculum for pupils in Years 3 to 5 and building up resources of good quality within the new school. At present, procedures are not fully established for the co-ordinator to monitor teaching, learning and planning.

ART AND DESIGN

119. Pupils attain standards broadly at the level expected nationally by both Year 2 and Year 5. Achievement is generally satisfactory. The average standards reported in the last inspection have been maintained.

120. No lessons were observed; the quality of pupils' work indicates that the quality of teaching is satisfactory, overall. By Year 2, the pupils satisfactorily use an appropriate range of media. Observational drawings of natural objects, such as seashells, show suitable control of pencils and attention to representing detail. This builds satisfactorily on the good start evident in Year 1, where pupils produced good observational work following a walk to see bluebells in local woodland. Pupils in Year 1 also show their ability to control paint within their charming and individually creative paintings of robins. In Year 2, pupils refine this skill through, for example, creating shades of colours to complete concentric circle patterns. The impressionist style of Monet's work on waterlilies is studied and replicated using oil pastels. There was little evidence of three-dimensional

work, though in Year 2, pupils used papier-mâché to represent landscape. It shows a useful start to the control of three-dimensional media and a suitable awareness that review provides useful insights for further work. Work in sketchbooks is infrequent but provides a useful record for both teachers and pupils of the development of drawing skills.

121. In Years 3 to 5, the pupils' progress is not so well sequenced, with the curriculum still in a stage of transition as the school settles routines for the older pupils. Nevertheless, work in Years 3 and 5, in particular, shows evidence of satisfactory quality and progress. Work in Year 4 is less secure in quality although there are useful elements promoting satisfactory progress in each project tackled.

122. Observation drawing skills are extended in Year 3 to work in paint, with pupils representing, for example, bluebell flowers to a suitable level of detail and shade of colour for their age. In Year 5, pupils develop their pencil drawings through tackling the landscape viewed from the school grounds, with occasional work by higher attaining pupils beginning to represent perspective effectively. This work was extended well through reproducing the drawings in paint, with most pupils showing good control of fine detail. Pupils in Year 5 used paint to produce abstract designs, sometimes based on the work of famous artists, such as Kandinsky. The pupils report that this is their favourite work although they also recall painting portraits as part of their topic on 'Relationships'. Pupils speak with feeling about their response to paintings of people by other artists, such as Rembrandt, showing sensitive and mature study of the possible relationships and moods reflected in the work. One pupil observed, "We could tell the woman in the painting cared for the child. We thought it must be her daughter." She went on to explain that the expression on the woman's face was telling and also the posture of her body.

123. Work in paper sculpture in Years 3 and 4 shows a good level of creativity and design, using vibrant colours within pleasing individual compositions. Work with computer programs is in the early stages of development in Years 3 to 5, although pupils in Years 1 and 2 produce pleasing abstract designs showing suitable control of an ICT design program. In Years 3 to 5, sketchbooks are insufficiently used as a record of pupils' learning and consequently, do not provide pupils with a reference point or a source of inspiration for further work. In all classes, pupils with special educational needs achieve similarly to other pupils.

124. Occasional workshops arranged with visiting artists provide pupils with opportunities to produce work of high quality. Examples of past work enhance the school's environment. Such opportunities extend the curriculum very well. Pupils in Year 5 with a particular interest in art and design attend a lunch-time club and thoroughly enjoy the extra opportunities this provides; the waiting list for potential members is extensive.

125. Co-ordination of the subject is satisfactory. A portfolio of past work has been established recently and provides a useful basis for setting expected standards for each year group to ensure that all teachers are clear about the progress to be achieved from year to year. Teachers maintain informal records of pupils' progress within each unit of work and summarise these in an end of year assessment of the range of skills in the class. Because these are based on general skills in the subject, they do not provide sufficient check on the development of specific skills and are consequently of limited use for planning future teaching and learning.

DESIGN AND TECHNOLOGY

126. By the end of Year 2, pupils attain standards that are above national expectations and cover all elements of the design process well. By the end of Year 5, pupils' attainments are in line with national expectations, overall, though the pupils' evaluation of their own work is less strong than the designing and making process. Standards have improved well since the last inspection for pupils in Year 2, when attainment was judged to be average, because the quality of teaching has improved for Years 1 and 2.

127. The pupils' achievement is good overall, influenced by their good attitudes to the subject. Pupils with special educational needs and those learning English an additional language achieve well alongside their peers.

128. In Year 2, a good planning outline encourages pupils to think carefully about their design before drawing and labelling their detailed plans. Pupils are encouraged to examine their work critically and to consider improvements, and consequently this is done well. For example, after pupils had made their wheeled vehicles, they identified the axle as the most complicated part to get right. One pupil decided that he would change the spoiler on his model next time to make it better.

129. In Year 5, pupils have the chance to examine and test a range of commercial products before designing and making their own. For example, they analysed a range of types of bread to decide what makes bread attractive and tasty before planning to make their own. Pupils in Year 5 design and make moving toys successfully, but their evaluations tend to describe the finished product rather than identify what could be done to make improvements.

130. Teaching and learning are good, overall, in Years 1 and 2 and satisfactory, overall, in Years 3 to 5. A good feature of the teaching throughout the school is the way in which pupils are given the opportunity to investigate how to reproduce mechanisms they have seen in products. For example, pupils in Year 4 tried several ways to make a lever mechanism to incorporate into a pop-up book before finding a solution. Teachers model applications well to help pupils' understanding, such as opening and closing the classroom door to illustrate how hinges work. A useful planning sheet for younger pupils helps to focus their minds on the design process and helps them to produce clear, colourful plans, for example, of playground apparatus like the Monkey Ride. The evaluation of completed work is more searching in Years 1 and 2 than generally is the case in Years 3 to 5, where opportunities are sometimes missed to build on pupils' understanding. An area for development is the teachers' planning for the learning of specific skills; lesson plans tend to concentrate on the activity to be carried out with insufficient focus on the skills the pupils need to acquire.

131. Co-ordination of the subject is sound. Good efforts have been made to extend the range of resources to meet the needs of the older pupils now based at the school. There are suitable links with literacy and numeracy as pupils record their planning and measure their materials. Some use is made of ICT to enhance learning, such as in the making of the Moving Monsters, but this is in the early stages of development.

GEOGRAPHY

132. Attainment is in line with national expectations by the end of both Year 2 and Year 5. Teaching and learning is sound throughout the school and the pupils' achievement is satisfactory in all year groups. Standards have been maintained since the last inspection, with the older pupils building steadily upon prior learning. Pupils with special educational needs and those with English as an additional language achieve similar rates of progress to other pupils in their year group.

133. By the end of Year 2, most pupils can draw a plan of the school accurately and label it appropriately. Pupils are familiar with the outline map of the United Kingdom, can name its four countries and locate the city of Leeds. Using the 'Katie Morag' stories, they illustrate and write about transport on a Scottish Isle, noting differences with their own locality. Pupils learn to locate distant places on a map of the world by tracing the journey of 'Barnaby Bear.' They write accounts of their favourite seaside places, explaining their choice and the more able pupils offer a valid geographical reason. This work helps them to make appropriate comparisons between contrasting environments. Pupils are aware of the importance of protecting nature and caring for the environment.

134. Teaching in Years 1 and 2 is satisfactory, overall. Pupils' past work indicates careful teaching of basic skills and good links with literacy. However, there is little evidence of differing tasks being planned to match pupils' differing attainment levels. Pupils work steadily and complete tasks carefully, taking pride in their work.

135. By the end of Year 5, pupils correctly explain how to use basic mapping skills, such as co-ordinates, direction and measurement, and know how to locate information using an atlas or reference book. They make good use of the Internet to locate information from a specific web-site, such as that featuring the 'Albert Dock' in Liverpool. However, all these skills are not fully evident in their written work. Pupils are able to identify similarities and differences between contrasting areas, such as the city of Liverpool and the local area of Morley. This is through a well planned topic, where staff make good use of varied resources. Most pupils understand why coastal erosion occurs and the higher attaining pupils use subject vocabulary well to describe it. When studying land use, pupils build effectively upon a visit to the nearby White Rose Centre and produce a short report on its impact upon the local area. Pupils study their own locality and contrasting regions to a suitable level for their age. For example, they gather data on the local climate and reach valid conclusions in comparison to southern India. Good use is made of e-mail to correspond with Hill Top School in Minnesota, USA.

136. The quality of teaching in Years 3 to 5 is satisfactory, overall, with examples of good teaching occurring. Teachers have a secure knowledge of the subject, promote skills effectively and use ICT well. However, there is insufficient planning to devise specific tasks for differing abilities. Pupils respond positively and work hard to develop their skills and understanding in this subject.

137. The co-ordinator provides sound leadership and has been successful in developing resources, which are of good quality. The curriculum is well matched to national guidelines and is of good quality, being enriched through educational visits and the use of varied resources. Assessment of pupils' progress includes specific assessed tasks, which are being used to provide the beginning of a useful portfolio of pupils' work. This is helping the co-ordinator and other staff to give an accurate judgement of attainment. The subject makes a good contribution to the development of numeracy skills and a satisfactory contribution to literacy. Good use is made of ICT and this helps to promote pupils' personal development well through gaining a greater understanding of cultural differences and promoting independent study.

HISTORY

138. Attainment is in line with national expectations for pupils in both Year 2 and Year 5. Pupils, including those with special educational needs and those who have English as an additional language, achieve soundly. Improvement since the last inspection has been satisfactory and the school has maintained average standards. The programme of work has been revised to include nationally recognised planning material. This has helped to standardise the teachers' approach and also secures the systematic development of pupils' skills. It has also enabled the school to establish easily operated, but generally suitably informative, assessment procedures. These measures have not yet been in place long enough to have had a significant impact on standards.

139. The quality of teaching is satisfactory, overall, although there are examples of good teaching throughout the school. Teachers use history well to support learning in other subjects. In Year 1, the daily literacy lesson was based on the Great Fire of London. This gave good opportunities for pupils to discuss, read and write about a historical topic and was a good use of time, combining as it does two areas of learning. The pupils' understanding of the easy spread of the fire through the wooden buildings of the time was enhanced by the dramatisation of the action of the flames as they went from building to building. Pupils are given opportunities to write in a range of styles. In Year 2, pupils wrote about the possibilities of riding a 'bone-shaker' bicycle: "It is not fast because it has not got rubber wheels." They had an opportunity to empathise with Amy Johnson when they considered the scariest part of her journey. In Year 4, pupils wrote a guide for Roman soldiers on what to expect of the Celts: "The number three is special for them". Pupils in Year 5 wrote of their own responses to the song 'Imagine' by John Lennon.

140. Teachers give the pupils suitable opportunities for research, preparing them with the skills necessary to become independent learners. Pupils in Year 1 find out about bath-time long ago. They also produce individual little topic books of life in Victorian times. Pupils in Year 2 are presented with a list of questions to guide their research about Amy Johnson. In Year 5, pupils research life in the 1960's for a homework project. Pupils have the opportunity to develop their numeracy skills through the use of a line of dates. Pupils in Year 1 draw a 'time line' of toys that they play with at different times up to the age of five, while pupils in Year 5 produce a 'time line' for the Tudor dynasty. Pupils in Year 3 use sectioned diagrams to illustrate the differences between rich and poor households in Tudor times.

141. Since the last inspection, computer work has been incorporated well into the curriculum in history. Pupils in Year 5, for example, used computers to construct questionnaires about adults' knowledge of the Beatles, and pupils in Year 3 made good use of the Internet to help their research on the Tudors. Higher attaining pupils are able to produce fact sheets by cutting and pasting information from different sources.

142. Teachers generally adopt a lively and varied approach to history, in an attempt to stimulate pupils' interest. They provide suitable opportunities for pupils to broaden their understanding of what life might have been like at different times, such as through video recordings, copies of original photographs and talks from people alive at the time. A good example was the talk given to Year 3 by an ex-RAF navigator who served in World War 2. He was then able to accompany the pupils on a trip to a museum based on a prisoner of war camp. The teachers use printed worksheets sensibly, particularly helping lower attaining pupils who are able to focus on historical information without having always to wrestle with problems of writing an answer. The school has made good use of the recent change of building and the visit of Prince Edward to open the new school to present the idea of 'living history'. The teachers' marking of the pupils' work is not always sufficiently thorough. Although there are examples of teachers trying to extend pupils' learning by making observations and asking questions, a lot of work goes unacknowledged and opportunities to challenge pupils' thinking are missed.

INFORMATION AND COMMUNICATION TECHNOLOGY

143. By the end of Year 2, standards are above average, with strengths in word processing skills. By the end of Year 5, standards are broadly in line with those expected nationally for their age, with strengths in word processing and in constructing databases; there are comparative weaknesses in control technology and modelling. This very good improvement since the last inspection is due to the exceptional improvement in resources provided by the new computer suite, a good improvement in teaching due to staff training, leading to improved teacher confidence, and good management of the subject. There has been a good improvement in the use of ICT in other subjects, using timetabled sessions in the suite, but computers in classrooms are not sufficiently used to support learning.

144. The pupils' achievement is good overall because of the good teaching, the good attitudes of the pupils and the regular opportunities to use the high quality equipment, with a maximum of two pupils allocated to each computer. Pupils with special educational needs and those using English as an additional language are well supported in lessons and they make good progress. A strong feature is the good assessment procedures, which are recorded in a useful format so that pupils' progress can be tracked through the school. While pupils in Year 5 are achieving well, they have not yet had time to make up for some inherited deficits in learning related to unsuitable provision in the old building.

145. By the end of Year 2, direct teaching of skills and the teachers' modelling of techniques on the interactive whiteboard enable pupils to develop word processing skills well; they can use the 'shift' key for capitals and are adept at changing the size of the type. Higher attaining pupils experiment and change colours easily. Pupils respond well to high expectations and log-on and

save their work as a matter of course. There are good opportunities to extend their skills in other areas; for example, they design instructions to make the programmable robot move and turn.

146. By the end of Year 5, pupils have extended their word processing skills well and can add graphics to text to illustrate their work. Good explanations from the teacher and discussion in pairs helps pupils to realise the importance of framing questions to elicit a 'yes' or 'no' answer. They use this knowledge to design, for example, a history questionnaire about the Beatles for their parents to answer, and so build up a database. This work reveals a good understanding of different typefaces and the tick boxes are lined up carefully, with the majority of pupils producing a questionnaire that is of high quality in appearance and content. Pupils learn how to use the Internet with confidence, send e-mails and enjoy accessing the school website. Pupils have had some experience in control technology as they used the programmable robot in previous classes, and the school is to supplement its resources to enable pupils to learn to control equipment in a predetermined manner and to sense physical data.

147. Teaching is good, overall, enabling pupils to learn well. Training has helped to boost teachers' confidence and knowledge to make effective use of the new equipment. For example, teachers give clear explanations and model the task using the interactive whiteboard to help pupils to understand. They also monitor pupils' work from their own screen, quickly identifying and helping any pupil experiencing difficulty; similarly they can share any example of good work with the class by bringing up pupils' work on to the master screen. Teachers are not only providing the subject curriculum but are also providing opportunities for pupils to use ICT in other subjects. Pupils in Year 3, for example, use a music program to record their compositions, using a graphic notation on screen, and subsequently evaluate their tunes and amend their work. Activities are interesting and motivate pupils to learn well. Well-planned activities help pupils to appreciate the relevance of ICT in the wider world as pupils in Year 4 exchange e-mails with pupils in a school in America. They can also read newsletters or even access their weekly spellings on the school website.

148. The subject is managed well. Integrating the use of the new computer suite and organising related equipment and resources, including a scheme of work for a growing school, has been a huge task. This has been accomplished well in a short space of time, with good support from colleagues. The improved provision is helping to raise standards quickly through the school.

MUSIC

149. Attainment is above average by the end of Year 2 and well above average by the end of Year 5. This represents very good improvement since the last inspection. The school has a strong interest in providing well for music and uses resources well to organise an interesting and challenging curriculum. The extension of the school to include older pupils has been seized on to extend standards. The strong influence of the music co-ordinator ensures that the quality of teaching is high. Provision includes good opportunities for older pupils to learn to play a range of musical instruments. At present tuition is free and is taken up by almost all pupils in Year 5. Pupils achieve very well and standards are high by the end of Year 5.

150. The strongest element of attainment in the subject for most pupils is singing; standards are above average by the end of Year 2 and well above average by the end of Year 5. Pupils know a good range of songs and are heard daily, in school assemblies and singing lessons, singing melodically, tunefully and harmoniously. They demonstrate particularly good diction, phrasing and control of the pitch and duration of their voices. This is the result of very good teaching by the music co-ordinator, who teaches singing to pupils in all classes every week. She has a very good understanding of the requirements of the subject and a clear understanding of how to improve the pupils' skills. Much more is achieved than in most primary schools. Within the weekly singing lessons arranged for the older pupils in Years 3 to 5 and the younger pupils in reception and Years 1 and 2, pupils thoroughly enjoy working to improve their skills. The teacher is careful to choose material that is likely to appeal to most pupils and this includes a good range of rhythms, moods

and cultures. This work is backed up by further good practice within most class lessons and pupils show that they are able to sing successfully with or without musical accompaniment. Pupils enjoy the variety of accompaniment provided, which includes the piano, the guitar and recorded music. The older pupils sing well in harmonising parts to accompany the younger pupils. The mood and feeling generated by the singing enhances the pupils' spiritual, social and cultural development very well. The teacher has identified particularly talented pupils and their parents are provided with details of further opportunities for these pupils to extend their skills outside school. As a result, four pupils have joined the Leeds Schools' Choir.

151. The quality of teaching is good overall for pupils in Years 1 and 2. In addition to the very good weekly singing lesson, pupils work through lessons in a published scheme that provides good support for teachers who feel less confident in the subject. Pupils in Year 2 analysed a recording of a 'sounds' poem set to music in preparation for composing their own in subsequent lessons. Pupils showed a good level of confidence in commenting on the music, with good speaking and listening skills enhancing their observations. One pupil noted that the music began quietly but "got louder and louder and got really heavy." Another said, "I thought I was in a car with rain lashing on the windows." The teacher organised the pupils well and they easily took different parts of the song as their section for singing. Although the teacher taught them the word 'crescendo' to describe the escalating sound, other opportunities to use musical vocabulary were missed. Planning does not always supplement the published scheme sufficiently, for example, by setting clear plans for the vocabulary to be used and taught.

152. Teaching is very good for pupils in Years 3 to 5, where two of the three teachers have a good knowledge and understanding of the subject and share a great enthusiasm for helping pupils to achieve their best. In a very good lesson in Year 5, the teacher's confidence in the subject helped pupils to understand easily what was required of them as they worked in small groups to devise a three note accompaniment to the song, 'Shalom', using xylophones and glockenspiels. Pupils showed excellent concentration and interest as they worked supportively in their groups to compose an accompaniment. Their very good singing voices enhanced their work well. One pupil observed of one trial method, "She did it like a round – singing on a different beat." Pupils planned which beat to start their singing and all confidently practised various suggestions from within the group. They instinctively analysed the strengths of the different suggestions. "I think it was best started on F." The fact that almost all pupils in the class are learning or have learned to play at least one musical instrument extends their understanding very well. When groups performed for the class, others would very supportively join in if the singing fell away as the players concentrated on their music. Very good personal and social skills were evident. A weakness in the teaching is that the pupils are not provided with music notebooks to record their compositions. Nevertheless, pupils reached for loose paper but there was a greater risk that this might be mislaid before the next lesson. Also recording facilities are not made freely available for pupils to record their trial compositions, to allow them to compare different suggestions or maintain a record for the next lesson. It is a credit to the teachers that the pupils have progressed as well as they have but quite a challenge to them to keep their skills moving forward at the rapid pace that they are well able to maintain.

153. The new published scheme in use provides clear guidance for teachers who feel less confident with teaching music. A disadvantage, however, is that lessons tend to be taken in automatic rotation without due regard to the advanced skills of most pupils. For example, pupils in Year 3 became bored and confused in a lesson that was aimed at teaching basic rhythm through a game; they were not sufficiently challenged. The same pupils worked well with a computer program in another lesson that enabled them to compose and review their own music, and is eventually aimed at combining electronic and live sound.

154. Pupils listen to music daily as they prepare for school assembly and the music co-ordinator makes sure that the title and composer of the music is displayed at the front of the hall. The music is wide ranging and pupils have shown a preference for modern compositions. During class lessons, pupils hear a wide range of music, sometimes linked to their work in other lessons. Pupils in Year 5 drew pictures and wrote about the feelings and mental pictures evoked by listening to

'Imagine' by John Lennon, which linked to their history work based on the 1960's. Pupils in Year 4 completed rapid work in mathematics to fast music. Pupils in Year 2 played percussion instruments on a Chinese theme to herald the Chinese New Year, complete with a Chinese dragon.

155. Pupils who are able to take part in extra lessons or lunch-time clubs in order to learn how to play the recorder, violin, clarinet, flute, fife or guitar make very good progress and achieve well for their age. The pupils are enthusiastic and practise regularly at home.

156. The co-ordinator organises, leads and teaches the subject very well, working very hard to ensure that standards remain high. A system for assessment has been devised, which is completed each year in the summer term in time for reports to parents. Opportunities are used to practise literacy skills through reading the words of songs and hymns, and numeracy skills through counting beats within the music. Computer technology is in the early stages in most classes but a start has been made. The co-ordinator hopes to establish an orchestra in school in the near future. A suitable range of instruments of good quality is available, including some instruments linked to different cultures.

PHYSICAL EDUCATION

157. Attainment by the end of both Year 2 and Year 5 is in line with national expectations. Pupils achieve satisfactorily and this includes those with special educational needs, who are often aided by being given individual help by skilful and well informed teaching assistants. Although the standards of pupils in Year 2 are unchanged since the last inspection, there has been an excellent improvement in facilities for the subject, which were judged to be poor at that time. The improved facilities have led to good improvements in teaching and learning but neither have been in place long enough to impact fully on overall standards. However, standards in swimming are above average because pupils have had the benefit of good facilities and specialist teaching for two years, which is twice as long as they have had the use of the improved facilities in school.

158. The quality of teaching is good, overall, and supported by some exchange of teachers between classes to make use of individual expertise. Teachers dress appropriately for physical education lessons, thereby emphasising the importance of the subject and setting a good example for the pupils, which they largely follow. Teachers emphasise well the effects of exercise on the body. So, for example, pupils in Year 2 know that their heart beats faster immediately after exercise. In Year 3, pupils know that activities to warm-up muscles should not start with stretching movements and pupils in Year 5 know that increased heart rate helps to increase the flow of oxygen to the muscles.

159. The teachers make good use of demonstrations from pupils to encourage greater efforts and success and point out ways that movements might be improved. For example, in a dance lesson in Year 3, the teacher encouraged pupils to refine their movement by giving attention to the position of hands and feet. However, few teachers give pupils the opportunity to evaluate their own and others' movements and then make improvements as a result of their evaluations.

160. In good lessons, teachers give pupils opportunities to develop and refine their individual skills within small groups. In a rounders lesson for older pupils, for example, the pupils divided into groups of three or four to practise throwing, batting and catching skills before using these skills as part of a larger team. In less successful lessons, the whole group is involved in playing one game of cricket, with the teacher bowling, thus significantly reducing most pupils' opportunities to develop their skills and techniques. In some lessons, elimination type activities reduce pupils' opportunities for learning. Pupils in Year 2, for example, work in pairs, with one throwing a ball against a wall and the other catching it. When one of the pupils misses the ball, both have to sit down. This means that the higher attaining pupils get more chance to practise while those who need extra practice have to sit out.

161. The teachers show good subject knowledge generally by organising suitable activities of increasing complexity and difficulty to develop the pupils' skills. In a very good lesson in Year 3, for example, pupils practised movements before putting these movements together in sequences of increasing length, and then using the movements to interpret music.

162. The pace of lessons is usually good. Older pupils practising athletic activities alternate vigorous activity with periods of instruction and gentler movement. However, a lack of preparation can cause a drop in pace in some lessons. In a lesson in Year 2 that was based on the development of tennis skills, for example, items of apparatus were found to be missing, causing changes and a delay in the pace of the lesson. The choosing of teams by pupil captains in a rounders lesson also caused a drop in pace and was embarrassing and disheartening for those not picked until last. However, this is something of a rarity as teachers generally take trouble to develop pupils' social skills well through physical education lessons. Pupils in Years 3, 4 and 5 combine for games lessons. This helps the social interaction of the pupils, although it is not so helpful for the development of their skills, particularly for those in Year 5. Pupils in Year 5 have the opportunity to work together in groups, practising adventurous activities. For example, they have to work out how to pass a hoop around a circle of pupils, all of whom are holding hands. They also make use of new technology when one group photographs objects around the school from unusual angles and then invites another group to try to locate these objects. The screensaver on the computers in a Year 4 class reminds the pupils to bring their physical education kit on Tuesdays and Thursdays.

163. The pupils show very good attitudes in their lessons in physical education. They work together very well, listen carefully to their teachers and concentrate very well when taking part in activities. A delightful example of these enthusiastic attitudes occurred when pupils in Year 3, although not directly asked to do so, produced poetic writing based on their dance routine, The Dance of a Thousand Lights.

164. The subject co-ordinator has initiated the formation of sporting teams in cross country running and football competitions, including matches for both boys and girls. These events are helping to raise the status of physical education and offer the pupils opportunities to develop their skills in competitive situations. Useful and easily maintained assessment arrangements have been introduced but these have not been in place long enough to impact on standards. The curriculum is enriched by the input from outside agencies such as professional football clubs.

RELIGIOUS EDUCATION

165. Attainment is above average by the end of both Year 2 and Year 5. The subject is taught well throughout the school. Pupils are given good opportunities to learn about major world faiths and to discuss them in relation to their own experiences. The pupils' achievement is good throughout the school. They build well upon prior learning and meet and often exceed the expected standards set out in the locally agreed syllabus. Pupils with special educational needs and those with English as an additional language achieve similar rates of progress to their year group. Improvement since the previous inspection is good and the school is providing very successfully for the older pupils now included in the school.

166. By the end of Year 2, most pupils write detailed accounts of major events set out in the Bible. They examine the Christmas story from the differing perspectives of, for example, the shepherds and the wise men. Pupils write clearly about the story of Easter, exploring its traditions and commenting on their own beliefs. They explore relationships by discussing and writing about friendship. The story of the Good Samaritan provides valuable opportunities to discuss the nature of friendship and the need to help others. Through these Bible stories, which are carefully taught, pupils develop their understanding of beliefs and begin to recognise how these are handed down between generations. For example, they hear stories that help them to understand that Christian beliefs draw upon earlier traditions.

167. The quality of teaching for pupils in Years 1 and 2 is good, overall. Teachers have a secure knowledge and understanding of the syllabus and encourage pupils to produce detailed work that, in turn, provides evidence of thoughtful reflection and discussion. Pupils work hard and because of this achieve well.

168. By the end of Year 5, most pupils have a secure understanding of the Christian and Islamic beliefs. They are also aware, but in less detail, of ideas found in other world faiths, such as Sikhism. In recent written work, pupils provided detailed descriptions of Islamic traditions in the mosque and the home. They know there are common factors of belief between Christianity and Islam, as well as important differences. Pupils write in detail on the Old Testament to show how Christianity draws upon earlier Jewish teaching. In discussion, they identify and distinguish between miracles and parables, recalling examples of each. They are able to show that moral codes in contemporary society stem from ancient beliefs. When discussing evidence of religious beliefs within their own community, they identify centres of worship and describe their appearance. They know how they are used to support different customs and practices, such as baptism and marriage.

169. The quality of teaching for pupils in Years 3 to 5 is good. Teachers use their knowledge of the subject effectively to promote good discussion and understanding. This is effectively reinforced through planning substantial tasks, which often challenge the pupils' thinking well. Pupils respond positively and many are keen to take part in discussion. Their standards in written work indicate they have a positive attitude to learning.

170. A new co-ordinator leads the subject, with good support provided by the headteacher. The curriculum is of good quality, provides a good match with the locally agreed syllabus and is enriched through educational visits and visiting speakers from different faiths. The pupils' social development is promoted well through the good opportunities for discussion and reflection. Good use is made of the pupils' literacy skills and some opportunities are found for promoting numeracy. However, the curriculum makes insufficient use of ICT. School assemblies help to reinforce learning in the subject and also provide good opportunities for pupils to present their ideas, give readings and offer prayers. Assessment procedures match the requirements of the locally agreed syllabus. Resources are good and include new topic books and artefacts for all faiths studied. All pupils study religious education and the subject is promoted in a manner which respects individual belief and provides good opportunities for all to be included.