

# INSPECTION REPORT

## **BARDSEY PRIMARY SCHOOL**

Bardsey, Leeds

LEA area: Leeds

Unique reference number: 107868

Headteacher: Mrs J Shelton

Reporting inspector: Mrs D Bell  
16413

Dates of inspection: 14 – 17 October 2002

Inspection number: 246723

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Woodacre Lane Bardsey Leeds
Postcode:	LS17 9DG
Telephone number:	01937 572612
Fax number:	01927 573884
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs E J Ambrose
Date of previous inspection:	April 2000

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16413	Mrs D Bell	Registered inspector	Art and design Music Foundation Stage Special educational needs	What kind of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
9798	Mrs V Ashworth	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?
32246	Mrs J Wyatt	Team inspector	English Information and communication technology History Physical education English as an additional language	
16761	Mr M Hemmings	Team inspector	Educational inclusion Mathematics Science Design and technology Geography Religious education	How good are the curricular and other opportunities offered to pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Bardsey Primary School is a small school serving the village of Bardsey to the north of Leeds. Its 81 boys and 84 girls, aged 4 to 11, are taught in seven single age classes. A significant minority come from outside of the village, and only a very small proportion (1.2%) is known to be eligible for free school meals. The proportion of pupils currently on the register for special educational needs (20.7%) is close to the national average. This figure fluctuates from year to year, as does the pupils' attainment on entry to the school, which has declined in recent years, and is now similar to that found in most schools. Almost all pupils are from white UK heritage backgrounds, although the school currently has two Japanese pupils for whom English is an additional language. A significantly high proportion of pupils changes schools between Year 3 and Year 6. There have been major changes in staffing, governance and organisation since the previous inspection and the school has had a new headteacher and a new deputy headteacher. The school's three main priorities are: to raise standards further, to strengthen further the leadership and management of the school, and to continue to improve pupils' behaviour.

### **HOW GOOD THE SCHOOL IS**

Bardsey is now providing a good standard of education for pupils of all levels of ability. The quality of teaching is good. Teachers have high expectations of the pupils' work rate and behaviour, and the majority of pupils respond well by concentrating on what they have to do and working at a fast pace. The headteacher, governors and staff have worked together very well to improve the school. As a result, standards have risen in the past three years, pupils achieve well and are successfully encouraged to do as well as they can. Staff and governors make sure that all pupils are given the best possible chance in school, and they monitor very effectively the impact of their decisions on the standards the school reaches. The school provides good value for money.

#### **What the school does well**

- The majority of pupils in Year 6 make good progress and are working at levels above those expected for their age in English and mathematics.
- Very effective leadership and management have moved the school forward at a fast pace.
- Good quality teaching has a significantly positive effect on pupils' learning, attitudes and behaviour.
- Very rigorous assessment, monitoring and evaluation procedures are used very effectively to strengthen teaching and learning, and to ensure that all pupils make as much progress as they can.
- The curriculum is kept under constant review to ensure that it meets the needs of the school and of the pupils.
- The school caters well for the pupils' personal, spiritual, moral, social and cultural development and helps the pupils to become mature and articulate young people by the time they leave.

#### **What could be improved**

- The pupils' use of the libraries for research and sustained reading opportunities

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

When it was last inspected in April 2000, Bardsey was found to be an underachieving school. Since then, very rigorous procedures have been put into place to monitor and evaluate all aspects of its work, and to keep a close check on how well pupils are doing. The very effective use made of the information gained from these activities has led to good improvements in teaching and learning. Standards have risen overall in the past two years, and further improvement is evident in school. The school is doing better in relation to schools with similar intakes of pupils. It has been particularly successful in raising the attainment of the more able pupils in mathematics. Leadership and management are now very good. The senior management team has been

greatly strengthened and most curriculum co-ordinators understand and carry out their roles and responsibilities very well. Governors rigorously monitor the school. They are extremely knowledgeable about its work, the standards pupils reach and what the school needs to do to improve further. The school's very strong commitment to improvement has brought it a very long way in the past two years. It is very well placed to continue that rate of improvement in the future, provided it has a period of stability in which it can consolidate the work done so far. It is no longer judged to be underachieving.

## STANDARDS

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

Performance in:	compared with				<i>Key</i>
	all schools			similar schools*	
	2000	2001	2002	2002	
English	B	B	B	C	well above average A above average B average C below average D well below average E
Mathematics	C	B	B	C	
Science	C	A	C	D	

\* 'similar schools' means schools with a similar proportion of pupils known to be eligible for free school meals

Children start school with average levels of attainment for their age. The majority make good progress and meet the nationally expected standards in all six areas of learning by the end of their reception year. The national test results for pupils in Year 2 and Year 6 have improved between 2000 and 2002, showing that the school is beginning to reverse the downward trend evident in the year after the previous inspection. In Year 2 the test results for 2002 were above the national average in reading and writing, and at the national average in mathematics. The reading results matched, and the writing and mathematics results were lower than those of similar schools. These comparisons do not reflect the good progress that the pupils made, especially as thirty per cent of them were on the special educational needs register. For pupils currently in Year 2, standards match the national expectations for reading, writing, mathematics and science and overall, progress is good. In the Year 6 English and mathematics tests in 2002, a higher proportion of pupils reached the nationally expected levels than in the previous two years. In mathematics, there was a significant increase in the proportion reaching the higher levels, with one pupil reaching two levels higher than the national expectation. This reflects the school's strong and successful commitment to raising the attainment of more able pupils. The proportion reaching the higher levels in English was maintained. The decline in the science results in 2002 were largely due to the school's understandable decision to focus on improving the literacy and numeracy skills of the twenty-five per cent of pupils with special educational needs in that year group. In the current Year 6, standards are above the national expectations for English and mathematics and match the national expectation for science. Good progress is evident in Years 3 to 6, despite the high proportion of pupils who change schools in that age group, and especially in Years 5 and 6. Pupils with special educational needs make good progress and there are no significant differences between the attainment of boys and girls. Very effective use is made of all assessment information to set challenging targets at whole school and individual pupil levels, and to plan and organise appropriately challenging work for all pupils. Standards are good in art and design and especially so in observational drawing. There was insufficient evidence to make a secure overall judgement about music, although by Year 6, the standard of singing is good. Standards are satisfactory in all other subjects.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and are proud of it. The majority are very keen to learn. A large number are actively involved in a wide range of activities in and



	out of school hours.
Behaviour, in and out of classrooms	Good. Most pupils behave well in and around school and those who do stray respond quickly to the reminders they receive, especially when they do not listen well to what they are being asked to do.
Personal development and relationships	Good. Pupils willingly take on a range of responsibilities, form good relationships with each other and with adults, and respect their environment.
Attendance	Good. It is above the national average. Pupils are punctual and a prompt start is made to all lessons.

## TEACHING AND LEARNING

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

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

The quality of teaching is good throughout the school, and there is a significant proportion of very good teaching. The quality of teaching has improved considerably since the last inspection. Although it was good overall then, there is now a higher proportion of teaching that is good or very good and occasionally teaching is excellent. This has a significantly positive impact on pupils' learning. The teaching of English and mathematics is good, and teachers successfully encourage pupils to use their literacy and numeracy skills in other subjects. Planning is particularly effective in ensuring that learning meets the needs of all pupils. Those with special educational needs, and the small number for whom English is an additional language, are supported effectively by well-briefed teaching assistants. This enables these pupils to make good progress. More able pupils are given harder work to do and where they are particularly gifted or talented, they are sometimes taught alongside older pupils, as in mathematics. This successfully enables them to achieve well and reach the higher standards of which they are capable. The teachers' good management of pupils' behaviour and, in the majority of lessons, their insistence that pupils listen well, enable most lessons to proceed at a good pace, resulting in high levels of concentration from the pupils. The effective use of supportive marking successfully ensures that pupils know how to improve their work, and the setting of individual targets for improvement motivates the pupils to work hard, behave well and make good progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. It meets statutory requirements well and is kept under constant review to ensure that it meets the needs of the pupils. It is effectively enhanced by a good range of well-attended extra-curricular activities.
Provision for pupils with special educational needs	Satisfactory provision overall. Individual education plans are in place for the relevant pupils, though the targets in them are not always as specific as they should be. However, a good start has been made on tackling this issue and on improving provision overall. Statutory requirements are met.
Provision for pupils with English as an additional language	Good support from the school enables these pupils to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for all aspects of personal development. This helps the pupils to become mature and articulate young people by the time they are ready to leave the school.
How well the school cares for its pupils	Overall, there is a very good level of care. The information gained from the very rigorous tracking of pupils' academic and personal progress is used very effectively to plan learning right down to individual level where appropriate.

The school has a good partnership with parents. Parents receive very good information about what their children are doing and how well. Most parents support their children well by, for example, helping with homework and raising funds for initiatives such as the information and communication technology suite.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher's excellent leadership sets a very strong and purposeful direction for the school's work. The deputy head and the coordinators fulfil their roles and responsibilities well. All staff work together as a team, demonstrating a high commitment to continued school improvement.
How well the governors fulfil their responsibilities	Outstanding. The governors have an excellent understanding of the school's strengths and weaknesses. They are very effectively involved in helping to shape the direction it will take, and are fully committed to improving the school further.
The school's evaluation of its performance	Very good. Very rigorous procedures are in place and the information is used very effectively to review policies and practice to maintain the momentum gained so far in improving the school.
The strategic use of resources	Very good. The forward thinking, careful financial planning, management and monitoring of the governors and senior management team are key features of the improvements seen since the last inspection. There is a very good understanding of how to obtain best value from all of the school's spending.

Staffing is adequate and all staff are effectively deployed. The extensive outdoor accommodation is used very effectively at playtimes, lunchtimes, and for sport and physical education activities. Indoor accommodation is good and, apart from the limited use made of the libraries, it is used well to support learning. High quality, attractive displays throughout the school enhance the learning environment and show pupils how much their work is valued. All resources are easily accessible, and are used well to support learning.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like school</li> <li>• Children make good progress</li> <li>• Teaching is good</li> <li>• Parents are comfortable approaching the school</li> <li>• Children are expected to work hard</li> <li>• The school helps children to become more mature</li> </ul>	<ul style="list-style-type: none"> <li>• Homework</li> <li>• Information about how well their children are doing</li> <li>• Partnership with parents</li> <li>• Range of activities outside of the normal school day</li> </ul>

The inspection team agrees with the parents' positive views and disagrees with the negative views. The team found that an adequate amount of homework is set and that it is used well to support what pupils are learning in class. Parents receive very good information about how well their children are doing. The annual reports are particularly informative. The school's partnership with parents is good and the school provides a good range of activities outside of the normal school day. The concerns that a small number of parents raised about the level of challenge of some of the reading material that pupils were given, were not borne out in school.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. The school's records show that the children's attainment on entry has declined in recent years, and the majority now start school in the reception class with levels of attainment that are as expected for their age. Weaknesses in the children's personal, social and emotional development, and in their ability to write are tackled successfully. Their overall good progress is already evident in their work, and most are on course to reach the nationally agreed early learning goals for the end of their reception year in all six areas of learning.
2. The results of the 2002 National Curriculum tests for pupils in Year 2 were above the national average in reading and writing. In mathematics they matched the national average. When compared with schools that have a similar proportion of pupils known to be eligible for free school meals, the reading results were average and the writing and mathematics results were below average. The majority of pupils exceeded the levels predicted for them at the end of their reception year in reading and mathematics, and met the predictions for writing. The reading results improved significantly over the previous year, especially at the higher levels, and show the school is beginning to reverse the downward trend since the last inspection. The writing results improved slightly in 2002, continuing the steady improvement seen in the previous two years. There was a significant improvement in the proportion of pupils reaching the higher levels in mathematics, although overall, the results have declined in the past three years. The comparisons for 2002 do not take account of the proportion of pupils on the register for special educational needs (SEN) in that year group, which, at thirty per cent, was well above what is normally found in the school. In relation to their prior attainment, the pupils did well in the tests. For pupils currently in Year 2, standards match the national expectations for reading, writing, mathematics and science.
3. The English and mathematics test results have also improved for pupils in Year 6 in 2002. They were above the national average and in line with the results of similar schools, and are once again moving upwards after a decline following the previous inspection. The science results matched the national average but were below those of similar schools. The proportion of pupils reaching the higher levels in English has been maintained, while the proportion of pupils reaching the higher levels in mathematics has improved considerably. Through hard work and well targeted improvements in planning, teaching and learning, the school has successfully tackled this issue, which was identified as a major weakness at the previous inspection. The decline in the science results in 2002 is largely a result of the school's understandable decision to focus on improving the literacy and numeracy skills of the twenty-five per cent of pupils with special educational needs in that year group. Overall, Year 6 pupils did well in the 2002 tests. The school is now successfully building on this and improving standards further. In the current Year 6, standards are already above the national expectations for English and mathematics and match the national expectation for science.
4. Pupils make good progress throughout the school. This is because their learning is rigorously assessed, the national test results are thoroughly analysed, and the pupils' progress is tracked very well. The resulting information is used very effectively to set challenging targets at whole school and individual levels, and to plan appropriately challenging work for all pupils. Pupils with special educational needs make good progress overall, resulting in a significant minority reaching the nationally expected levels in tests. They receive good levels of support from teaching assistants and are given activities that are well matched to their stage of learning. Higher attaining, gifted and talented pupils are effectively stretched through the increasingly difficult work they are given to do. In mathematics, this includes being taught alongside pupils in an older age range. These approaches have successfully raised their standards overall. Over time, there are no significant differences in the

attainment of boys and girls and none were noted in school. The small number of pupils for whom English is an additional language are well supported and make good progress both in the use of the English language and in all subjects. Staff and governors successfully ensure that all pupils are given the best possible chance in school and monitor very effectively the impact of their decisions on standards, and on different groups of pupils.

5. In English, the majority of pupils demonstrate an appropriate range of vocabulary from an early age. Most are articulate, and by Year 6, have developed good speaking and listening skills. The majority of Year 6 pupils talk well in formal contexts and listen carefully to what others have to say. Most Year 6 pupils read well and the more able amongst them produce well-structured written work from selected information and resources, making effective use of the Internet and other information and communication technology (ICT) resources. However, pupils do not use ICT as well as they could for word-processing in order to draft and re-draft their work. Nor do they use the library well enough for research or for sustained reading. These are weaknesses throughout the school. The quality of pupils' writing has improved greatly since the last inspection. The school's well co-ordinated approach to it has resulted in satisfactory standards in Year 2, with an increased proportion of pupils reaching the higher levels, and good standards in Year 6, where pupils write in a range of appropriate styles for a variety of purposes, with a good sense of the audience for whom they are writing. Pupils use their literacy skills effectively to speak, listen, read and write about different aspects of their work in other subjects.
6. Pupils make good progress in all areas of mathematics. By Year 2, they make good use of an appropriate range of calculation strategies to solve simple mathematical problems, confidently using the correct mathematical vocabulary to explain how they arrived at their answers. This work is built upon effectively in Years 3 to 6. Pupils in Year 6 demonstrate well developed, quick mental recall skills and confidently give knowledgeable explanations of the methods they use for calculating and for solving problems. The pupils apply their learning well in investigative work and have a good understanding of place value, and show a sound understanding of terms such as mode, frequency and range in relation to data handling. However, they are less secure in extracting information from data in tables, graphs and charts.
7. In science, by the time they are in Year 2, pupils have a sound understanding of how to carry out a simple fair test, and how to record their findings in a variety of ways, including using labelled drawings and diagrams. They readily engage in a wide range of practical activities during which they make good progress in their understanding of the importance of close observation and accurate recording. This work is built on effectively in Years 3 to 6 and by Year 6, pupils competently carry their own tests with an appropriate understanding of the concept of fair testing. However, when writing up their experiments, they sometimes rely too much on describing what they have done, rather on using what they have learned to evaluate the outcome of their investigations. In their work on forces, a significant minority of pupils found difficulty in reading and interpreting a line graph, and the teacher quickly noted this as an area for further development. This showed a good understanding of how to use the outcomes of assessment to inform future planning.
8. Standards are good in art and design in Year 2 and Year 6, and especially so in observational drawing, and the use of it as a starting point for imaginative, creative work in different media. There was insufficient evidence to make a secure overall judgement about music, although by Year 6, the standard of singing is good. Standards are satisfactory in all other subjects and overall, progress is good. However, the standards of presentation in some of the pupils' work lets them down, and there is scope for ICT to be used more effectively in other subjects. Parents report that they are pleased with the attainment and progress of their children and commented favourably on the improvements they had noted since the previous inspection.

### **Pupils' attitudes, values and personal development**

9. Pupils' attitudes to school and to work are good. They make a considerable contribution to the harmonious and friendly atmosphere within the school, and to the pupils' attainment, progress and personal development. Attendance is good and improving. It was above the national average for primary schools during the last reported period, and the rate of unauthorised absence was similar to that found in most schools. The school gets off to a prompt start at the beginning of the day and all sessions begin on time.
10. The pupils show good enthusiasm for school. They are proud of it and enjoy the sense of belonging that it gives them. They are keenly interested in their work and particularly enjoy practical activities, such as those observed in science and art and design. Pupils develop a good appreciation of the world around them of the beauty of nature and of the effect that man has on the environment. They work well independently and readily share and co-operate with others. There is a positive attitude to learning throughout the school, which is encouraged from the moment the children enter the reception class. Almost all pupils demonstrate good levels of concentration in lessons and are keen to join in all school activities, including those outside of the normal school day. They appreciate the new facilities for ICT, and particularly like the after school mixed football and gymnastic clubs. A significant minority of pupils also participate in the music and foreign language opportunities made available to them during lunchtimes. Pupils with special educational needs, and pupils for whom English is an additional language are well integrated into all classes. They work well alongside their classmates, often in mixed ability groups, and therefore learn from each other.
11. Throughout the school behaviour is good. This is an improvement since the last inspection. A small number of the parents who responded to the questionnaire did not agree that behaviour was good. Inspectors found that behaviour is less good, but still at least satisfactory, when activities are not stimulating enough, or when pupils become tired, as the younger pupils do at the ends of the morning and afternoon sessions. The pupils play well together in the playground with the minimum of boisterous behaviour. Pupils with behavioural problems are usually managed well in class, and they receive good support to ensure that the learning of others in their class is not hampered. Pupils are aware of the high expectations their teachers have of their behaviour. They accept the school rules, understand the reasons for them, and generally conduct themselves well. The school has not had to exclude any pupils.
12. The school places a high priority on, and successfully develops good relationships and personal development at all levels. The majority of pupils are polite and considerate towards each other, towards familiar adults, and towards visitors to the school. They are happy to speak about themselves and do so in an articulate and confident manner. They willingly and eagerly respond to questions in class and to requests for help or support. There is no evidence of bullying in the school and pupils know whom to consult if they have concerns. Parents report that when any does occur, it is dealt with effectively. The majority listen carefully and think about what they do, respecting the feelings and opinions of others. A small minority still find it difficult to wait their turn to speak, but usually respond quickly to their teachers' timely reminders to do so. The pupils are willing to take responsibility when this is offered. For example, pupils in Years 5 and 6 help at lunchtimes and collect dinner money envelopes. The older pupils help the younger ones to dress appropriately for playtime when necessary, and all classes have a range of day-to-day duties and responsibilities in which the pupils readily agree to being involved. Year 6 pupils responded eagerly to the invitation to apply for the job of teaching playtime games to the younger pupils. This Play Squad initiative, funded by the Parent Teacher Association, and supported by the learning mentor, is well underway and is successful in managing pupils' behaviour during playtimes and lunchtimes. Pupils are particularly interested in the class councils recently introduced in preparation for a school council later in the year. They already take seriously the opportunities the councils provide for them to share suggestions on issues they consider to be important, and enjoy the status and responsibility the posts afford them.

## HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching is good throughout the school and has a significantly positive effect on pupils' learning and progress. A higher proportion of teaching is good, very good or better than at the previous inspection. Teaching is occasionally excellent now, and there is no unsatisfactory teaching. The teaching of English and mathematics is good, and teachers successfully encourage pupils to use their literacy and numeracy skills in other subjects. Improvements in literacy teaching include the effective use of the National Literacy Strategy and a greater emphasis on teaching phonics to improve reading. This has been done successfully throughout the school, and teachers also pay good attention to teaching pupils to understand what they read. However, less attention is paid to teaching them to use the library effectively for research activities to take this learning further, or to encouraging them to undertake periods of sustained reading. The teachers' good modelling of different styles of writing is resulting in the pupils also making good progress in that aspect of English, and using their skills appropriately in other subjects. In mathematics, the teachers' good knowledge and understanding of the National Numeracy Strategy mean that they give pupils a good variety of interesting practical and problem solving activities across the full range of mathematical learning. This develops in the pupils a good understanding of almost all areas of the subject, and the confidence and competency to use their numeracy skills in other subjects, although they still display some difficulty with data handling in Year 6.
14. In the great majority of lessons, teachers use their good subject knowledge well to prepare stimulating activities for the pupils that make significant intellectual, creative and where appropriate, physical demands on them, and successfully extend their learning. For example, in an excellent lesson in the reception class, the teacher's very careful preparation ensured that all of the children were very effectively involved in building a Sukkoth. As each child added their piece to the model, the teacher's probing questions and clear explanations drew from the children what they understood by 'festivals'. This greatly enhanced their understanding of a festival in a religion other than Christianity. In a very good art lesson with pupils in Year 1, the pupils showed very good observational skills because the teacher first showed them how to look closely. She demonstrated what they needed to look for, and how to use line and tone, to add detailed features to a face when making a self-portrait.
15. Most work is well presented but occasionally, teachers do not insist that pupils take enough care with their writing or with the setting out of their work. This detracts from the quality of the work in some of the pupils' books. Sometimes, short periods of time are lost as pupils in the younger age groups take too long to tidy things away. This shortens the time available for the whole class to share their learning at the end of a lesson. Occasionally in the older age group, teachers still tend to do too much for the pupils, or keep whole class teaching going on for too long, and leave pupils little time to undertake activities for themselves. On the whole, however, there is a good balance between whole class, group and individual teaching, which results in successful learning for the pupils.
16. In the majority of lessons, teachers now follow the school's behaviour policy very well. This has a positive effect on the attention spans and the levels of noise in the classroom because almost all pupils are successfully encouraged to listen carefully and concentrate hard on what they are required to do. When pupils do stray, timely reminders usually bring them quickly back to the task in hand and very little learning time is lost. All pupils with special educational needs, and the small number for whom English is an additional language, are supported effectively by the teachers' very good planning and the effective use of well-briefed teaching assistants. Therefore they make good progress. More able pupils are given harder work to do and where they are particularly gifted or talented, they are sometimes taught alongside older pupils, as in mathematics. This successfully enables them to achieve well and reach the higher standards of which they are capable.
17. Teachers assess the pupils' work very well, keep careful notes of what the pupils have learned, and then use the information to plan the next stages of their learning. This ongoing assessment is a major

strength in teaching. It is very well informed by the effective use of supportive marking, which ensures that pupils know how to improve their work. The setting of individual targets for improvement motivates the pupils to work hard, behave well and make good progress from day-to-day as well as over time. The targets are shared with parents, the majority of whom work with the school to help their children reach their targets, which are reviewed with the pupils each half term, and with the parents each term. Homework is used effectively to support pupils' work in class and requires the pupils to take increasing responsibility for some of their own learning as they grow older, because it moves from being only literacy or numeracy to include the pupils finding things out for their work in other areas of the curriculum, for example, history.

18. The good relationships between teachers and pupils promote the pupils' personal development well. For example, in a Year 5 religious education lesson, very sensitive discussions around who might be the greatest influence on the way the pupils think and act, enabled the pupils to share their thoughts and opinions within a supportive learning environment. This prepared them well for the next stage of their learning, namely to look at how religious beliefs affect the lives of the believers. In almost all lessons, carefully targeted questions ensure that all pupils can participate fully in all lessons, and have their opinions and ideas valued by others.

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

19. The curriculum successfully interprets statutory requirements in a way that meets the needs of the school and its pupils well. In the Foundation Stage it takes good account of the national guidance and covers all six areas of learning well through carefully planned, stimulating activities that provide a good base for the children's subsequent work in the National Curriculum. In Years 1 to 6 the effective use of the national strategies for literacy and numeracy has resulted in a well-structured curriculum that successfully promotes good achievement in English and mathematics. National guidance is used for all other National Curriculum subjects, and in most, it has been successfully adapted to the stage the school is at, and provides for the progressive development of pupils' skills, knowledge and understanding in each subject. The religious education curriculum takes appropriate account of the local agreed syllabus, which is supplemented by units from the national guidance for that subject. Through a well-structured approach to personal, social, health and citizenship education, good attention is given to teaching pupils about the dangers of drug misuse, to sex and relationships education, and to ways in which they might become good citizens. The school provides a good range of activities for pupils both in and out of the normal school day. These include, for example, learning to play a musical instrument or to speak a foreign language, to coaching by the local football team, and gymnastics. There is also a good range of activities available to the pupils at different times of the year for which no payment is required, for example, an art and craft club, chess, computer and mathematics clubs, and participation in competitive sporting events with other schools.
20. Satisfactory provision is made for pupils with special educational needs. Most individual education plans have measurable, achievable targets that are regularly reviewed to measure progress and to ensure that they remain suitable for the pupils. However, some remain too broad to interpret the specific small steps in learning that pupils need. There is good provision in place for pupils who are gifted or talented. Where it benefits their learning, they are taught alongside older pupils so that they are effectively challenged and enabled to reach the higher standards of which they are capable. There is also good provision for the small number of pupils for whom English is an additional language. The school works hard to ensure that all pupils are involved in all that it has to offer. Good attention is paid to ensuring equality of opportunity for pupils and staff. Governors are very committed to ensuring that no pupil would be denied a place at the school because of race, gender or disability, and are keenly aware of the limitations of the building in respect of wheelchair access.

21. The school uses effectively the resources available to it from within the community to enhance pupils' learning and personal development. This includes, for example, sports coaching, bringing visitors into school to share specific knowledge and experiences related to the subjects the pupils are studying, and taking pupils out on visits to gain greater knowledge and understanding in those subjects. It also involves the effective use of specialist teaching staff to enhance the pupils' work in, for example, dance and music. Initiatives such as designated weeks allocated to subjects such as the arts and science, also involve members of the community, and provide further good opportunities for the pupils to deepen their knowledge and understanding of different subjects through sustained study. Good links with the local high school are successfully improving pupils' learning in science and mathematics.
22. The school provides well for pupils' spiritual, moral, social and cultural development. Governors have a strong commitment to developing pupils well in all aspects of their lives and an audit of what each class does to promote these aspects of the school's work has taken place for every class. The school's work in this area contributes effectively to the pupils' personal development.
23. Subjects such as religious education, art and design, dance and the Year 5 and 6 singing sessions make strong contributions to pupils' spiritual development. Many opportunities are provided within lessons for pupils to reflect on and share different values and beliefs, and learn to respect those that differ from their own. In religious education, for example, pupils have the opportunity to draw on their own experiences to help them reflect on what influences the way different people live and conduct themselves. Daily acts of collective worship meet statutory requirements and, although they vary in how well they engage the pupils' interest, they do provide pupils with good opportunities for quiet reflection. During the inspection, the theme of friendship permeated all of these, and discussions opened the pupils' minds to the meaning of good friendship as opposed to being a 'fair weather friend'. The school's good links with the local churches result in local clergy taking assemblies, and then welcoming the pupils on visits to the churches. Through dance, the pupils are given very good opportunities to explore, for example, forces in nature. Through art and design, their minds are opened to the beauty of the world around them. In the Year 5 and 6 singing session, pupils are given good opportunities to reflect on how different combinations of sounds and words reflect mood and feeling, and to interpret that mood and feeling in their singing.
24. The personal, social, health and citizenship education (PSHCE) programme makes a strong contribution to the pupils' moral and social development. From the time they start school, pupils are successfully taught to realise what constitutes acceptable or unacceptable behaviour. Alongside the necessity of taking responsibility for their actions, they realise the impact of them on other people. Teachers successfully implement the school's policies relating to these areas of provision, with pupils who are often very articulate but who are not always prepared at first to listen to others because they are anxious to say what they know and feel. Through the PSHCE provision, they are given good opportunities to discuss an appropriate range of moral issues and to reflect on what it means to be a good citizen. For example, through well chosen games and activities, younger pupils are successfully encouraged to discuss what it means to be respectful of others, while older pupils are successfully encouraged to establish attitudes of co-operation, reliability and loyalty to others. The class councils are preparing pupils well for the school council to be established later this year. They are enabling the pupils to become more involved in the day-to-day running of the school and to have a say in matters that are important to them.
25. The school provides pupils with many opportunities that successfully enhance their cultural development. The local culture is actively promoted through the pupils' involvement in school productions, in sporting and arts activities and through their studies of local history and of the local environment. In line with the school's commitment to preparing the pupils for life in multicultural Britain, stimulating and imaginative ways are found in religious education lessons, to teach them to respect other faiths and beliefs. Very effective displays of pupils' work based on Aboriginal dreamtime stories, and their work on portraying the landscapes of Africa provide a good introduction



to the richness and diversity of the cultures found in different parts of the world. The displays are very effectively enhanced by the addition of artefacts and examples of art work from those cultures. In the past, pupils have participated in African drumming and Asian dance workshops and plans are already under way for a multicultural arts week to further promote the pupils' cultural understanding.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

26. The school takes good care of its pupils offering them every opportunity to do their best. There are very effective measures in place to ensure support and guidance for all, on both a personal and an academic level. Staff know the children well as individuals and support them effectively throughout their school lives.
27. The procedures for child protection and ensuring pupils' welfare are good. The newly appointed designated person responsible for child protection is working alongside the previous appointee and all staff are aware of the procedures to be followed should the need arise. The school follows the local education authority's guidelines and further training is arranged for later in the term to ensure that the school is up to date with all policies and procedures. There is a suitable health and safety policy and effective systems are in place to check on the health, safety and well being of all. The school supports healthy eating and fruit breaks are encouraged. It has adopted the local education authority's guidelines on safe access to the Internet to protect pupils from access to unsuitable materials.
28. Good procedures are in place to promote attendance. The pupils' good attendance and punctuality contribute substantially to their attainment and progress. However over a quarter of the authorised absence is attributable to parents taking holidays in term time. This disturbs the teaching and learning process. The learning mentor is effectively involved in supporting good attendance, together with academic and personal development within the school, and provides a good communication link between parents and staff where problems arise.
29. Effective procedures support and promote good standards of behaviour. The approach is clearly detailed in the prospectus so that parents are fully informed of the school's approach when their children start school. Pupils and parents were involved in the policy making and are aware of the rewards and sanctions, which are consistently applied throughout the school. Behaviour is well monitored at all times and unacceptable incidents are appropriately recorded. Good behaviour is encouraged by the earning of feathers to complete an owl, and lunchtime reward cards, and there is a weekly awards assembly. The school has good procedures for eliminating oppressive behaviour. The adopted practice is one of prevention rather than cure. Although some parents feel that a few minor instances of bullying occur from time to time, they agree that school deals with these incidents effectively.
30. Pupils' personal development and academic progress are very well supported and recorded. Each teacher has a 'cohort file' in which the pupils' progress in both areas is very effectively recorded from the moment they start school. These are used very effectively to pick up on any issues in order to support the pupils well so that they have the best possible chance of learning well.
31. The procedures for monitoring and assessing pupils' academic progress are very good. This area was identified as a key issue for the school in its previous inspection and very substantial improvement has taken place. Teachers now make very effective use of the information gained from marking, assessing and recording pupils' progress in order to plan further work that helps the pupils to reach ever higher standards. The co-ordinator has undergone extensive training, and teachers have been very well led and guided through the development of pupil assessment and the tracking of progress. All classes keep very detailed records of what each child can do and whether they are achieving the targets expected of them or not. These targets are monitored rigorously at regular intervals and colour coded systems help teachers to identify those not achieving as well as they might or those exceeding

expectations. Classroom support staff are used effectively to support those who need additional help to reach their targets.

32. The results of recent national tests have also been scrupulously analysed with the help of a computer package and the school interrogates the statistics carefully to identify areas of concern. For example, the differences between the attainment of boys and girls and differences of results between year groups have been analysed. This has enabled the school to make the changes necessary, for example, to ensure that boys do better with English skills. The school is making very good use of data analysis and is moving quickly towards effective evaluation of its own performance. The assessment of pupils with special educational needs and those with English as an additional language is carried out with the same degree of care. Those who are gifted and talented are also identified well and given appropriate targets. Parents are kept informed through very detailed reports of what their child needs to do next in order to improve in English, mathematics and science. Pupils are also effectively involved in a self review of their progress, and contribute comments to their annual reports.

### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

33. Most parents are positive about the school and its ethos and feel that it is continuing to improve. Nearly two fifths of parents responded to the questionnaire sent to them prior to the inspection, although only a small number attended the parents' meeting. Almost all parents agree that their children like school, that the teaching is good, that the school expects their children to work hard and that their children make good progress as a result. They also agree that school is helping their child to mature and that they would feel comfortable in approaching school when there are concerns. The inspection team agrees with these positive views. A small number of parents voiced concern over behaviour. They felt that the reward system is directed at improvement and that pupils who behave well all of the time are not sufficiently recognised for doing so. The inspection team found that the rewards and sanctions procedures were applied fairly across the school, to promote good behaviour and to stop unacceptable behaviour. Parents expressed differing views on the amount of homework and whether the school provides an interesting range of activities outside of the school day. The inspection team found that the school's approach was good on both of these issues. A small number of parents voiced their objection to having to pay for some of the activities. The inspection team found that no pupil would be denied access because of inability to pay. The charges are to cover the costs of the activities, and indeed the school already subsidises some of them.
34. Although a small number of parents felt that the school did not work closely with them, the inspection team found that the school's links with parents are good. They start early with a very well established induction process for all children entering the school. This includes a visit to the pre-school playgroup that the majority of children attend, and/or an optional home visit. The process is completed with a staggered entry of pupils during their first week in school, which works well. Parents have good opportunities to become involved in workshops such as those on literacy and numeracy. These workshops have a positive impact on standards as the parents who attend learn new skills and so improve the support they give their children at home. A small number of parents voiced concerns about the unsuitability of the reading material because of its lack of challenge but this was not found to be the case during the inspection. The school welcomes parent helpers and their involvement with the work of the school, for example, helping with activities such as reading, art and design, and ICT. The school values the skills that parents bring and the part they play in reinforcing the partnership. Although some parents feel that there is apathy amongst their number, the school recognises that parents are generally very busy and not always able to make an additional commitment. However, the school has a very active Parent Teacher Association which is very successful in raising substantial

amounts of money. This generous parental contribution has a huge impact on the work of the school most recently in relation to the new ICT suite, which was partially funded in this way.

35. A small number of parents felt that they did not receive enough information about how well their children were doing. The inspection team found that parents receive very good quality information from the school. There are regular letters on all aspects of school life and a very attractive and informative newsletter, the 'Bardsey Owl'. Clear information is provided in the prospectus and governors' reports about the school, its intentions and achievements. The parents are very well informed about their children's progress through the annual reports and the extremely well supported parents' meetings and open days. The school welcomes parents at other times to discuss their children's progress or to share any concerns they may have. The parents of pupils with special educational needs are involved at the earliest signs of concern. They are given good guidance as to how they can help their children at home, and are also kept well informed as to their children's progress. Ninety per cent of parents returned the home school agreement, which reflects the parents' interest in the work of the school. Many parents make a good contribution to their children's learning. Pupils take an appropriate amount of work home on a regular basis and parents support this. Additionally, projects are now sent home on which pupils and parents are asked to collaborate, and most do. A good example is the display in the lower school library, of houses and homes from different times and places. Parents hear their children read and complete the reading log and homework diaries. This makes a very valuable contribution to teaching and learning.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

36. Overall, the leadership and management of the school are very good. Two of the main reasons for the school's recent successes and the very good improvement seen in the key issues from the previous inspection are the excellent contribution of the governors to school improvement and the outstanding leadership provided by the headteacher, whom they appointed in November 2000. The governors are highly committed to the school and have worked very closely with the headteacher to realise their joint vision of what sort of school this should be. This has resulted in a complete change to the way the school was run at the last inspection, in order to ensure that all pupils achieve well and reach the highest standards of which they are capable. Staff, governors, pupils and parents are committed to seeing the school improve further. The upward trend now evident in the school's test results and in the work of the pupils currently in the school is a testimony to this.
37. All staff with management responsibilities work together very effectively as a team. They have clearly written job descriptions that are reviewed annually in line with the performance management programme, and have a very good understanding of what is expected of them. Appropriate induction procedures are in place to help staff new to the school. The deputy headteacher has been in post for just over one year. She is growing into her role well and meets regularly with the headteacher to deal with long term strategy. She is beginning to provide a good level of support for the head in managing the school. However, she has taken on a number of substantial responsibilities in addition to teaching her class and with the limited amount of non-contact time available to her, would benefit from prioritising those responsibilities to ensure that each is sustainable.
38. The leadership and management of special educational needs are satisfactory. The deputy headteacher took on this responsibility in September this year, and has made a good start on improving this area of the school's work. Statutory requirements are met and the work of individual teachers has been carefully reviewed. Where necessary, good guidance has been given on setting targets in pupils' individual education plans. Good liaison takes place with external agencies and ensures that the pupils' needs are satisfactorily met. However, the co-ordinator has not yet had the opportunity to check through all of the documentation. While it shows that reviews are up to date, and provides evidence of

the pupils' good progress towards their targets, it is cumbersome, not easily accessible, and contains too much out-of-date information. The governor with responsibility for special educational needs works closely with the co-ordinator to keep the governors up to date on all relevant matters. Efficient and effective use is made of the funding the school receives to provide additional support in class, to purchase relevant resources, and to enable the co-ordinator to have some time away from class to carry out the management responsibilities associated with the role.

39. The headteacher and the deputy headteacher regularly monitor teaching and learning in the classroom. The monitoring is often perceptive and clearly identifies areas in which improvements need to be made. These are followed up with staff both formally and informally, and have contributed substantially to the increased proportion of good and better teaching throughout the school. Subject co-ordinators have good action plans for their subjects, clearly aimed at raising standards and improving provision. The action plans are very securely based on the information co-ordinators have gained from the rigorous marking and assessment of pupils' progress and the school's thorough analysis of its test results. The literacy and numeracy co-ordinators have observed teaching and learning in the classroom, monitored pupils' work and provided teachers with guidance based on their findings. Other co-ordinators have checked teachers' planning and analysed pupils' work, and this year, the headteacher has drawn up a timetable for them to undertake further work in these areas and to give them the opportunity to observe teaching and learning at first hand. The action plans are constructed in a similar format to the school development plan and are put forward for governors' consideration as part of that process. The school development plan itself provides a very effective agenda for school improvement, pinpointing clearly and accurately what the school needs to do to improve further.
40. The governing body's involvement in the leadership and management of the school is excellent. Each governor is assigned to a subject and meets with the co-ordinator to discuss standards and provision in it. With an agreed focus, the governors then visit lessons and report their findings to the full governing body. Governors have produced a useful leaflet to give guidance and ensure consistency in how they monitor their subject. This is further proof of their very strong commitment to the school and their eagerness to see it improve further. The governors are very involved in the school's long term strategic planning and contribute substantially to school effectiveness. They are very well organised and thorough in their approach to school improvement and ensure that they meet all statutory requirements well. They adapt quickly to new ideas and initiatives, seizing opportunities as they arise. A good example is their forward planning of a range of projects, to be ready with their bids as soon as they hear that extra money is available. The governing body is shrewd and effective in the control and management of its finances. Through the finance committee, and the expertise of the chair of that committee, they were particularly instrumental in obtaining very good value for money in setting up the new computer suite. They ensure that finances follow their stated priorities closely and constantly monitor the effect of their spending on the standards that the school achieves. The governors and headteacher take a very keen interest in how the school is perceived in the locality, and regularly seek the views of parents and the community. They keep the curriculum under constant review and check regularly on the amount of time devoted to each subject or aspect of it to ensure that it meets the needs of the pupils and reflects the wishes of the parents. Governors have a very good understanding of the principles of best value and work hard to ensure that they are applied in all of their spending decisions.
41. There is an adequate number of suitably qualified teaching and non-teaching staff, all of whom are well deployed and make a good contribution to pupils' learning. Records show that staff have undertaken an appropriate range of in-service training courses aimed at school and subject improvement, and that their performance management targets relate to issues currently prioritised in the school development plan. The performance management cycle is well established and the governors have been effectively involved in setting targets for the headteacher and the deputy. The extensive outdoor accommodation is used very effectively at playtimes, lunchtimes, and for sport and physical education activities. The well-kept indoor accommodation is good and, apart from the limited

use made of the libraries, it is used well to support learning. Throughout the school, high quality, attractive displays enhance the learning environment and show pupils how much their work is valued. There are good resources for learning in mathematics, science, art and design, religious education, and very good resources for information and communication technology. Resources are satisfactory in all other subjects. All resources are easily accessible to staff and pupils, and, with the exception of the attractive libraries, all are used well to support learning.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

42. Keeping their strong commitment to overall school improvement, the headteacher, governors and staff should:

- Further improve pupils' reading skills by providing more opportunities for pupils of all ages to use the libraries effectively for research purposes and to undertake periods of sustained reading. (*Paragraphs: 5, 41, 53*)

*The above issue is already identified as a priority in the current school development plan.*

In addition to the above key issues, the governors should consider including the following minor issues in their action plan:

- the use of ICT in English, science and music (*Paragraphs: 5, 50, 64, 82, 85*)
- consistency in the way pupils present their work in all classes (*Paragraphs: 15, 54, 58*)
- rationalisation of the responsibilities of the deputy headteacher (*Paragraph: 37*)
- improvements to the special educational needs documentation (*Paragraph: 38*)

*The minor issues identified are also already in the current school development plan.*

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	38

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	24	11	0	0	0
Percentage	2	22	52	24	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. A further 5 sessions were observed but not graded for teaching because the observations were short, or the session was being taken by a member of the support staff.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	165
Number of full-time pupils known to be eligible for free school meals	n/a	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	3
Number of pupils on the school's special educational needs register	n/a	34

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	27

### Attendance

#### Authorised absence

	%
School data	4.5
National comparative data	5.5

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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



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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	13	13	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	12	12	12
	Total	24	24	24
Percentage of pupils at NC level 2 or above	School	92 (83)	93 (87)	92 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	12
	Girls	12	12	12
	Total	24	25	24
Percentage of pupils at NC level 2 or above	School	92 (83)	96 (100)	92 (90)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	12	16	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	12
	Girls	14	14	14
	Total	24	25	26
Percentage of pupils at NC level 4 or above	School	86 (76)	89 (84)	93 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	12
	Girls	14	14	24
	Total	23	24	26
Percentage of pupils at NC level 4 or above	School	82 (84)	86 (84)	93 (92)
	National	73 (72)	74 (74)	82 (82)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	133
Any other minority ethnic group	2

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	20.5
Average class size	23.4

#### **Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	110

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Financial information***

Financial year	2001/2002
	£
Total income	447860
Total expenditure	441260
Expenditure per pupil	2347
Balance brought forward from previous year	5980
Balance carried forward to next year	12580

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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

39.6%

Number of questionnaires sent out	164
Number of questionnaires returned	65

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	45	0	1	0
My child is making good progress in school.	22	68	2	0	8
Behaviour in the school is good.	20	55	14	0	11
My child gets the right amount of work to do at home.	14	55	17	2	12
The teaching is good.	38	52	3	2	5
I am kept well informed about how my child is getting on.	22	57	12	5	4
I would feel comfortable about approaching the school with questions or a problem.	48	40	5	3	4
The school expects my child to work hard and achieve his or her best.	35	58	2	3	2
The school works closely with parents.	31	42	15	3	9
The school is well led and managed.	25	63	2	3	7
The school is helping my child become mature and responsible.	31	58	2	2	7
The school provides an interesting range of activities outside lessons.	28	51	18	2	1

### Other issues raised by parents

The concerns raised by a small number of parents about the unsuitability of the reading material because of its lack of challenge were not borne out during the inspection.

## **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**

43. The range of ability in the reception class is similar to that found in most schools. Good quality teaching, a well planned curriculum and progressively demanding activities that meet the needs of individual pupils result in almost all children reaching the nationally agreed early learning goals for their age in all six areas of learning, by the end of their reception year. This represents good progress overall, and especially in personal, social and emotional development, the area identified as weakest when the children start school. Very good induction procedures prepare the children and their parents very well for starting school, and again for moving into Year 1. High quality information is provided for parents prior to and during the reception year, and the very effective liaison between home and school has a hugely positive effect on the children's learning from the outset. The children's work is continually assessed and their progress effectively tracked. Work is very well marked and shows clearly whether or not a child has had support to complete it. Prompt action is taken to tackle any learning difficulties or gaps in their learning that show up as a result of this work, and parents are effectively involved in helping their children to make good progress by developing good learning habits. There has been good improvement in the Foundation Stage since the previous inspection. It is well led and managed and kept under constant review to ensure it meets the needs of the children effectively.

#### **Personal, social and emotional development**

44. Almost all children quickly settle into the well established routines of the reception class and the majority behave well. The children respond very well to the quiet, calm approach of the staff, particularly their teacher, and involve themselves fully in all tasks on offer. They relate well to adults and show a developing confidence in themselves when working on a supervised, directed task. They are beginning to show a good ability to relate to other pupils as they work in different groups. They are developing satisfactory independent skills as they choose different activities. They have a good understanding of why it is important to 'sign in' to each area to enable the staff to keep track of what they have done and learned. In their eagerness to learn and to establish themselves within their group, a significant minority of children find it difficult to wait their turn to speak, to listen to others, and to share the good range of resources available to them. Good teaching reinforces the need for these skills in all areas of learning. The children are gradually gaining a sound understanding of the effect of their actions on their own work and that of the whole class. They have an appropriately developing sense of community and are beginning to take account of the ideas and feelings of others. This was promoted very well in a religious education session, which successfully introduced the pupils to a different culture and way of life. The teacher's carefully directed questions and excellent use of a model helped the children to understand the origins of the Jewish festival 'Sukkoth', and to relate that celebration to their own recent Harvest Festival. This caused the children to think deeply about what it must feel like to have to give up one's home and possessions, and to think carefully about special things that they themselves would not want to leave behind, and explain why. The staff have a very good understanding of how children of this age learn, and show that they value the children's contributions. The children appreciate this and are proud of their efforts.

#### **Communication, language and literacy**

45. The majority of children are confident, clear speakers who have an appropriate range of vocabulary for their age. They readily engage each other and adults in conversation and enjoy doing so. Good teaching in this area of learning results in a very effective and supportive learning environment, in which the children are not afraid to make a mistake, because they are helped to correct errors as they occur. For example, the children quickly recognised when a word offered by one of them did not rhyme with the given word and explained to each other why this was so. They made good progress in

this work because the teacher used their own ideas effectively to reinforce such learning. This caused them to think hard about which words to choose to ensure that there is a sufficient range of rhyming words for the class to offer. The children with speech and language difficulties are supported well through carefully targeted questions, choice of words and effective assistance from the support staff, thereby ensuring that they are fully involved in the lesson. The children's good progress in learning to listen to others is successfully promoted through activities using strategies such as 'Talking Ted' to encourage them to wait their turn to speak, and to allow others to speak without being interrupted. The children enjoy reading and make good attempts to read along with the teacher, imitating her very good use of voice to interpret the text. They have a satisfactorily developing knowledge and understanding of the different jobs of an author and illustrator, and make reasonable suggestions as to what a story is about, gleaned information from the title. The majority recognise an appropriate range of frequently used words and extend this learning by reading repeated sections of the text with increasing confidence and fluency as the story proceeds. The children are successfully encouraged to form letters accurately as they learn to write. Many have little experience of writing prior to starting school, but good opportunities are provided through the many activities on offer. They try very hard with their writing and enjoy noting down names and times for appointments in the 'baby clinic', writing letters and shopping lists in the writing corner, and writing down telephone messages in the home corner. More able children already write their own names accurately and in a straight line. They are confident enough to use the 'word wall' to find the words they need to complete sentences accurately, and use capital letters and full stops to do so. The majority of children make good attempts at writing over letters, or forming them correctly from a given starting point. Good levels of support result in lower ability pupils recognising and writing the initial letters of a word, and making reasonable attempts to make marks representing the rest of it. The children have made good progress in their first half term and are on course to reach the early learning goals at the end of the year.

### **Mathematical development**

46. Because they are well taught, the majority of children make good progress and are beginning to understand the language associated with addition, for example, 'add', 'equals', 'makes'. With help from the teacher, they are beginning to solve simple number problems, and to recognise numerals when written down. They accurately add one more to a given number and record their answers using drawings. They know which number follows a given number up to nine. The children have made good progress this half term. Work already in their books shows that the majority accurately record sets of objects, count and order numbers to ten and successfully order objects according to size, from the largest to the smallest. More able pupils present their work well and are beginning to write numerals accurately to record their answers. Less able pupils work confidently with numbers up to four, and record answers appropriately through drawing. The teacher's planning and evidence from the work of the pupils now in Year 1 shows that all areas of mathematics are covered well in the Foundation Stage. The children currently in the reception class are on course to reach the early learning goals by the end of the year.

### **Knowledge and understanding of the world**

47. The children's good progress in this area of learning is evident in their science-related topic 'All about me', which also enhances their understanding of the passage of time, and successfully enables the children to explore the use of their senses. The quality of teaching is good. Attractive displays of their work and discussions with them show that they have a good understanding of how they have changed since they were babies and their different needs at different stages. For example, in the home corner, one child explained that she was having to 'squash' the food down for the baby because it did not have teeth yet and could not eat the same food as she could. She also explained that she was 'squashing' fruit because it was good for a baby and for everybody, showing a developing understanding of healthy eating. The children's own drawings and labelled diagrams show that they have a sound knowledge of the major parts of their body. They are well prepared for their work in

design and technology as they ‘play’ in the construction corner, using building blocks to make roads and bridges. They use their imaginative and speaking skills well to say where the roads are coming from or going to, but are less good at listening to the ideas other children might have about this. The teacher’s planning and photographic records show that the children explore their local environment and gain a sense of place through walks around the locality. Information and communication technology skills are satisfactory. Children confidently use computers and, with assistance, ‘drag and drop’ icons, insert words and pictures, and click on answers to questions that further extend their reading and mathematical skills. The majority control the mouse satisfactorily, though at times they find difficulty placing the cursor exactly where they want it to be. The religious education work in their books shows that they have an appropriately developing understanding of things they have to be thankful for, such as the world around them, and what it provides for them, and the beauty of nature. This makes a good contribution to their personal, spiritual, moral, social and cultural development.

### **Physical development**

48. It was not possible to see a formal physical development session during the inspection and due to inclement weather, there were few opportunities for the children to use the refurbished outdoor play area, and the large toys and equipment now available to them. However, the planning shows clearly that this area of learning is adequately covered and the work observed with pupils who have recently moved into Year 1 provides evidence that the children successfully develop an appropriate range of skills. This judgement is confirmed in photographic evidence from last year. The children demonstrate satisfactory fine motor skills in their other work. For example, they use pencils and paintbrushes with increasing control and demonstrate a sound ability to cut, glue and paste pictures and labels into their books. This work shows good progress from the start of the term, when it was clear that even the more able children struggled with cutting and sticking in their early work. The children learn effectively because of good teaching and effective assistance from support staff. The majority of children competently dress themselves, tie their laces, and successfully use a variety of fastenings such as zips and buttons, showing good skills in these areas.

### **Creative development**

49. The quality of teaching is good and effectively promotes the children’s creative skills, and builds up their independent skills and their ability to select tools, materials and the media in which they will work. This contributes in great measure to their personal development. Two children were observed working for some time at the art table, painting figures. They confidently mixed the paints set out for them to create the colours they wanted for skin, hair, eyes and clothes. Their nursery rhyme paintings, and their interpretation of ‘Barnaby Bear’ on his travels show an increasingly developing attention to detail, gained through the good encouragement they receive to look closely and record what they see. In a very good music lesson, the teacher’s use of different voices successfully reinforced the children’s good understanding of ‘loud’ and ‘quiet’ sounds. Children demonstrate good recall of familiar songs and rhymes, and in a highly motivating activity, showed good recognition of the melodies when played without the words. The children’s speaking and listening skills are well promoted in musical activities, for example, as they follow the teacher’s very good modelling of how to use their voices and her very effective attention to achieving clear diction. The children know the names of simple percussion instruments and suggest suitable words to describe how to play them, prior to using them to accompany their singing. The majority have a sound sense of rhythm, playing their instruments in time to the music, though many forget to sing as they do so, and their good sense of pitch becomes less secure than when they are singing to the piano accompaniment. A significant minority of children find difficulty keeping together when singing the ‘Busy Hands’ song that requires a high level of concentration to perform the correct actions in the correct order. The children readily engage in role play in the well prepared areas set up for them in the classroom. For example, they took babies to the clinic, weighed them, changed their nappies, gave them injections, took them to the home corner, fed them, answered the telephone and took a message to pass on to another. Children

make good progress in all areas of creative development and are already well on course to reaching the early learning goals.

## ENGLISH

50. The majority of pupils in Year 2 are working at the nationally expected levels for their age in both reading and writing. Underachievement in writing was a cause for concern in this age group at the time of the last inspection. Since then the school has developed very good assessment procedures and made very effective use of them to identify and tackle weaknesses in teaching and learning. This has helped to improve standards. Pupils in Years 1 and 2 are now making good progress in writing and reaching the expected levels in Year 2. The majority of pupils in Year 6 are working above the nationally expected levels for their age in English and progress is good in Years 3 to 6. Overall, there has been good improvement in English since the last inspection, and pupils continue to use their speaking, listening, reading and writing skills well in other subjects. The use of ICT to help pupils draft and redraft their work remains a cause for concern. More could and should be done to provide opportunities for pupils to improve and extend their writing while developing their word processing skills.
51. Standards in speaking and listening have improved throughout the school. The previous inspection identified a significant minority of pupils who did not listen to others, interrupted the teachers and continued to talk while others were speaking. Some evidence of this was seen particularly amongst the younger children and at the start of some lessons. However, teachers now quickly and successfully refocus pupils' attention when this happens and consistently praise and encourage those who listen well and wait their turn. Consequently the progress of the other pupils is no longer affected by the few. The majority of pupils are articulate, demonstrate a good command of an appropriate range of vocabulary and are keen to share their knowledge with others. Pupils in Year 2, for example, spoke about their work in history to show what they had learned, and the more able pupils spoke in an informative and lengthy way about what they had seen when they visited Abbey House Museum. As pupils move through school their growing ability to speak and listen effectively is evident and the number of times they interrupt others diminishes considerably. Pupils in Years 3 to 6 readily grasp the opportunities presented to them to answer questions, share information and speak in front of the rest of the class, and they do so well. For example, pupils in Year 3 use their voices well as they read the parts of the characters in a play script with good levels of expression, and pupils in Year 4 develop this further as they work with a partner to develop a short dialogue between two different types of characters. Most pupils are articulate and confident to speak in front of the class and enjoy the opportunity to do so. Pupils with special educational needs and those for whom English is an additional language are well supported in this work and make good progress.
52. Standards in reading are picking up once again after a marked decline between 2000 and 2001. In 2002, the national test results improved significantly, especially at the higher level, and there is evidence that this improvement is continuing with the current Year 2 pupils. The majority of pupils read accurately and fluently, and make sensible alternative suggestions for words they do not know. They have a good understanding of what a story is about and make sensible predictions about what might happen next. However, the more able pupils do not have enough opportunities to read for a sustained period of time or to develop early research skills. The 'Reading Together Record' is used effectively as a means of communication between parents and teachers to help improve pupils' reading skills. Reading during literacy lessons is not being given as much importance as writing. Shared reading from a good range of 'big books' is being used to focus the attention of each lesson but the text does not always match the pupils' levels of ability. For example, a Year 1 class was given words to read which were too difficult and in a Year 3 lesson some pupils lost concentration because

the text lacked sufficient challenge. Recently introduced reading targets in the front of pupils' notebooks now identify clearly the next steps pupils need to take in order to improve. This is a positive move in the drive to continue the improvement in reading seen to date. Pupils make good progress in reading in Years 3 to 6. By Year 6 they read with good levels of fluency and expression, and with understanding and enjoyment, from a range of good quality texts, including extracts from a Shakespearean play. Most pupils enjoy reading and have a good understanding of story settings and characters. They talk knowledgeably about their favourite authors, confidently expressing their likes and dislikes. Pupils in Year 6 successfully find information from different sources, including class libraries and the Internet.

53. Throughout the school, better use could and should be made of the school libraries to develop sustained reading and to encourage pupils to undertake research from books. The library in the lower school is timetabled for use, and pupils are encouraged to browse and choose books of interest to them, but it is not used sufficiently well to enable pupils to use their reading skills to find out information for themselves. The school has regular links with a local library and visits from the local librarian have helped to draw the attention of the pupils to the classification system in use in libraries. Some pupils borrow books and others participate in holiday activities which help to strengthen their enjoyment of reading. The recent introduction of half termly reading conferences and the development of reading journals with more challenging tasks are successfully encouraging pupils to become more independent and selective readers. Parental concerns about the unsuitability of the reading material because of its lack of challenge were not borne out during the inspection.
54. Improving writing has been a major focus for the school since the last inspection and the standards reached by pupils in Year 2 are now satisfactory. In Year 6, standards of writing are good. This is because the teachers' careful planning identifies other areas of the curriculum where writing can be taught effectively, and areas of work are well co-ordinated. For example, good progression was seen in the work planned for pupils in Years 3 and 4. The Year 3 class was working on developing what characters might say in certain situations and the manner in which they would say it. Year 4 pupils developed the idea of using adverbs as stage directions when writing a scripted dialogue between two different characters. Styles of story writing are developed in a similarly co-ordinated way. For example, Year 2 pupils end their stories with simple but interesting ideas while Year 6 pupils conclude their stories in mature and thoughtful ways such as "I know only one thing. Abraham is looking for me and he is mad, very mad. So I shall keep hiding until the day I die.....The train's here, gotta go -bye!" The previous inspection report highlighted the need for standards of writing to be improved. Pupils now write well in an appropriately wide range of styles, with a secure sense of the audience with whom they are communicating. The school has made every effort to improve pupils' joined up writing and presentational skills. A good quality handwriting scheme is now being used throughout the school. Regular opportunities for pupils to write legibly with increasing fluency and style are given and short bursts of handwriting practice are used to improve these skills. The handwriting seen throughout the school is much improved and is also evident in writing across most areas of the curriculum. This, along with a more structured approach to the teaching of phonics and spelling is helping an increasing number of Year 2 pupils to reach higher standards in English. Nevertheless, further work is needed on the teaching of phonics in Years 1 and 2, and the quality of pupils' handwriting and the presentation of their work is not as good as it ought to be in Year 3.
55. The quality of teaching is good throughout the school and has a positive impact on pupils' learning. Teachers have a good understanding of how to use the National Literacy Strategy to plan a good range of stimulating activities that successfully develop the pupils' speaking, listening, reading and writing skills, and encourage pupils to write in different styles, for different audiences and purposes. Teachers take good account of the targets in the individual education plans of pupils with special educational needs. Their good use of the teaching assistants helps these pupils, and pupils for whom English is an additional language, to make good progress. Clear instructions ensure that pupils know what is expected of them and carefully targeted, effective questioning ensures that all pupils are



involved in all activities. Occasionally, however, the teacher's expectations of what pupils can achieve in a lesson are not high enough and some time is lost as pupils lose concentration. Usually, this is pulled back quickly and pupils return to task promptly. At the time of the previous inspection, concerns were raised about boys' achievements. No evidence of this was seen during this inspection, reflecting the work the school has done to improve boys' performance. The information gained from the school's rigorous analysis of teaching methods and test results has been used well to ensure that boys perform as well as girls. Resources have been improved in order to do this, for example, through purchasing a range of more suitable books for boys. This was seen in the Year 6 class where one of the boys expressed a growing love of books and was confidently reading 'The Red Badge of Courage' containing challenging text and long and involved sentences. The effective use of a good range of homework tasks provides pupils with good opportunities to write in increasingly more focussed ways and at greater length. The school's marking policy is used consistently and positively to challenge pupils' thinking and to show pupils how to improve their work.

56. The leadership and management of the subject are good. The co-ordinator and those with senior management responsibilities have worked very hard and have successfully improved standards in English, and particularly in writing throughout the school. Very effective procedures are now in place for assessing pupils' work and they are used very well to plan what the pupils need to learn next in order to make good progress. Staff have been given good support to help them assess each pupil accurately and on a regular basis, and the co-ordinator and headteacher regularly monitor teaching and learning. The satisfactory range of resources is used well to support pupils' learning. Through the opportunities provided for pupils to engage in group work, and to reflect on the meaning of different texts, and engage in different styles of writing, the subject makes a good contribution to the pupils' personal, spiritual, moral, social and cultural development.

## **MATHEMATICS**

57. The standards of attainment of the majority of pupils currently in Year 6 are above the national expectation for their age. This is the result of good quality teaching throughout the school, which enables pupils of all abilities to achieve well and make good progress. There has been good improvement since the last inspection, with the school having successfully addressed the key issue of ensuring that higher attaining pupils are given appropriately challenging work. Standards are as expected for pupils' ages in Year 2 but they too have made good progress in relation to their prior attainment
58. Teachers have a good knowledge and understanding of the National Numeracy Strategy and use it effectively to plan a good variety of interesting activities across the range of attainment targets. Teachers plan and organise their lessons well and use questioning very effectively to challenge the pupils' thinking and develop their mathematical knowledge and understanding. To help pupils learn and remember the extensive vocabulary recommended within the numeracy strategy, teachers make effective use of classroom displays, skilfully incorporating key mathematical words in them. Teachers and classroom assistants work well together, intervening effectively in group work so that pupils receive a high proportion of direct teaching that ensures they have a high work rate. There are inconsistencies in the standards of presentation of pupils between classes, with some teachers not having a high enough expectation of what they can achieve. Relationships between teachers and pupils are good, with pupils responding well to the positive encouragement they receive and, as a result, having good attitudes to their learning that in turn have a positive impact on the standards they reach.
59. For pupils in Years 1 and 2, teachers place appropriate emphasis on developing their basic skills in mathematics through practical activities. A good example of this is the way Year 1 pupils have worked in groups to compare heights and hand spans and in so doing, have effectively learned words related to length and measurement. There are many opportunities for pupils to develop the skills of working collaboratively to solve problems, which effectively supports their personal and social development.

This was seen when Year 1 pupils successfully engaged on a joint effort to construct a pictogram of their favourite ice cream toppings. Teachers carefully plan a variety of engaging investigations that enable pupils effectively to develop their skills of recognising and using simple patterns and relationships. This was apparent in a very good lesson in Year 2 in which pupils were exploring the properties of square numbers. The teacher very effectively modelled how to make square numbers on the whiteboard and then used pupil demonstration well to involve all pupils and to maintain their interest and concentration, which were good. The activities provided effective challenge for pupils of all abilities. For example lower attaining pupils used multilink cubes to develop their understanding while higher attaining pupils had to predict what the next square number would be, without making a pictorial representation of it. Because of this consistently good quality of teaching, by end of Year 2 most pupils effectively use a variety of strategies to solve problems and confidently use correct mathematical vocabulary to talk about what they are doing, in addition to explaining the methods used to find their answers.

60. The teachers of pupils in Years 3 to 6 continue to emphasise the use of practical activities to develop their mathematical skills further. This was shown to good effect when pupils in a Year 3 lesson used an appropriate range of three-dimensional shapes to develop a good understanding of their properties. The teacher's questioning also enabled the pupils to extend their mathematical vocabulary by learning new words, such as quadrilateral, prism, vertex and vertices. Teachers give precise explanations and demonstrate techniques well, so that pupils are clear about what they are to learn and how to set about their activities. A good example of this was in a lesson for pupils in Year 4, in which the teacher's expertise enabled the pupils to make good progress in their ability to partition two digit numbers and make approximations. As in all other lessons, the pupils listened attentively whilst explanations were being given. They were well behaved and showed a great deal of interest and enjoyment in their work. Pupils use mathematical resources and equipment, which are good and readily accessible, with care and share them fairly with others. A notable feature in most mathematics lessons is the way that the mental starter is delivered at a brisk pace, effectively enabling pupils to develop their rapid mental recall skills. This was shown by Year 6 pupils' ability to work in pairs to solve coded equations quickly. Marking is used effectively to develop pupils' mathematical understanding, as was shown by the comment in a Year 6 book 'do you think doubling and halving would be a useful strategy to use?' By Year 6, most pupils are proficient in using addition, subtraction, multiplication and division, and have a good knowledge and understanding of fractions and decimals and how to use them to solve problems. They are adept in their ability to explain their strategies for working out answers to problems. They also have a good understanding of place value, being able to identify specific digits in large numbers, and know and understand the terms mode, frequency and range when handling data. Teachers make satisfactory use of ICT to enhance pupils' work, and the school is keen to develop this further. Another area for development is to improve pupils' skills in extracting and interpreting data in tables, graphs and charts.
61. The quality and range of the curriculum is good, and pupils are successfully encouraged to use their numeracy skills in other subjects, as seen in Year 4 science work when taking accurate measurements to show the effects of friction when different surfaces touch. The leadership and management of the subject are good, with the co-ordinator having played a key role in improving provision since the last inspection, so that higher attaining pupils are now effectively challenged. The planning and assessment procedures are very good and are used very effectively to track pupil's progress and set targets for improvement for groups and individual pupils.

## SCIENCE

62. The standards of attainment of pupils in Year 2 and Year 6 match the national expectation. The quality of teaching is good and the attitudes of pupils to their work are positive and, as a result, pupils of all abilities make good progress in their learning and achieve well.
63. The teachers plan their lessons carefully so that activities build effectively on previous work, which enables pupils to use their prior scientific knowledge and understanding to support their learning. In the introductions to lessons the precise explanation of the work to be covered ensures that pupils are clear about what they are to learn and how to set about doing the activities. Teachers have high expectations of pupils' behaviour and of what they can do and, as a result, set challenging and interesting work. In Years 1 and 2, the pupils are given lots of opportunities to develop their knowledge and understanding by being involved in practical activities. In these, they are effectively taught the basic skills of making close observations, as well as of recording their findings in a variety of ways. This was evident also in the work of pupils in Year 1, in their exploration of the similarities and differences between themselves. During Year 2, pupils learn how to handle a variety of simple scientific equipment carefully and safely and to take part in discussions about scientific ideas. A good example of this was when they were carrying out an investigation to try and change the shape of chocolate by applying different forms of heat. They were able to make sensible predictions and ongoing recordings of their close observations as the investigation proceeded. By the end of the session, the pupils had a secure knowledge and understanding that some materials return to their original state after being heated and then cooled. Good emphasis is given to teaching pupils the basic skills of carrying out an investigation and, as well as showing much curiosity and enjoyment when involved in practical work, they are very keen to answer questions. As a result, the majority of pupils in Year 2 have secure skills in carrying out a simple, fair test and successfully record their findings in an appropriate range of ways.
64. The teachers of pupils in Years 3 to 6 continue to emphasise the basic skills of investigations and the different ways in which pupils can record their results. Effective questioning successfully explores and develops pupils' knowledge and understanding, as was seen in a Year 4 lesson on investigating the factors that affect the rate at which a parachute falls. In this lesson, as in others, the activity built well on previous work, and pupils drew effectively on their prior scientific knowledge to support their learning. There are many opportunities for pupils to work collaboratively in well-structured practical activities to find out information for themselves, which enables them to make effective progress in their investigative skills. This was evident in a Year 2 lesson in which the pupils planned a fair test and then carried out an investigation into the 'stretchiness' of different fabrics. In this work, they effectively used their numeracy skills to take accurate measurements to make sure the pieces of fabric were the same size. Pupils in Year 6 also used these skills well when they took measurements from equipment such as force metres and stopwatches during their investigations into forces. The teacher allowed them to show initiative and take some responsibility for their learning and they responded well with a high work rate. By the end of the session pupils had a clear understanding that weight is a force and can be measured in Newtons, and that when an object falls, air resistance acts in the opposite direction and slows it down. Pupils found difficulty in reading and interpreting a line graph to help them describe the motion of falling spinners and the teacher noted this down as an area for further development. Throughout the school, there is some use of ICT to enhance pupils' scientific learning but this is an area in need of further development. By the time that they are in Year 6, most pupils communicate their findings clearly, using correct scientific vocabulary and record their ideas in a variety of formats. This includes the effective use of their literacy skills in their investigative report writing and in their labelled scientific drawings and diagrams. Their written conclusions to investigations tend to be descriptive rather than evaluative and based on prior scientific understanding. They show appropriate ability to identify the need for a fair test and to be able to plan and carry one out independently of the teacher.
65. The curriculum is good, with pupils being able to develop their knowledge, understanding and skills through carefully structured investigative activities. Year 6 pupils' scientific understanding has recently been enhanced by their work with a visiting dance company that has further improved their

knowledge and understanding of forces. Leadership and management of the subject are good. The positive impact that the co-ordinator has had on the way scientific skills are taught through the school is beginning to be seen in the pupils' improved standards and progress. Planning and assessment procedures are very good. They are used very effectively to monitor pupils' attainment and progress and to make adjustments to the planning of further work to ensure that there are no gaps in learning. There has been good improvement since the last inspection.

## ART AND DESIGN

66. Because of the organisation of the school's timetable, it was possible to observe only two art and design lessons during the inspection, therefore a secure overall judgement about teaching cannot be made. However, the quality of teaching was very good in the two lessons observed, and resulted in the pupils making very good progress. Evidence from work on display, preparatory work in pupils' sketchbooks, and discussions with pupils about their work enable a secure judgement to be made about standards, which are above the national expectation in Year 2 and Year 6. Throughout the school, all pupils, including those with special educational needs, make good progress.
67. Pupils are very successfully taught good observational skills from an early age. For example, in a Year 1 lesson, the teacher's very effective demonstration of how to observe their own faces closely in a mirror, led to the pupils greatly improving the drawing and paintings they had done in the previous week. The teacher's very effective questioning challenged their thinking and they showed a good understanding of how to improve their self portraits, blending pastels for skin tones, and using line effectively to enhance facial features. The sensory pictures in the Year 1 classroom provide an effective link between science and art and demonstrate the pupils' growing understanding of how to create texture in their work. Work on display throughout the school bears testimony to the very good progress made in observational drawing. For example, basic still life drawings of fruit and vegetables in Years 1 and 2 progress rapidly to the very detailed drawings of natural forms such as flowers and leaves seen in Years 3 to 6.
68. The pupils experience a wide range of techniques and materials, engaging successfully in different kinds of printing, and representing landscapes in large scale textiles work such as a rag rug. Good links are made with geography as pupils work well with aerial photographs to produce good watercolour interpretations of a bird's eye view of the school. Pupils in Year 5 explore the use of watercolour well, trying out different effects, including colour washes, on different kinds of paper prior to using them in their own work. By Year 6, pupils confidently use their sketchbooks to prepare their work, and have a good understanding of the whole art and design process. For example, they gave good explanations as to why they had had to change some of their original designs as they created their models of hats. They had thoroughly researched the different kinds of hats worn by rich and poor people in the Victorian era, and had produced imaginative, creative interpretations of these for themselves. Pupils have a good understanding of the need to review their work constantly and of how to improve it. They listen carefully to their teacher's skilful questioning, which probes their creative thinking yet leaves them to make their own final decisions. Pupils gain a satisfactory understanding of art from different cultures. Displays of their interpretations of journeys based on Aboriginal paintings invite the viewer to consider the type of journey depicted, while displays of African landscapes make good attempts, through the effective use of colour, to represent the hot, dry, arid nature of the desert. Displays of pupils' work are very effectively enhanced by similar work from famous artists, by attractive displays of natural forms, and by art and artefacts from the cultures being studied. However, when questioned, pupils had little recall of the names of famous artists or designers other than Monet and van Gogh. Nevertheless, art and design makes a very good contribution to pupils' personal, spiritual, social, moral and cultural development. Pupils are successfully taught to appreciate the wonders of nature and the displays provide good opportunities for reflection. Information and communication technology is used effectively in art and design, including digital photography to examine facial symmetry.

69. The subject is well led and managed. A good action plan states clearly the areas for improvement, and the co-ordinator has provided good guidance for staff as to the progression in skills required in each area of art and design. Assessment procedures are good and are used well to improve the curriculum and the pupils' experiences. For example, the co-ordinator has added appropriate guidance to the units of work in the national guidance to ensure that all skills and techniques are covered in adequate depth, and work continues to build up a portfolio of annotated, levelled work to assist teachers further in this area. There has been good improvement in this subject since the previous inspection.

## **DESIGN AND TECHNOLOGY**

70. As only one lesson was observed, there is insufficient evidence on which to make a secure judgement on the quality of teaching. However, evidence from the pupils' previous work and discussions with them indicate that the majority of pupils in Year 2 and Year 6 reach the national expectation for this subject, and make satisfactory progress throughout the school.
71. Pupils in Years 1 and 2 successfully learn about the properties of different materials and have a sound understanding of how best to shape, assemble and join them. They develop appropriate skills in making models out of construction kits and begin to make simple evaluations of the finished product. Pupils in Year 2 have shown appropriate skills in making a toy with a winding mechanism out of recycled materials. They have also effectively used a planning framework to design and make a toy van with an axle and moving wheels to carry a chocolate bar. In Years 3 to 6, pupils build appropriately on these early skills using a wider range of materials and tools along with an increasing ability to evaluate their work more effectively and modify it as it progresses. In a good lesson for pupils in Year 3, the teacher's clear explanation and demonstration enabled pupils to draw on their previous mathematical learning about nets and shapes, to help them design and make a package for a specific purpose. Her effective questioning made pupils evaluate how they were working and led them into making informed decisions about their designs and shapes for their packages. Pupils in Year 5 have effectively made toys that incorporate rods and cams as a means of movement. In Year 6, pupils have used a variety of fabrics to design and make pencil cases and hats. These are of good quality and show that pupils are proficient in their finishing techniques.
72. The curriculum is satisfactory, being linked to other subjects such as science and history. Leadership and management are good, and the co-ordinator has developed a useful support sheet to help colleagues in planning their activities. The planning and assessment procedures are good and provide teachers with clear information about the key learning objectives and skills to be taught. There has been satisfactory improvement made since the last inspection.

## **GEOGRAPHY**

73. The majority of pupils in Year 2 and Year 6 reach the nationally expected standards for their age and make satisfactory progress in this subject. As only one lesson was observed, there is insufficient evidence on which to make a secure judgement on the quality of teaching.
74. Pupils in Years 1 and 2 develop appropriate mapping skills by planning a route to and from school, as well as by learning about transport and communication and the different uses to which land can be put. They have a sound knowledge about different kinds of weather in countries around the world and what kind of clothes to wear in these countries. Pupils in Year 3 effectively designed and wrote a postcard from a chosen location to inform people about a particular place. The lesson was well prepared, with clear learning objectives shared with the pupils, so that they had a good understanding of what they were to learn. Pupils in Year 5 use their numeracy skills when creating a variety of charts and graphs

in researching countries with high and low rainfall. They also show they can make appropriate use of the Internet to find out information about Wetherby. Pupils in Year 6 have a satisfactory understanding of the effects of weather, water and wind on the landscape, and of river systems and how they effect the environment. They use their literacy skills well to make good quality labelled diagrams of the different parts of the river. The pupils extract information from secondary sources satisfactorily and gain and use an appropriate range geographical vocabulary correctly.

75. There is satisfactory curricular provision. All enjoy a broad range of relevant experiences. The co-ordinator's good leadership, management and expertise enable her to support colleagues well in their planning. Assessment procedures are good and teachers use the information they gain from these to set work that is appropriately challenging for all pupils. The school makes effective use of the immediate environment and visits to places such as the dales, to develop pupils' knowledge and understanding in the subject further. There has been satisfactory improvement since the last inspection.

## **HISTORY**

76. The majority of pupils in Year 2 and Year 6 reach satisfactory standards for their age, and they make sound progress. Pupils in Year 2 successfully learned about what life was like at the time of the Victorians through a visit to a local museum. They recognised a variety of Victorian artefacts and showed good recall of what they were used for. They explained with satisfactory knowledge and understanding, some of the differences between life at that time and the present day. The teacher's thorough planning, clear explanation and good questioning skills helped the pupils to talk animatedly and articulately about some of the artefacts seen, and to develop the correct vocabulary to do so. For example, when a pupil made the action to help the description offered 'when they were in the living room they had a fire and a puffer thing to make the fire go', the teacher explained that the correct name for the artefact is 'bellows'. Pupils are keen to share their knowledge of other correct words such as 'chamber pot' and use their writing skills well to record with increasing detail their new found knowledge and understanding. Year 6 pupils writing about life in Victorian times organise their work under headings and use bullet points while pupils in Year 4 are beginning to use computers to record their knowledge. Pupils in Year 6 class build effectively on their knowledge of the Victorians to research and find more out about life then using a good range of artefacts such as toys, games, a flat iron, photos, school books and slates. Pupils are interested in the topic and are confident speakers who explain and describe their findings in an articulate manner. They listened with interest when two pupils talked about what they had discovered about Lord Shaftesbury and Doctor Barnardo from a CD-ROM information program.
77. It was possible to see only three history lessons during the inspection. Teaching was very good in one of the lessons, good in another and satisfactory in the third. On this small and varied evidence base available it is not possible to make a secure overall judgement on the quality of teaching throughout the school. However, in the good and very good lessons, the thinking skills of the more able pupils in Year 2 and Year 6 were being effectively challenged. The Year 2 pupils were asked not only to discuss and record inventions, but to investigate how inventions have improved our lives. The Year 6 pupils were expected to use more advanced reading skills to sift information from a variety of sources.
78. There have been good improvements in history since the last inspection. Previous weaknesses in the assessment of pupils' progress have been successfully tackled and the subject is now well led and managed. The co-ordinator has undergone training within her subject and provides good support for her colleagues. Termly monitoring is undertaken, teachers' planning is regularly checked and a scrutiny of work has been undertaken to begin the development of pupil portfolios to support teachers in making better informed judgements about the standards pupils reach. An action plan for the subject sets out very clearly how the school intends to improve the standards of teaching and learning. Resources are good and visits to places of historical interest are used well to deepen pupils awareness and understanding of the subject.

## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

79. Standards are satisfactory in this subject for pupils in Year 2 and Year 6 and progress is good throughout the school. There has been good improvement in the provision for ICT since the last inspection and it is now very good. With the help of governors, parents and staff the school has very recently opened an ICT suite which can accommodate up to 30 pupils comfortably. Pupils are time tabled for class use of the suite, younger pupils having one session each week and older pupils having two sessions. Staff and pupils are encouraged and excited by the many possibilities for teaching and learning which the suite offers. A new microscope which can be attached to the computer has recently been acquired and training and support in its use are to follow shortly.
80. The majority of pupils demonstrate appropriate skills when using a computer. For example, pupils in Year 2 successfully log on to the network. With help, they found a program already saved and used the paint tools effectively to complete a picture of 'Elmer the Elephant'. They successfully printed out a copy of their work using appropriate keyboard commands. Pupils in Year 6 are helped to log on to the Internet safely in order to research and retrieve information from relevant websites. They used the copy and paste facilities appropriately to insert information and pictures into their own work.
81. It is not possible to make a secure overall judgement about the quality of teaching for pupils in Years 1 and 2 because only one lesson was seen. However, in this lesson teaching was good and enabled the pupils to make good progress using a paint program. The lesson was well planned and the teacher gave clear instructions, which the pupils follow well. Pupils are proud of their efforts and work co-operatively together sharing mouse control. The quality of teaching is satisfactory in Years 3 to 6, and in one lesson it was good. In this lesson the teacher and learning mentor used their expertise effectively to support and encourage pupils. This resulted in the pupils working with enthusiasm and increasing skills without fear of making mistakes. The newness of the ICT Suite provision means that most teachers and other adults have not yet had enough time to allow the initial training provided by a local company to be used to good effect. However, plans are in place to develop the network skills of all adult users.
82. Good links are made to some areas of the curriculum. For example, CD-ROMS are used effectively by pupils in Years 4 and 6 to research information to support their learning in history. Pupils in the Year 4 class increase their word processing ability and begin to present and refine written information about the Egyptians using a software program. Some pupils in the Year 6 class were keen to put their newly learned skills of copying and pasting to good use and produced their own research work about Lord Shaftesbury and Dr. Barnardo. Pupils also use their ICT skills appropriately in mathematics. For example, pupils in Year 3 learned more about three-dimensional shapes by using the computer, and pupils in Year 6 used a software program to measure a variety of angles within a triangle. Older pupils explored the symmetry of their own faces and what they would look like if they were completely symmetrical using a digital camera. They downloaded the images onto the computer and edited them effectively to produce exactly symmetrical faces. However, given the school's strong commitment to finding extended writing opportunities in literacy, insufficient use is made of ICT for word processing, drafting and redrafting along with desk top publishing skills to improve and extend writing still further throughout the school.
83. Leadership and management of the subject are good with a high level of support from governors and staff with senior management responsibilities. The newly appointed co-ordinator has already produced an Internet safety policy for users which is being followed carefully by all staff and pupils and this has been made known to parents. The subject action plan indicates that the policy is ready for review and that two monitoring sessions are planned to take place in the near future. The co-ordinator has received extensive training in the use of the new network and is well placed to make the changes necessary to ensure pupils are helped to reach the higher levels of attainment.

## MUSIC

84. It is not possible to make a secure judgement on standards, progress or the quality of teaching in music. Only two lessons were seen, both of which involved two classes during their weekly singing sessions, there are no recording of pupils' compositions, and the pupils do not have notebooks in which they might record some of their musical knowledge and understanding. Nevertheless, there is evidence of satisfactory improvement since the previous inspection. National guidance ensures that there is full coverage of the National Curriculum for music. A commercial scheme that interprets this for non-specialist teachers is used effectively to plan progressively demanding work for the pupils, and the co-ordinator leads and manages the subject well, providing effective guidance and support for her colleagues.
85. In one of the singing sessions observed, the quality of teaching was very good, and greatly enhanced the pupils' singing skills. Good vocal warm-ups, and the teacher's very good attention to the importance of clear diction, breathing and phrasing resulted in good quality singing from pupils in Years 5 and 6. The pupils have a secure sense of pitch. They sing in tune and hold their parts well when performing a round. The increasing challenges offered to them as the lesson proceeded led them to make sensible suggestions as to where to breathe and how to interpret the music. They have a developing understanding of traditional musical notation, know what a time signature stands for and have a basic knowledge of commonly used Italian terms such as 'fortissimo'. The number of hands raised to answer the teacher's carefully targeted questions demonstrated their good ability to compare and contrast two songs, in terms of mood, rhythm and dynamics. In the second singing session, pupils in Years 3 and 4 made satisfactory progress but a significant minority became restless from having to stand too long to sing, despite the good range of action songs injected into the session to maintain their interest. In discussion, pupils in Year 6 recalled some composition work they had done in earlier years, and spoke very enthusiastically about their current composition work, which involved writing a song and composing lyrics to suit its mood. Insufficient opportunities are provided for pupils to use the range of ICT available for this subject.
86. Music makes a satisfactory contribution overall to pupils' personal, spiritual, moral, social and cultural development, as they learn to interpret what composers are saying through their music, and to communicate their own thoughts and feelings in their own work. This was done particularly well in the singing session for pupils in Years 5 and 6. School productions and visits from musicians from other cultures, such as Asian and African musicians, further extend the pupils' understanding of different types of music from around the world, and of how different cultures use music in their daily lives. The music curriculum is suitably enhanced for a significant minority of pupils who learn to play musical instruments. The school has recently re-instated the teaching of recorders to all pupils in Year 3. In a short session observed, pupils demonstrated a sound recognition of simple notation including note values such as crotchets and quavers, held the instruments correctly, and showed that they understood the need to breathe into the recorder in a controlled way to produce a good sound. This work successfully extends pupils' knowledge and understanding of music alongside their practical skills. Music is used effectively in assemblies to create a calm and respectful atmosphere for collective worship.

## PHYSICAL EDUCATION

87. Standards in physical education are at the level expected of pupils in year 2 and Year 6 although a small number of pupils in each of these groups show above average skills in swimming and games. Standards have been maintained since the last inspection and pupils make satisfactory progress.
88. Throughout the school all teachers place good emphasis on ensuring that pupils know and understand the need to warm up their bodies before starting physical activities and the effect that exercise has on



their bodies. This was demonstrated well in a lesson with Year 1 pupils when they played a warm-up game of 'Stuck in the Mud' which raises "Mr. Beat's" heart rate, and teaches them the importance of preparing their bodies for physical activity. By the time they are in Year 2, pupils have experienced an appropriate range of physical activities including games, dance and gymnastics. They control their movements appropriately in terms of direction, speed and starting and stopping, and they make good use of the space available, working with safety and consideration for others. They successfully learn to select and use appropriate movement skills for particular games and run, jump and dodge obstacles with increasing accuracy taking their turn and obeying the rules involved in relay races. These skills are built on effectively as pupils move through the school, and by the time they are in Year 6, the pupils have successfully acquired finer ball control demonstrated in their dribbling and dodging with a basketball or stopping to shoot between goal markers using a hockey stick.

89. It is not possible to give a secure judgement on the quality of teaching for pupils in Years 1 and 2 because, of the two lessons seen, only one was taught by a member of the school staff. A visiting dance specialist teacher was observed working with pupils in Year 2, building a sequence of dance movements and gestures with a partner. The children made good progress during this lesson and enjoyed the challenge of thinking quickly and responding rapidly in time to the music. In the other lesson, teaching was very good enabling the pupils to make good progress with control of their movements. The teachers' good planning, organisation of equipment and use of classroom support staff to work with pupils with special educational needs successfully ensures that all pupils work progressively and with sustained physical activity through a range of appropriate activities to increase their skills. Teachers give clear instructions and maintain high expectations of pupils' behaviour, which in turn enable the pupils to practise and perform safely and with increasing accuracy. In the lesson seen, this enabled the pupils to improve their teamwork and co-operation and to grow in confidence in response to the teacher's good use of praise and encouragement.
90. The quality of teaching is good in Years 3 to 6. Teachers confidently demonstrate appropriate technical skills, correctly helping pupils to control a hockey stick or racquet safely and with increasing accuracy. Lesson plans show that teachers are beginning to identify the more able pupils in this subject and are introducing more challenging tasks. This was seen when pupils were required to develop their striking skills for net games or to travel with a hockey stick and ball. The more able are challenged to allow the ball to bounce into a hoop before their partner hits it back the same way or in hockey, to control the ball around a cone twice before moving on. However, this is not yet managed successfully enough as pupils do not yet work sympathetically enough with each other to allow for the higher skill levels to be reached. Lessons are well paced and the children are given good opportunities to practise and rehearse their skills. Teachers encourage the use of pupil demonstration to draw attention to good style and effective movement but not all pupils chosen are yet capable of this. Insufficient opportunities are afforded to pupils to observe and assess their classmates at work, in order to give them ideas as to how they might improve their own efforts. All teachers are good role models for the pupils as they dress appropriately for physical education lessons and the pupils follow their example.
91. The overall provision for physical education is satisfactory. The upper school hall is suitably equipped for gymnastics activities and the extensive playing field and playground are used well for games activities. Resources are satisfactory and have recently been enhanced by the school's participation in a national initiative. Pupils in Years 4 and 5 go swimming each week for a term and are taught by a qualified instructor at the local baths. Children in Year 5 currently attending are taught about water safety and are entered for the Dolphin Awards when they are ready. The majority of pupils reach the minimum expected standards of being able to swim 25 metres unaided by the time they leave primary school. The use of visiting specialists for dance, football and rugby encourages the pupils' interest and participation in these sports and is also helping the teachers to develop their own skills. The after school football and gymnastics club are helping the pupils to become more skilful and make healthy

lifestyle choices. The new adventure play area at the school and the planned residential visits for Year 6 pupils provide the pupils with a good range of challenging outdoor activities.

92. The leadership and management of the subject are satisfactory. The newly appointed co-ordinator is enthusiastic and has good subject knowledge and expertise which she is planning to share with teachers as they plan appropriate activities to cover all areas of physical education. A scheme of work is in place and there are plans to update the existing policy in the near future and for the co-ordinator to undertake monitoring each term. Although satisfactory attempts are made to assess pupils' skills, not all teachers are yet secure enough in how to do this accurately or in how to provide higher levels of challenge for more able pupils in all lessons.

## **RELIGIOUS EDUCATION**

93. The majority of pupils in Year 6 reach the standards expected for their age as set out in the local agreed syllabus for religious education. The quality of teaching is satisfactory. Teachers have secure subject knowledge and are familiar with the requirements of the syllabus. Lessons are well planned with clear learning objectives that build on previous work, enabling pupils to use their prior learning to help them understand new ideas. The activities are interesting and provide sufficient challenge pupils of all abilities so that they make satisfactory progress in their learning throughout the school.
94. Pupils in Years 1 and 2 know that the Bible is a special book for Christians and are successfully taught about the effect that Jesus had on the people who met him. They show sound knowledge of the key events in the life of Jesus and have a satisfactory understanding of what the symbol of a fish means to a Christian. In a good Year 2 lesson, the teacher's skilful questioning led to pupils making good progress in their understanding of how the Torah is made and what this shows about its importance to the Jews. The good use of a Torah scroll captured the pupils' interest well and provided a good stimulus for discussion. The lesson made a good contribution to the pupils' spiritual development as they showed appreciation of the effort that goes into making something beautiful. Pupils in Year 2 have a satisfactory understanding of key Christian values and can identify accurately the moral issue in a simple story.
95. Pupils in Years 3 to 6 are taught the key features of other major religions and this makes a strong contribution to their cultural development. This was evident in a Year 4 lesson on Hinduism, when pupils were observing artefacts on a 'puja tray' and were encouraged to think about how they could make an offering of love that did not involve giving presents. A lesson for pupils in Year 5 showed that, though they had little first hand knowledge and experience of Muslims, they are beginning to relate readings from the Qu'ran to the influence on Muslim peoples' lives and to compare this with Christian values and beliefs. Throughout the school, teachers use religious education lessons well to foster pupils' social and moral development to enable them to consider when they have done wrong and what they could do to make it right. There are good relationships between the teachers and pupils and, consequently, the pupils' attitudes to learning are positive and their behaviour in lessons is good. They show respect for the feelings, needs and beliefs of others, as well as demonstrating that they can reflect on the consequences of their own actions. In assemblies, they show that they can pray with reverence. By the end of Year 6, most pupils show familiarity with the life of Jesus and can give examples of how Christian belief has changed someone's life. They have a secure knowledge and understanding of the main traditions and values of Christianity, including the importance of the Eucharistic Service. They also have satisfactory levels of knowledge about the traditions of other major world faiths and why sacred texts are so important to different religions.
96. There is a broad and balanced curriculum with an emphasis on studying Christian beliefs, but there are also good opportunities to learn about the other major world religions, such as Judaism, Hinduism and Islam, in some depth. The leadership and management of the subject are good, and the co-ordinator has a clear overview of the quality of teaching and learning in the subject. The act of

collective worship plays an important role in the subject, as it provides pupils with good opportunities for quiet personal reflection, in order to develop an understanding of an inner self. There are good links with local churches that give pupils further significant learning experiences. The clergy come into school on a regular basis to lead assemblies and pupils visit the churches to take part in celebratory services and to develop their knowledge and understanding of the function of the key features of a place of worship. There is a satisfactory range of resources, including artefacts and reference books. There has been satisfactory improvement since the previous inspection.