

INSPECTION REPORT

BRAMHOPE PRIMARY SCHOOL

Bramhope

LEA area: Leeds

Unique reference number: 107882

Headteacher: Mrs P Lawson

Reporting inspector: Mr P Bamber
15064

Dates of inspection: 7th – 10th October 2002

Inspection number: 246728

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:	Tredgold Crescent Bramhope Leeds
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Appropriate authority:	The governing body
Name of chair of governors:	Belinda Cooke
Date of previous inspection:	June 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15064	R.P Bamber	Registered Inspector	Mathematics Physical education	How high are standards? How well are pupils taught? How well is the school led and managed?
8922	B McIntosh	Lay Inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with the parents?
4303	S Reynolds	Team Inspector	Science Art and design Religious education Educational inclusion Special educational needs	
2893	J Manning	Team Inspector	English Geography History English as additional language	How good are curricular and other opportunities offered to pupils?
30382	D Bullock	Team Inspector	Foundation Stage Information and communication technology Design and technology Music	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bramhope Primary School is in a village just outside Leeds and educates pupils aged four to eleven. There are 233 pupils on roll, 34 of whom are aged under five. Many pupils come from relatively advantaged backgrounds and children enter the school with standards well above the average for the Leeds area. Children enter the school at the beginning of the academic year in which they are five and are taught in the reception class.

Very few pupils, well below the average, take free school meals. Five per cent of pupils are identified as having special educational needs, again well below average, but an average proportion of these pupils have a statement of special educational need. A very small proportion of pupils are at an early stage of English language acquisition and a slightly higher than average percentage of pupils use English as an additional language. Around five per cent of pupils come from ethnic backgrounds other than white British, of Asian origin.

Since the last inspection, the school has had two temporary headteachers and one substantive headteacher, who is in her fourth term at the school.

HOW GOOD THE SCHOOL IS

Bramhope is an effective school. Pupils currently attain well above average standards in English and mathematics and above average standards in many other subjects. The quality of teaching is good, pupils' attitudes are positive and they behave well. The curriculum is enriching and pupils' moral and social development is very good. The quality of leadership and management is very good. The school offers good value for money.

What the school does well

- Pupils currently attain well above average standards in English and mathematics and make good progress.
- The quality of teaching is good which promotes above average standards in most subjects.
- Pupils' attitudes to school are positive; they behave sensibly and relate to each other very well because of their very good moral and social development.
- The very good provision for pupils with special educational needs enables them to make very good progress.
- The headteacher's leadership is outstanding and the school is very well managed.

What could be improved

- Standards and the quality of teaching in art and design, music and design and technology.
- The daily act of collective worship.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since its last inspection in June 2000 and a subsequent review by Her Majesty's Inspectors in May 2001. At the time of the June 2000 inspection, there were serious weaknesses in leadership and management. This is no longer the case. The school is now very well led and managed by an outstanding headteacher and her very committed team. There have been good improvements in standards in many subjects and the school consistently meets its challenging targets for its performance in national tests. Strengths identified in teaching and in pupils' attitudes, behaviour and their moral and social development have been maintained. The school is now in a very strong position to improve even further.

STANDARDS

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

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

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The school's Year 6 national test results over the last five years show standards to be consistently well above average in English (apart from in 2000) and improving to very high standards, by 2002, in mathematics and science. The 2002 results indicate that an increased number of pupils attained standards above those expected nationally, with some pupils, in mathematics, attaining well above the expected standards for their age. Both the mathematics and science results in Year 6, in 2002, show standards within the top five per cent in the country. Compared with similar schools, standards in 2002 were very high in mathematics and science and well above average in English. Overall, boys and girls achieve equally well.

In the Year 2 national tests in 2002, standards were very high in reading and well above average in writing and mathematics. Teacher assessments indicate that standards in science were also well above average. Standards were well above the average of similar schools in reading, writing and science and above average in mathematics.

The school's targets for Year 6 national tests in 2003 are geared to maintaining high standards, which evidence indicates will be met. Standards in the present Year 6 and in Year 2 are well above average in literacy and numeracy and above average in science. Standards are above average in all other subjects except in art and design, design and technology and music, in which standards are average.

Throughout the school, pupils achieve well. They enter the school with well above average standards in reading and writing and maintain these as they move through the school. Pupils with special educational needs achieve particularly well with many progressing to reach nationally expected standards by the time they leave the school. Significant factors to promote pupils' good achievements include their ability to apply their very good literacy and

numeracy skills to many areas of their work and to articulate their ideas clearly and concisely. Pupils who use English as an additional language, most of whom are bi-lingual, achieve well and reach standards at least in line with their peers.

Reception children make good progress and almost all are likely to exceed expected standards by the end of the reception year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and most have positive attitudes to their work; they participate enthusiastically in the range of activities provided for them.
Behaviour, in and out of classrooms	Good. Most behave very sensibly in and around the school, acting maturely in response to the school's behaviour policy. In one or two classes a small minority of boys cause minor irritation by being silly.
Personal development and relationships	A strength of the school. Relationships are very good and the positive atmosphere in classrooms contributes significantly to pupils' standards and achievements. Pupils respect each other's feelings and values, take responsibilities willingly and look after each other.
Attendance	Very good. Attendance rates are high. Unauthorised absence is broadly average and is mainly due to extended family holidays in term time.

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.

Throughout the school, teachers' very good relationships with pupils and their good control of behaviour ensure that most lessons are conducted in a calm and purposeful manner. In the best lessons, teachers' very good use of resources and their high expectations of pupils' output, both in terms of quality and quantity, contribute well to pupils' understanding and good progress. The basic skills of literacy and numeracy are well taught, which ensures that standards in reading, writing and mathematics are well above average. Relative weaknesses in teaching are linked to some lack of subject expertise, for instance in art and design and in design and technology. In some lessons, the balance between teachers talking and pupils working does not enable pupils, especially brighter ones, to make the progress they could. Since the last inspection there has been a good improvement in the quality of teaching of information and communication technology.

Overall, teachers meet the needs of all pupils well, including those who are of very high ability, those who have special educational needs and those who use English as an additional language. Pupils with special educational needs are particularly well supported by dedicated and skilful learning support assistants. As a result, these pupils make very good progress.

Significant strengths in pupils' learning are in their ability to apply previous knowledge to solve problems, their use of language and vocabulary to enhance the quality of their work in many subjects, and for most, their ability to work independently and productively. A few, however, need more supervision to encourage them to persevere with tasks.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The curriculum is broad and balanced and is enriched by a wide range of out-of-school clubs, Spanish lessons in Year 6 and residential experiences. However, the daily acts of collective worship do not meet legal requirements.
Provision for pupils with special educational needs	Very good. These pupils have detailed individual education plans to help them learn very well. The new Code of Practice is strictly adhered to and pupils and parents are fully involved in reviewing progress and setting targets.
Provision for pupils with English as an additional language	Good. The school supports pupils who are at an early stage of acquiring English language well. Those others who are bilingual, achieve as well as all other pupils because they are fully included in all the school's activities.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good overall. Moral and social development is very good and cultural development is good. Pupils' spiritual development is satisfactory.
How well the school cares for its pupils	Pupils are well cared for. Child protection procedures are effective. There is good provision for first aid and pupils are well supervised at break and lunchtime. The effective assessments made of pupils' attainment and progress mean that teachers have detailed information with which to plan learning in most subjects.

The range of activities outside lessons contributes well to pupils' personal, physical, moral and social development. The school's partnership with parents is very good. Parents feel the school cares well for their children and they support pupils' learning well in school and at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's clarity of vision and ability to inspire confidence in pupils, staff, parents and governors has contributed hugely to the excellent improvement in leadership since the last inspection. Key staff make very telling contributions to the quality of teaching and learning, assessment and standards of behaviour.
How well the governors fulfil their responsibilities	Good overall. Governors have a very good degree of expertise in areas such as curriculum and finance. They are knowledgeable about strengths and weaknesses, carry out their role as a critical friend very well and work in close harmony with the headteacher and the local education authority. A weakness is in their failure to ensure that the school meets the requirements as regards the daily act of collective worship.
The school's evaluation of its performance	Very good. Rigorous analysis of test data and detailed and frequent evaluations of the quality of teaching and learning, enable the school to identify its strengths and weaknesses and to set challenging targets for improvement.
The strategic use of resources	Very good. The school's finances are very well managed and spending is focused acutely on educational priorities. Funds available for improving standards are used effectively.

The school actively pursues value for money. It consults with parents and pupils, to canvass their opinions about what the school offers and how it might improve. It ensures best value when buying goods and services. By rigorously comparing its results with schools locally, nationally and of similar type, it challenges itself to improve. Overall, the quality of the school's learning resources and accommodation is good and contributes well to standards pupils attain and the quality of the curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy school and make good progress • Behaviour is good • Teaching is good and their children are expected to work hard and achieve their best • Their children are encouraged to become mature and responsible • They feel comfortable approaching the school with questions or problems • The school is well led and managed 	<ul style="list-style-type: none"> • The range of activities outside lessons • The amount of homework their child is expected to do • The quality of information they receive from the school

Inspectors agree strongly with the positive views expressed. They also found there to be a good range of activities offered to pupils outside lessons. Apart from the many sport-based clubs, opportunities to pursue more aesthetic interests are available, often at lunchtime. Fewer activities are offered to pupils in reception and Years 1 and 2 but this is in line with most schools. Inspectors found the quality of information provided for parents to be good, although the school has acknowledged that it would be helpful to send details earlier about what pupils will learn. The amount of homework accords with national guidelines and is used well both to reinforce basic literacy and numeracy skills and to extend pupils' research skills. A few parents expressed dissatisfaction at the school's response to their concerns about the placing of their children in a mixed age Years 1 and 2 class. Most of these concerns have now been resolved. However, the school does acknowledge that in the future the criteria for such decisions might be published more in advance of their implementation.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 Children enter the school with standards well above the average for Leeds' schools. As a result of good teaching and provision they make good progress in maintaining these standards and most are likely to well exceed the standards expected of their age by the end of the reception year. Children have particular strengths in their language and communication skills, in their understanding and use of number and in their personal, social and emotional development. They make very good progress in writing, reading and in speaking and listening.

2 In the 2002 national tests for Year 2 pupils, results show that pupils attained very high standards in reading and well above average standards in writing and mathematics. When compared with schools of similar type, standards were well above average in reading and writing and above average in mathematics.

3 Standards in reading and writing in the Year 2 national tests have been consistently high over the last five years. In mathematics, standards have ranged between average, in 2001, and high, in 2000. Evidence shows that there was a larger percentage of pupils with learning difficulties in mathematics in the 2001 Year 2 class, which is likely to have depressed average standards. The 2002 mathematics results are much better. Girls outperform boys in reading and writing but boys perform better in mathematics.

4 This year's Year 2 pupils are presently attaining well above average standards in reading, writing and mathematics and above expected standards for their age in science, geography, information and communication technology, physical education and religious education. In art and design, music and design and technology, they attain the expected standards for their age. It was not possible to make a judgement about standards in history.

5 Analysis of the 2002 national test results for Year 6 show standards to be very high in mathematics and science and well above average in English, when compared nationally and with similar schools.

6 Over the last five years, standards by the end of Year 6 have been predominantly well above average in all three subjects. The one exception was in 2000 when standards were average in English and above average in science. Mostly, boys and girls outperform their peers nationally by a considerable margin. Girls, unusually, perform better than boys in mathematics. There was no evident reason for this that came to light during the inspection.

7 The present Year 6 are attaining well above average standards in English and mathematics and above expected standards in science and information and communication technology. In other subjects, standards are above those expected for their age in geography, history, physical education, and religious education. Standards in art and design, music and design and technology are those expected for their age.

8 The school consistently makes good progress towards meeting the challenging targets it sets to improve or maintain high standards in English and mathematics.

9 Pupils' achievement is good overall. They achieve best in English, mathematics and information and communication technology. In English and mathematics, their very good achievement is linked to good teaching of the National Literacy and Numeracy Strategies,

very good assessment procedures and more curriculum time being devoted to the subjects. In information and communication technology, the pupils' rate of progress has been very good over the last 12 months, as a result of the whole school focus given to the subject. This has resulted in very productive use of the new information and communication technology suite, high quality training for staff and more use by pupils of information and communication technology to support their learning in other subjects.

10 In science, pupils do not achieve quite as well as in English, mathematics and information and communication technology because they have limited opportunities to investigate and experiment. The contrast between the standards found, in science, during the inspection and the standards pupils achieved in the 2002 national tests is because the tests focus more on pupils' knowledge and understanding rather than on pupils' ability to investigate or experiment.

11 Pupils achieve well in geography, history, physical education and religious education but only satisfactorily in art and design, music and design and technology. In the latter three subjects, a lack of challenge for higher attaining pupils, linked to some lack of teachers' expertise and limited assessment procedures, causes them to under-achieve.

12 A striking feature of pupils' attainment, throughout the school, is the richness of their vocabulary and the confidence and clarity of their speech. As a result, they express ideas and feelings coherently and use a wide range of interesting language in their writing across many subjects.

13 Pupils' fluency in reading and their understanding and manipulation of number are also considerable strengths which contribute well to the good standards they attain in many subjects.

14 Pupils who use English as an additional language achieve equally as well as their classmates. The vast majority are bi-lingual and many are among the higher attainers in the school. Those with less fluency and understanding of the English language are well supported to enable them to quickly acquire the language.

15 Pupils with special educational needs make very good progress towards the well-focused targets in their individual education plans. In many cases, they go on to reach the expected levels for their age in the national tests in English, mathematics and science, because staff are aware of their needs, have high expectations and learning support assistants provide high quality support.

16 Pupils who have particular gifts or talents achieve well. Recently the school has recognised that a few pupils have a special aptitude in mathematics. As a result of special teaching arrangements and teachers providing very demanding work, these pupils achieve well and attain very high standards. Some Year 6 pupils exceed the expected level in the national tests by a considerable margin.

Pupils' attitudes, values and personal development

17 Pupils' good behaviour and their attitudes to learning are a strength of the school. These good features create a friendly and harmonious community in which all pupils feel valued and this has a significant impact on the standards that pupils achieve. Pupils respond well to the good values that are consistently promoted by the school. Pupils speak with much enthusiasm about the school and their teachers and clearly like coming to school. The older pupils have high aspirations to see their school become the best in Leeds.

18 Children in the reception classes are well behaved and enjoy their time at school. At the start of the day they enter the classrooms confidently and happily, and settle quickly into the routines of the day. The children are very supportive of each other and are good at taking turns. Relationships between adults and children are very good and as a result, children offer their ideas confidently and participate fully in the activities on offer. They listen well and demonstrate good levels of concentration.

19 All pupils, including those with special educational needs, have positive attitudes to their learning and have developed good work habits. Girls and boys enjoy coming to school, like being with their friends and think that lessons are fun. They appreciate all the changes that have taken place and are full of praise for the headteacher and other staff and for improvements to the building. Pupils' interest and involvement in the additional activities provided are good and they speak enthusiastically about the opportunities on offer at the school. They enjoy competing in the team games against other schools.

20 Pupils show good levels of interest in their work and are well motivated. In most lessons, pupils respond maturely to the teachers' instructions and work hard but there are some instances of mild inattention and pupils becoming fidgety. Pupils respond particularly well when the teaching is lively and activities are interesting and exciting. For example, in a mathematics lesson, Year 6 pupils showed high levels of interest and motivation in exploring equivalence in decimals and fractions. They paid close attention to the teacher and were keen to complete their work correctly. In a literacy lesson exploring the different ways that authors begin character sketches, the pupils' response and interest was exemplary. They became totally engrossed in their tasks and took initiative in looking up unfamiliar words in a dictionary.

21 The very good quality of support for pupils with special educational needs is a key factor in their good behaviour and the positive attitudes they have to learning. The skills of teachers and support staff ensure that these pupils maintain their confidence and self-esteem and their enjoyment of learning.

22 Pupils' behaviour throughout the school day is good. Parents and pupils are happy about the standard of behaviour in school. In lessons, most pupils behave well because they are keen to learn, and appreciate that their behaviour affects others. Pupils respond well to the school's high expectations of their behaviour and have a good understanding of what is expected of them. Movement to and from lessons is quiet and orderly. At playtimes pupils get on well with each other. Lunchtimes are pleasant social occasions and are an example of the good, family atmosphere that exists in school. Pupils chat happily over lunch in a friendly and mature way. Parents and pupils do not consider bullying to be a problem in school and there have been no recent exclusions.

23 The pupil's personal development is good. Pupils of all ages show a good level of maturity for their age and are developing essential social skills well. They are expected to contribute to the running of the school and they carry out their tasks willingly and sensibly. Older pupils are pleased to be trusted with a range of more responsible duties, which include supervising younger pupils entering the school after break and lunchtime.

24 A good feature of pupils' spiritual development is the way in which staff take every opportunity to value and give credit to pupils' efforts and achievements. This raises the pupils' self-esteem and as a consequence they take a pride in their work. Pupils say that receiving awards makes them feel happy and it lets everyone know how well they are doing. They feel that the 'statement of the week' is important and helps them to think about how they can improve their work and behaviour and helps them be kind to others. In physical education lessons, pupils applaud each other's efforts and show great pleasure in being praised as a

class. Pupils learn to understand human feelings and emotions and the way they impact on other people. Older pupils have a good knowledge of the historical facts of racism and talk about how it still exists in Britain today. They were surprised at how the black people were treated in America in the past and imagined what it would feel like if it happened to them. Through discussion they learn to understand how their actions might affect others. An element missing from pupils' spiritual development is in their creative ability and pupils are not so confident in expressing their feelings and talking about works of art.

25 Relationships throughout the school are of a high standard, helping create a positive working environment in which the pupils achieve well. A strong feature of pupils' personal development in lessons is the way they co-operate with each other either in pairs or small groups. For example, they work well together in mathematics lessons establishing a strategy for their calculations. Pupils of all ages show a high level of confidence when communicating with adults. Without hesitation they are eager to tell visitors about themselves, their work and school. The manner in which pupils relate to adults and visitors, offer assistance and acknowledge their presence in passing is a credit to them and the school.

26 Pupils display a well-developed sense of moral and cultural awareness and have positive attitudes towards people of other religions or those less fortunate than themselves. In a religious education lesson, older pupils raised relevant questions about the different conventions and feelings connected to entering a place of worship with which they were unfamiliar. They felt it was important to prepare for their visit to the Mosque and were keen to learn about other faiths and customs so that they could behave respectfully.

27 Pupils' good attitudes towards learning and school are reflected in the consistently very high levels of attendance. Unauthorised absences are almost exclusively due to family holidays which exceed ten days. Most pupils arrive punctually at school and are keen not to miss the start of lessons. Registration is quick and efficient and there is a prompt start to each session.

HOW WELL ARE PUPILS TAUGHT?

28 Overall, the quality of teaching is good. Of the 49 lessons observed during the inspection, all were at least satisfactory, three-fifths were good and a fifth very good. Very good teaching was observed throughout the school. There has been a good improvement in the quality of teaching since the last inspection.

29 The quality of teaching for children in the reception class is good in all areas of their learning. It is particularly good in extending their vocabulary, which promotes standards well above those expected for age in many aspects of their learning, for instance, in mathematics and in their personal, social and emotional development. The quality of teaching and support for this age group enables them to maintain the well above average standards with which they enter the school.

30 Throughout the school, the quality of teaching is good in English, mathematics, science, information and communication technology, physical education and religious education. It is satisfactory in art and design, design and technology and music. In geography, it is satisfactory in Years 1 and 2. Due to timetabling arrangements it was not possible to make a judgement about the quality of teaching and learning in history. The teaching of basic skills of reading, writing and numeracy are often very good.

31 In the very good lessons observed, teachers had high expectations of the quality and quantity of pupils' work. This was well illustrated in a very good Year 2 literacy lesson about

spelling rules. As a result of the teacher's clear explanation of the rules governing 'ow' sounds, her insistence that pupils think carefully about what they wrote, and the large number of different words which fitted the rule she required them to identify, pupils attained high standards and made very good progress.

32 A very positive feature of teaching is the very good relationships which exist between teachers and pupils. In many lessons, teachers' use of humour and their patience with those who initially struggle with new concepts result in pupils enjoying learning and gaining in confidence. Learning support assistants, who work mainly with pupils with special educational needs, are particularly skilled at motivating these pupils to overcome their initial difficulties and this help contributes significantly to their very good progress.

33 In the best lessons, throughout the school, teachers maintain a brisk pace and expect pupils to work hard. In a mathematics lesson for higher attaining pupils in Years 5 and 6, an initial quick-fire mental recall session was followed by a period of rigorous questioning about pupils' existing knowledge of the equivalence between fractions and decimals. The teacher then set demanding written tasks to further test pupils' understanding of equivalence and extended the highest attaining pupils by requiring them to identify equivalent percentages. The lesson proceeded at a cracking pace, and was much enjoyed by pupils, who rose to the challenge and produced high quality work.

34 Teachers encourage pupils to use information and communication technology well to support their learning in English, mathematics, science, history and geography. In other subjects, some opportunities are missed to widen pupils' knowledge and understanding through the use of computer programs, video or digital cameras.

35 In those lessons in which teaching was satisfactory, strengths in the quality of relationships and the good use of interesting resources were balanced by some lack of organisation and rigorous control. Pupils were helped to better understand concepts, with the use of big books, in English, or number squares or lines in mathematics. However, teachers sometimes kept pupils, especially the higher attainers, sitting passively for too long or tolerated too much chatter during lessons. As a result, brighter pupils became restless and lost concentration and some pupils talked too much and produced too little work.

36 For children in the reception year and pupils in Years 1 and 2, teachers use homework well to reinforce their reading, spelling and mathematical skills. For pupils in Years 5 and 6, homework is used very well to follow up class work and to promote their ability to find things out for themselves and to extend their thinking.

37 The quality of pupils' learning is good throughout the school. Their acquisition of basic skills is often very good as a result of the rigorous application of the National Literacy and Numeracy Strategies. Most work productively and at a good pace in lessons. Higher attaining pupils jump at the chance to extend their thinking, enjoying problem solving particularly. Whilst pupils have a satisfactory knowledge of where they are and what they need to do to improve, this is a relative weakness in their learning. This is linked to the limited opportunities provided for pupils to evaluate their own work and progress, which is a relative weakness within the school's otherwise good assessment procedures.

38 The quality of the teaching of pupils with special educational needs is very good. In their teaching, staff very effectively use the targets they set for pupils' next steps in learning in order to ensure their good progress. Learning support assistants provide these pupils with very good support, are well briefed and are caring in their approach. As a result, pupils who are identified as having special educational needs make good progress, work hard, often

reach standards expected for their age in the national tests and participate fully in the life of the school.

39 Pupils who use English as an additional language are well taught and supported and make the same good progress as most pupils.

40 Pupils with special educational needs learn very well because they receive a good deal of individual support and are set very detailed targets for improvement. They are also more involved in reviews of their progress towards meeting their targets than other pupils. As a result of these improvements a significant minority are no longer considered to have special educational needs by the time they leave the school. Pupils who use English as an additional language learn as well as the vast majority of pupils.

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

41 There have been good improvements in the key issues identified in the previous inspection. The planning of the curriculum is now informed by careful analysis of information about pupils' prior performance in tests and in their work in school. Teachers draw up all curricular policies and targets for improvement in discussions with the governing body. The provision for pupils with special educational needs is very well organised.

42 The curriculum for children in the reception class is good. It is based firmly on the national guidelines for this age group and all areas of learning are taught effectively. The quality of children's learning prepares them well for work in the National Curriculum.

43 Curricular provision for pupils with special educational needs is very good and fully meets the requirements of the new Code of Practice. Individual education plans, using a new computerised format, have improved since the previous inspection. Targets are much more precise and relevant, with clear criteria for judging progress. The requirements set out in statements of special educational needs are fully met and the pupils concerned are doing well. The school's aim of meeting the needs of all pupils is reflected strongly in the way in which pupils with special needs are predominantly taught alongside their peers. Their withdrawal from lessons is very carefully monitored and only used when it is the best way to meet their individual needs.

44 The quality and range of learning opportunities are good overall. All statutory requirements are met with the exception of a daily act of collective worship. The curriculum is broad and relevant to the needs of the pupils, especially in the good provision for information and communication technology. Pupils practise different techniques in this subject to create imaginative visual presentations in geography and history, linking learning in different subjects well. Year 6 pupils are very enthusiastic about their weekly Spanish lessons and these give them a broader understanding of the culture and the language of the country.

45 The implementation of the National Literacy Strategy is very good. The teaching of basic skills is made more relevant by providing pupils with tasks that show the links between subjects, such as helping them to extend their reading and writing in science, design and technology and history. The literacy sessions are planned carefully, with extra time set aside for reading at regular intervals during the week. This helps pupils to carry out individual research in many subjects as well giving them time to read for pleasure.

46 The school's implementation of the National Numeracy Strategy is very effective. Mathematical skills are promoted effectively in other subjects. For instance, there are good

examples of pupils using their confident understanding of number in geography to draw a variety of graphs and charts to illustrate the difference in climate between the Antarctic and Britain.

47 Although parents had some doubts about the opportunities for extra-curricular activities, the inspection team found the range and quality of provision to be good. Pupils attend in good numbers and are very successful in sport. The musical workshops and other activities are also popular. In addition, older pupils attend residential centres in both Years 5 and 6. This is part of a well-planned programme to help pupils to develop a range of personal and social skills.

48 Boys and girls are treated equally well and there is little difference in their progress. All pupils get on very well together and morale in the school is good. Pupils who speak English as an additional language are well integrated into the school and contribute well in classes. There is a good programme for personal, social, health and citizenship education (PSHCE). The school has made a good start to introducing pupils to ideas of citizenship. Pupils have been involved in discussing ideas to make the school a better place for the whole community. This contributes significantly to their social and moral awareness. Certain lessons in science and PSHCE relate to sex education and to raising awareness of the dangers of drugs. Other issues, such as healthy eating and personal safety, are well promoted by displays and in lessons, such as physical education and science.

49 Community links are good. The school goes out into the community to help pupils develop a wider view of the world. Pupils study the history and geography of their village. There are visits to museums, a Mosque and synagogue. Visitors from local churches regularly contribute to assemblies. Local rugby and football clubs provide coaching expertise on occasions. Liaison with the local schools and the nursery attached to the school is good. There are strong curricular links with nearby primary schools and with the secondary school in sport, modern languages and to support developments in the National Literacy and Numeracy Strategies.

50 The provision for pupils' personal development is good overall as was reported in the previous inspection. It is enriched by a PSHCE course that encourages pupils to consider and respect the views of others.

51 Provision for spiritual education is satisfactory. Assemblies create a very good family atmosphere and value the things that the pupils do, but they do not satisfy legal requirements on collective worship. Some class assemblies miss opportunities for pupils to reflect on the world. For instance, when pupils are asked to think about books that are special to them, little reference is made to books that people from other countries regard as important. At other times, opportunities for reflection are provided; for instance, the 'thought for the week' is used well to encourage teachers and pupils to think together about important issues relevant to their lives.

52 The provision for moral education is very good. Pupils learn how to distinguish what is right and wrong from an early age. The staff give a positive lead in the school to show pupils the benefits of an orderly and thoughtful community. In their PSHCE lessons, pupils learn how to treat each other with respect and kindness. This has a good effect on them when they play games in the playground. Some of the work with older pupils on anti-racism is very powerfully taught and pupils respond well. In subjects such as history and geography, pupils explore the really important global issues of poverty and conservation.

53 Pupils' social education is very good. They mix well in school and show understanding for all. Teachers ensure that pupils with special educational needs are very

well integrated into classes. Others pupils involve them fully in the work in lessons, giving them help if they ask for it. There is a good team spirit in music and games. Older pupils look after the young ones at break and lunch times to ensure they settle comfortably into the routines of school. Pairs of pupils read to each other regularly and this is a happy occasion for both partners. Pupils learn to be independent on residential visits in Years 5 and 6 and they show a mature regard for adults and each other at all times.

54 The school's provision for cultural development is good. There is planned work in religious education, geography, mathematics and music to introduce pupils to different ethnic cultures and also their own local village history. In religious education, pupils visit different places of worship in the area, and in geography, the youngest pupils were given a practical introduction to the music, food and clothes of India, by a family with children at the school. The whole class reacted well and learned a lot about things that affect the lives of others. In mathematics and art and design, pupils look at different cultural symbols and patterns, and in music workshops they study instruments from different parts of the world. The school complements this provision with a good range of books in the library.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

55 The school provides a good level of care for all its pupils, reflecting a similar picture to that reported at the last inspection. At a practical level, the school is a welcoming, friendly place in which pupils are happy, well cared for and valued, which helps them to develop confidence and concentrate on their learning. Pupils say they feel able to talk to staff about any worries or problems that they may have. They are confident that if they have an accident in school an adult will look after them. The very good relationships between pupils and their teachers are a strong factor in the quality of care provided and the standards they attain. Parents firmly agree that the school is helping their children become mature and responsible.

56 Members of staff, both teaching and support staff, provide a good level of supervision and carry out their duties in a caring way. If pupils are ill or accidentally fall during play, swift action makes sure that any distress is reduced. The school has an appropriate policy for health and safety and the management of this is satisfactory. The governors and staff carry out some risk assessments such as for educational visits and physical education. Everyone working in school has a duty to record any hazards found, so that they can be dealt with promptly. However, there is no systematic arrangement for carrying out risk assessments of the building and grounds to ensure that all health and safety risks are assessed regularly and recorded for further reference and action. The arrangements for child protection are good and staff are aware of what to do if concerns arise about the children in their care.

57 Procedures for monitoring and assisting pupils' personal development are good. A good programme of personal, social and health education is taught within lessons. For example, Year 3 pupils learn about the importance of a balanced diet and that fruit and vegetables are particularly healthy but sugars are related to tooth decay. In Year 2, a visit from the nurse was helpful in covering a good range of topics including keeping clean and that medicines can be helpful and dangerous. The arrangements for caring and supporting pupils with emotional or behavioural difficulties are effective. An outreach worker from a Pupil Development Centre provides good personal support and guidance for small groups of children. These pupils are sensitively helped to better cope with their own feelings, through well-planned activities, and their progress is carefully monitored and recorded. Pupils speak about their feelings or concerns, enabling them to consider issues of importance, develop their confidence and self-esteem and improve their attitudes to learning.

58 The school's positive approach to ensuring that every pupil has the opportunity to be involved in a full range of activities reflects its aims very well. The school recognises and rewards individual achievements and successes and these are celebrated through a weekly assembly. The older pupils feel that the school is preparing them well for their next stage of learning. The school takes good care of the children in the reception class. Before starting school they have an opportunity to visit the classroom with their parents, meet the staff and become familiar with the building. Their entry to the reception class is gradual, to meet their individual needs. This ensures good support from staff and provides a calm start to their school life. There are good links with the private nursery on the school site which assist this induction process. Pupils' views of the 'buddy system' (where older pupils look after younger ones) are favourable. It helps younger children settle into school quickly and the older pupils say they enjoy the responsibility of looking after them. The school provides the accommodation for a popular and effective before- and after-school club.

59 The school has good procedures for monitoring and promoting good behaviour. Behaviour books kept by teachers and lunchtime staff are regularly monitored to evaluate and check standards of behaviour across the school. There is a clear and effective system to deal swiftly with unacceptable behaviour. The awarding of team points and daily certificates that recognise and encourage good behaviour keeps a very close check on day-to-day discipline across the school. Pupils speak with enthusiasm about being part of a team and enjoy winning points for their efforts. This approach effectively encourages self-discipline and gives the pupils an opportunity to make choices that benefit themselves and others. Pupils are involved in the discussions and formulation of their class rules which clearly state the expectations they have of each other and how they should behave. They know that good behaviour is expected of them. The successful use of the positive behaviour strategies in lessons creates an orderly environment where pupils learn with very little disturbance. Staff usually manage classroom behaviour well by rewarding good behaviour and effort, setting these up as examples for others to follow. The midday supervisory staff maintain good order at lunchtime and provide good support on the playground. This has a positive effect on pupils' behaviour and safety. Pupils are quick to confirm that there is very little bullying in school and if any incidents occur, they are quickly resolved.

60 Overall, the school's procedures for assessing pupils' attainment and progress are very good. In most subjects, a clear and effective system to assess attainment, track progress and set targets contributes very well to the often high standards pupils achieve. In English, mathematics and science, the system enables class teachers to plan work for groups and individual pupils which will help them attain the standards in national tests which their prior attainment indicates they should achieve. In addition, the school uses a range of standardised tests, which provides information about pupils' attainment in reading, spelling, writing and mathematics. This information is used well to match work to pupils' needs, including those of pupils with special educational needs. Weaknesses in the procedures for assessing pupils' attainment and progress in art and design, design and technology and music contribute to the relatively lower standards pupils attain in these subjects. For many pupils there are limited opportunities for them to assess their own attainment and progress. The exception is for pupils with special educational needs. The very good procedures used with these pupils provide a good model for the rest of the school.

61 The school has good procedures for monitoring pupils' attendance and punctuality. The school has high levels of attendance and it is keen to ensure that this continues. Parents understand their responsibility to inform school of the reasons for absences and usually do so on the first day. Any unexplained absence is quickly followed up.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

62 The vast majority of parents have very positive views of the school. They feel there have been many improvements since the last inspection, which are particularly due to the energy and vision of the new headteacher. They recognise that the school has improved greatly both in the fabric of the building and in the atmosphere in the school which is creating a growing sense of community, with everyone working together. The improvements in the leadership have led to a very effective partnership between the school and parents that has a very positive impact on pupils' learning and the standards they achieve. Parents are appreciative of the work of the school in providing very high standards of education for their children. They are very pleased with the improved standards the children are achieving. Inspection evidence fully supports the very positive views of parents.

63 The school effectively promotes the links with parents by providing them with a very good range of information about the school and the progress their children make. This information provided is of high quality, representing the school well and the high standards it promotes. Particularly noteworthy are the regular newsletters, which keep parents very well informed about the school and its activities. Parents of younger children are provided with additional information about the school in an attempt to ensure their children settle into school as quickly as possible. The responses to the parents' questionnaire show that a number of parents have concerns about the information they receive about their child's progress. The inspection team disagrees with these views. The parents are given a very good annual progress report and offered appropriate opportunities to attend meetings with class teachers to discuss their children's work and progress. These meetings are extremely well attended. The reports consistently indicate what pupils can and cannot do, progress made, and what pupils find difficult. They also include targets for the next steps of learning in all curriculum areas and indicate how their children are performing in relation to what is expected for their age. Parents and pupils make good contributions to the report process. Parents at the meeting feel that reports have improved greatly and are full of praise about the staffs' knowledge of their children. The curriculum evenings and workshops are very well attended by parents, because they are keen to find out what their children are learning at school. Parents appreciate the curriculum newsletters that are sent out each half term but would like the information sooner. The staff are now in a position to send them out nearer the start of each half term so that parents can use the information to support their children at home. Parents of pupils with special educational needs are kept fully informed of their child's progress and attend the review meetings. They have an effective role in helping their children meet the targets for improvement identified in his/her individual education plan.

64 The school enjoys the active support of most parents. Parents have a keen interest in the school and want their children to do well. Their involvement at home and at school has a strong influence on their children's education and the standards they achieve. Parents respond positively to requests for help with the children. They accompany children on visits, listen to them read, assist the teachers in the classrooms, help with administrative tasks and run several extra-curricular music activities. Parents support the school strongly through the parent and teachers' association and help raise substantial amounts of money for the school. Several parents expressed concern about the homework provision, but inspection findings are that homework is set regularly, at an appropriate level, and effectively supports the work pupils do in school. Parental support of their children's learning at home emphasises the value of learning and contributes to the positive attitudes pupils have towards school. Many parents play mathematics games with their children during the weekly sessions held in the infant classes. They enjoy the opportunity to work alongside their children at school and say it gives them ideas for helping their child at home. Parent governors are supportive of the school and recognise how far the school has come in the short time since the previous inspection. A small number of parents were unhappy about the response they received from the school and governors when they expressed concern about their children being taught in a mixed age class. The inspection findings are that there is no evidence to suggest that these

children are not achieving as well as they should be. The school regularly seeks parents' views formally and informally. Parents at the pre-inspection meeting felt that their concerns raised in a recent questionnaire have been addressed satisfactorily.

HOW WELL IS THE SCHOOL LED AND MANAGED?

65 The quality of leadership is very good and the school is very well managed. This is an excellent improvement since the last inspection when leadership and management were judged to have serious weaknesses.

66 Much of the improvement has been achieved as a result of the outstanding work of the headteacher. In the four terms since her appointment, the quality of teaching and learning has improved, assessment procedures are much better, subjects are more effectively led and managed, and parents and governors are much happier about the ethos of the school and the way in which it is run.

67 The headteacher has a clear vision for the future of the school which is shared by the whole school community and which is expressed well through the school's aims and the improvement plan. Standards have risen as a result.

68 Other staff with key management posts play a significant role in promoting improvements in standards. The deputy headteacher has initiated and developed a very good assessment and target setting system. Managers of the infant and junior areas ensure that school policies are followed and that pupils' behaviour and welfare are monitored. Co-ordinators of key subjects promote higher standards of attainment and of teaching and learning, by evaluating pupils' work and observing lessons in order to identify strengths and weaknesses. Specific improvements in the teaching of writing and of information and communication technology have resulted from training initiated by co-ordinators.

69 Governors mainly fulfil their responsibilities well. A particular strength is in their knowledge of the school and in working very closely with the headteacher to bring about improvements in the quality of the school's resources and accommodation. Improvements in pupils' standards in information and communication technology and in the quality of the library facilities, including the range of books available, are potent examples. Governors write knowledgeable, evaluative reports about aspects of the school's provision, for example the quality of its management. An area of weakness is in governors' failure to ensure that the daily acts of collective worship meet legal requirements.

70 The school is self-evaluative. It is keen to know what governors, parents and pupils think of its provision and ethos. It acts upon some of the responses to questionnaires that are sent to parents and pupils. For instance, an after-school club has been provided as a result of strong parental lobbying and at pupils' request toilets have been very well refurbished. Procedures for evaluating and comparing performance in national tests are rigorous. Through detailed analysis of pupils' test papers, weaknesses in their attainment are identified and successful strategies for improvement in these aspects implemented. For example, pupils now answer multi-step problems in mathematics much more successfully as a result of more focused teaching in this aspect.

71 Governors, headteacher and the school's administrative officer work closely to ensure that the budget is closely monitored and that financial planning is focused upon improvements in standards and provision. A recent local education authority audit indicates that financial systems are rigorous. The funds available for specific purposes are used very well. For instance, the grant available to support teachers new to the school is reported by

staff to be used very effectively to provide them with very supportive and helpful induction procedures.

72 Governors are knowledgeable about, and fully apply, the principles of seeking best value in all the school's functions. They ensure that high quality goods and services are purchased at competitive rates. The school consults comprehensively and the resulting responses of pupils and parents are valued and acted upon. Performance in national tests is compared rigorously with schools locally, nationally and of similar type, in order to set targets for further improvement.

73 The quality of leadership and management of special educational needs is very good. The special education needs co-ordinator, supported well by an experienced governor, has improved procedures: to reduce the numbers of pupils identified as having special educational needs to a more realistic level; to raise the quality of individual education plans; to improve staff awareness and confidence; and to embrace the principles and procedures of the revised Code of Practice. As a result, the school's approach reflects the twin aims of fully including pupils with special educational needs in all aspects of school life and of raising standards.

74 The school has a good number of experienced and qualified teachers who are deployed effectively and form an enthusiastic, committed team. However, there is a lack of specialist knowledge in music, art and design, and design and technology. There is also a good group of classroom support assistants who work very well with teaching staff and have a good impact on pupils' learning. The induction of new staff to the school is very effectively organised and carried out. Staff work well together sharing their expertise to improve the quality of teaching and learning. Parents and volunteers working alongside the teachers in the classrooms make a good contribution to teaching and learning.

75 The school's accommodation is good and includes spacious grounds. Many improvements have been made to the fabric of the building and it now provides a very pleasant environment for pupils. The entrance foyer is a welcoming area for parents and visitors.

76. Resources to support teaching and learning are good for literacy, numeracy and physical education and satisfactory in most other areas. The information and communication technology suite is a very good resource for the school and leads to good opportunities for pupils to extend their skills. There are a good number of fiction books that the pupils say they really appreciate. The older pupils are beginning to make use of the new library.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

77 In order to raise standards still further the headteacher, governors and staff should: -

1 Improve standards, particularly of higher attaining pupils, in art and design, design and technology and music by:

- Monitoring standards and the quality of teaching more effectively.
- Improving assessment procedures in these subjects.
- Providing training in order to increase staff expertise and confidence.
- Raising expectations.
(Paragraphs number 4, 11, 30, 60, 128-132, 138, 155)

2 Ensure that the daily act of collective worship meets requirements by:

- Determining that they are indeed held daily, are of a broadly Christian character and promote pupils' spiritual awareness more effectively.
(Paragraphs number 44, 51, 69, 177)

The following minor issues should be considered by the headteacher and governing body:

- There are too few opportunities provided for pupils' spiritual development.
(Paragraphs number 24, 51, 129, 168, 174)
- Pupils have limited opportunities to assess their own attainment and progress.
(Paragraphs number 60, 125)
- There are no systematic arrangements for carrying out risk assessments of the buildings and grounds.
(Paragraph number 56)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	83

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	28	11	0	0	0
Percentage	0	20	57	23	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		233
Number of full-time pupils known to be eligible for free school meals		2

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		12

English as an additional language

	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year

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

Attendance

Authorised absence

	%
School data	3.4
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	17	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	16	17	16
	Total	30	31	30
Percentage of pupils at NC level 2 or above	School	99 (94)	100 (97)	99 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	17	17	17
	Total	31	31	31
Percentage of pupils at NC level 2 or above	School	100 (94)	100 (97)	100 (97)
	National	84 (85)	84 (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	23	27	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	23	23
	Girls	16	16	17
	Total	37	39	40
Percentage of pupils at NC level 4 or above	School	93 (92)	98 (88)	100 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	23	23
	Girls	16	16	16
	Total	39	39	39
Percentage of pupils at NC level 4 or above	School	99 (88)	99 (88)	99 (83)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	181	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	4	0	0
Asian or Asian British - Pakistani	6	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	23
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	197

Financial information

Financial year	2001-2002
	£
Total income	591140
Total expenditure	580940
Expenditure per pupil	2559.21
Balance brought forward from previous year	25020
Balance carried forward to next year	35220

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 58 per cent

Number of questionnaires sent out	166
Number of questionnaires returned	96

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	26	3	0	0
My child is making good progress in school.	47	50	3	0	0
Behaviour in the school is good.	35	61	2	0	1
My child gets the right amount of work to do at home.	39	43	17	2	0
The teaching is good.	55	42	1	0	2
I am kept well informed about how my child is getting on.	30	51	19	0	0
I would feel comfortable about approaching the school with questions or a problem.	66	30	1	0	3
The school expects my child to work hard and achieve his or her best.	57	39	2	0	2
The school works closely with parents.	35	46	16	1	2
The school is well led and managed.	54	42	0	1	3
The school is helping my child become mature and responsible.	54	42	2	1	1
The school provides an interesting range of activities outside lessons.	19	47	25	3	5

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

78 Children are admitted to school at the beginning of the year in which they are five. Attainment on entry to school is well above national levels and children are confident and happy. The school provides structured, friendly routines that help children to settle successfully. The good teaching, wide ranging learning opportunities and the care given to creating an environment where children feel secure, ensure that they make good progress.

79 The children's abilities are thoroughly assessed during the first few weeks in school and the information gathered is used very well to plan future learning, closely matching to their individual needs and abilities. The staff assess children's attainment throughout the year and use this information to ensure ongoing progress. Staff work very well together to plan a variety of suitable and shared activities that support the areas of learning specified in national guidelines.

80 Good parental links are established from the outset. A pre-admission meeting is held and parents are invited to spend time in classrooms. Parental support is used well by the school for the benefit of all children. These strong links enhance children's confidence, ease their smooth transition and ensure continuing progress.

81 The quality of teaching is good, with many strengths. As a result, good standards have been maintained since the last inspection. By the end of the reception year most children are likely to exceed nationally expected standards.

Personal, social and emotional development

82 Children's personal, social and emotional development is promoted well throughout all areas of learning. Great emphasis is placed on ensuring that children feel happy and secure. The teacher often refers to 'the school family', to encourage the children to view themselves as part of the wider community.

83 The quality of teaching in this area of the children's learning is good. The staff provide very good role models, treat children with courtesy, respect and care, and establish clear expectations about behaviour. This leads to trusting relationships in which children feel secure, show consideration for each other and often apologise if they hurt or upset one another. They are encouraged to help each other, to co-operate and to take turns. The teacher ensures that children participate fully in the activities provided. For example, at times children work with the teacher in a small group. This enables all children to express their ideas and be listened to, which promotes their learning very well. Children express their ideas and feelings with growing confidence and generally co-operate well in pairs and small groups. For example, in one lesson the children looked at a collection of pictures with different faces and talked about what makes them feel happy, sad or angry.

84 The classroom is organised so that the equipment is easily accessible to children when they need it. The teacher shares the daily 'menu' of planned activities, illustrating this by drawing simple pictures and words. This helps the children to organise their time during the day, enabling them to become more independent, make decisions and take control of their learning. Children are keen to learn and most concentrate well for their age. The provision in

this area is a strength of the school. By the end of the reception year most children are likely to well exceed nationally expected standards.

Communication, language and literacy

85 Children enter school with above average skills in this area, make good progress and are likely to exceed the national standards set for them by the end of the reception year, due to the good quality of teaching.

86 The majority of children speak with confidence to other children and adults. Most talk about their interests and ideas and relate school experiences to home life. For example, whilst working with construction materials a comment was made that the turning action created was “like the candyfloss machine” at home. As a result of very good direct teaching, the children’s vocabulary is extended in all areas of their learning. For example, children’s knowledge of shapes is extended by naming two-dimensional and three-dimensional shapes not only in mathematics but also whilst children make models.

87 The children listen well. This is an improvement since the last inspection. They answer questions eagerly, enjoy listening to stories and take part in action rhymes enthusiastically.

88 The classroom contains lots of purposeful written language in the form of statements and questions to help the children understand that print has meaning. Children are introduced to a wide range of stories and they enjoy listening and repeating phrases from those they know well. Many recall stories they have read before and some children are beginning to pick out the letters they know in books and in the written language in the classroom. Many children recognise their own name. Children have the opportunity to write within the ‘office’ area in the classroom. Some write recognisable letters and words, whilst others enjoy making letter-type marks on paper. However, this aspect could be improved through the provision of writing materials in other areas of the classroom.

Mathematical development

89 Most children enter school with above average standards in this aspect. This positive start is built upon through good teaching to ensure that the children make appropriate progress. Most are likely to exceed expected standards by the end of the reception year.

90 The quality of teaching is good. Strengths in teaching are in the direct teaching of mathematical skills and the opportunities that are provided for the children to apply what they have learned to other activities and areas. Rhymes and action songs are used to develop children’s understanding of ‘one more than’. Registration, at the beginning of the day, is used to develop the children’s mathematical skills and also to encourage parents to become involved in their child’s learning. For example, a mathematical question is posed such as “Is this shape a triangle?” Parents are encouraged to read at home with their child, and to respond appropriately. Staff use the outdoor area imaginatively to further support children’s mathematical development by playing shape-recognition and counting games. As a result, children are interested in number and shape, count well beyond 10 confidently, and name a range of two-dimensional and three-dimensional shapes.

Knowledge and understanding of the world

91 Children enter school with good general knowledge and talk about their experiences outside school such as places they have visited. Most are likely to exceed the standards set for them nationally by the end of the reception year. The quality of teaching is good because

the teacher provides a range of activities to help children make sense of the world. In addition, direct teaching and the provision of activities based on first-hand experience actively encourage children to investigate and explore. For example, when children learn how to make models the teacher ensures that they know how to join the different parts and sets little challenges which result in sustained concentration.

92 Visits and visitors to the school enhance the quality of children's learning. A wide range of stories from different cultures help children develop their understanding of different customs. Photographs of different aspects of school, on display in the classroom, help children to understand more about school life. Children talk about the members of their family and say whether they have brothers and sisters.

93 Children have access to a cassette and a computer. When using the computer the children have good mouse control, click on relevant icons and use the 'click and drag' skills to move objects around on the screen whilst using programs to help them with their early mathematical skills

Physical development

94 Most children are likely to exceed expected standards by the end of the reception year as a result of the good teaching. The teacher encourages the development of observation skills with well-focused questions. The children run, skip and jump, and move with confidence and safety when taking part in ring games. Currently opportunities for physical development out of doors are restricted because of difficulties with outdoor play spaces. The school is aware of this and has plans to improve this area of provision. Staff provide many opportunities for the children to develop fine manipulation skills through handling construction equipment, playing in the sand tray and using scissors, crayons and paintbrushes.

Creative development

95 Children use a variety of art materials to draw, paint and make collages. They use colour and shape to create paintings of themselves of a high standard. When making a collage, children select and arrange materials to create pictures of their own face. The imaginative role-play area provides opportunities for children to play co-operatively, with great enthusiasm and expression, to act out the story of *Goldilocks and the Three Bears*. There are frequent opportunities for children to name and experiment with simple untuned musical instruments, which are attractively displayed in the classroom. Children enjoy singing and know a range of rhymes and songs. As a result of good teaching most are likely to exceed the standards expected of them by the end of the reception year.

ENGLISH

96 The attainment of pupils on entry to the school is often well above average and most pupils sustain good progress throughout their time at the school. Pupils with special educational needs achieve well, with many gaining average levels of attainment by the time they leave the school. There is no significant difference between the performance of boys and girls. In recent years, results in English tests have improved faster than in other schools.

97 Overall, during the inspection, standards were well above expected levels. In Year 6, most pupils are sophisticated readers and writers for their age. Pupils with special educational needs do particularly well because the school takes care to assess their progress regularly and puts them into class groups where they are likely to gain confidence as they learn. Learning support assistants are skilled enough to gauge the level of help they

need and are prepared to allow them time to think for themselves. Boys achieve as well as the girls in all aspects of the subject.

98 Standards in speaking are very good. Even in Year 1, pupils confidently take part in discussions. They have a good grasp of vocabulary and often use complex phrases or sentences to answer questions. Teachers give pupils every chance, from an early age, to develop their ideas in speech. They prompt with open-ended questions and give pupils time to reflect on their answers. Pupils use words like 'template' when devising a list of instructions and come up with many words of their own containing the sound 'ow' inside, such as shadow, shallow, arrow and marrow. Older pupils are confident in discussions about the way idioms are used in speech and writing. When asked what an idiom was, pupils replied: "Well, we don't take them literally." Pupils with special educational needs are fully engaged in this work, prompted by helpful questions. Most lessons contain long periods of lively dialogue, with many pupils relating interesting experiences to the class but a small minority of pupils find listening and waiting their turn difficult. They lack an understanding of the formal rules necessary in whole class debates.

99 Pupils achieve very good standards in reading in most classes. Attitudes to reading are good and pupils like to talk about what they read. Younger pupils are generally fluent and understand how following punctuation helps them to interpret meaning in what they are reading. Older pupils talk about different genres such as fantasy and humour, and although Roald Dahl and Jacqueline Wilson are firm favourites, many enjoy poetry and non-fiction. Pupils keep satisfactory records of the progress they make in reading and the range of texts covered. However, most pupils would benefit from more visual aids in class to encourage even greater breadth in their choice. Pupils learn to use reference books and computers to help them with their homework topics and most show confidence in using these resources purposefully. The new library is proving popular with both boys and girls and supplements the attractive collection of books around the school.

100 Standards in writing are above expected levels throughout the school. Many older pupils write extended narratives using sentences with different connective words and subordinate clauses. They are both ambitious and accurate in their use of language, conscious of how adverbs and adjectives can enliven descriptions, for example: "Snow White was busily making an apple pie. She was just rolling out the dough when there was a sharp knock at the door." Other pupils use a wide range of vocabulary, such as 'musty books' in an old house. Most marking is helpful to pupils and it shows in the good progress that many pupils make over the year. Lower attaining pupils find it hard to present their work neatly. In Year 3, higher attaining pupils use the language in a variety of ways such as report writing, giving instructions and conveying a particular mood. They are aware of what a reader needs to know. Year 6 pupils show well-developed skills in discursive writing. They argue persuasively against the culling of seals, deriving many ideas from poems and articles. A synopsis of the plot of *Romeo and Juliet* is clear and concise. Pupils' powers of description become more refined and they realise the importance of a lively opening to stories: "I don't know why it happened but there I was sucked into a black hole." In another piece: "I had nowhere to look except at the peeling white paint on the grotty wall." The spelling of some words is rather careless, often in lessons when pupils chatter rather than concentrate on what they are writing. Overall, however, the standards of presentation, including spelling, are good.

101 Literacy skills are taught well throughout the school. Teachers provide pupils with many opportunities to apply their reading skills in many subjects. There are helpful 'word walls', reminding pupils of key terms in science, history and geography for example. In history, pupils write extensively about topics such as the life of Henry VIII. They use a varied style with bullet points, headed columns and 'boxed captions'. Teachers support the

development of writing by providing helpful guideline notes and suggestions as to how to organise the sentences and paragraphs. These are graduated in difficulty, to help pupils with special educational needs, and the more testing ones are sufficiently difficult for the higher attaining pupils.

102 The quality of teaching is good. Many lessons have very good features. Teachers use assessment very carefully to ensure pupils receive the right type of work to move them on. Homework is set according to their individual capacity. For example, different work on spellings by Years 5 and 6 led to a lively discussion about the way language changes over time. Questions from teachers are pitched well and give the lessons momentum as pupils are made to think for themselves. A few literacy lessons lose pace after about 20 minutes because introductions become too long. In these, a minority of pupils are slow to settle down to written work because the moment has been delayed. Marking is good, in general, although some teachers correct spellings for pupils when they could do the job themselves.

103 The quality of leadership and management is very good. Planning is clear and there is excellent analysis of pupils' previous attainment and of overall performance in tests to help set targets for their improvement. The high standards in the last inspection have been maintained with more pupils now attaining higher levels in national tests. Progress since the last inspection has been good.

MATHEMATICS

104 Standards are well above average throughout the school. This is a good improvement since the last inspection. In the 2002 national tests a much higher than average proportion of Year 6 pupils attained the expected standards or higher for their age. This was also the case for Year 2 pupils in their national tests. For Year 2 pupils this represents a good improvement on the 2001 results. On average, over the previous four years, boys have performed slightly better in the Year 2 tests than girls, but in Year 6, girls have attained better results than boys.

105 Throughout the school, pupils' knowledge of number facts is very good. They use a wide range of mathematical terms to describe operations, such as addition and subtraction, because teachers consistently insist on them using different words or phrases. In Year 2, for instance, most pupils use as many as six different terms to describe subtraction. Younger pupils use simple algebra to solve addition and subtraction problems and higher attainers in Year 1 set each other word problems. This is well in advance of the standards expected for their age.

106 The National Numeracy Strategy is taught well and teachers have high expectations of the quality and quantity of pupils' work. As a result, pupils gain a wide range of mathematical knowledge and skills and take pride in producing well-ordered, accurate work.

107 By the time they reach Year 6, pupils use estimation very well to aid their calculations and manipulate calculators adeptly to check their answers. Higher attaining pupils apply their previous knowledge to new situations astutely. For example, during a lesson about equivalence between fractions, decimals and percentages, Year 6 pupils recognised that one half of a quarter was an eighth, which meant that 0.125 was half of 0.25. The highest attainers, some of whom reach much higher levels than nationally expected in national tests, confidently use brackets to indicate order in algebraic calculations, accurately plot points on a graph, using a mixture of positive and negative co-ordinates, and mentally calculate multi-step problems with accuracy.

108 Pupils with special educational needs make very good progress, often attaining the expected standards in the national tests. This represents good achievement for these pupils. They are supported very well during both oral sessions and when they work at tasks on their own, in pairs or in groups. Helpfully, the targets set in their individual education plans refer to specific improvements they need to make in their mathematical knowledge and understanding. Because they are involved in the setting of these targets and the review of the progress they make towards achieving them, these pupils are motivated to strive for improvement. Those pupils who use English as an additional language are fully involved in lessons, achieve well and attain standards in line with their ability.

109 Overall, the quality of teaching is good, with some very good features. Where teaching is at its best, teachers consistently plan well organised, interesting lessons and make good use of resources to help pupils better understand more difficult concepts. Many use pupils' everyday experiences as a context for lessons. For example, in a good Years 3 and 4 lesson, pupils' interest was held through the teacher's use of a supermarket poster advertising reductions in some of its goods. They worked hard to calculate the savings they would make by buying one or more of the items, or the difference in change if they presented different coins or notes in payment.

110 Teachers use homework well. The tasks set for younger pupils to do at home reinforce their understanding of basic number work well. As they move through the school, the amount and complexity of homework tasks increase. By the time they reach Year 6, to extend their problem solving skills, pupils are required to carry out quite complex mathematical investigations on a regular basis. They are well prepared, as a result, for their next phase of education.

111 Pupils use a range of computer programs to support their mathematical understanding. For instance, younger pupils compile Carroll and Venn diagrams to sort two-dimensional shapes into groups according to certain characteristics. In Years 5 and 6, pupils use spreadsheets and data bases confidently, for instance, to record their scores in mental arithmetic tests, to convert one currency to another and to calculate perimeters and the area of a rectangle.

112 In those lessons where teaching is only satisfactory, teachers' initial explanations sometimes confuse pupils or teachers keep higher attaining pupils sitting on the carpet for too long when they have already grasped concepts and are keen to apply their knowledge.

113 The mathematics curriculum contributes well to pupils' social development. Pupils often work with 'paired maths buddies' to discuss mathematical problems and to solve them together. They work in groups to gather information to compile graphs and learn to assume responsibilities within group tasks.

114 The subject is very well led and managed. There is a clear vision for the development of the subject, for instance, to increase even more the pupils' use of information and communication technology. Lessons are observed, planning is checked and pupils' work analysed, to ensure that the quality of teaching and learning and of the curriculum is maintained at a high standard. A particularly strong feature is the assessment of pupils' attainment and progress. A single, effective system of identifying 'where pupils are' and 'where they should be' ensures that target setting is both realistic and challenging. The procedure contributes significantly to the good progress pupils make and the above average standards they attain. The good quality of resources, and their creative use, also results in pupils' clearer understanding of new concepts and contributes to the enthusiasm with which they work.

115 A recent initiative to involve parents in lessons with their children in Years 1 and 2 has been very successful. Parents and pupils greatly enjoy these sessions, in which they play mathematical games, and the parents report that they support their child's learning at home far better as a result.

SCIENCE

116 Pupils of all abilities reach good standards in science because the teaching is well focused and pupils' progress is constantly checked so that targets are set to help pupils make as much progress as possible. There has been good improvement since the previous inspection in the quality of teaching and in the way the subject is led and managed. The school has rightly identified that more could be done to promote pupils' investigational skills and this is beginning to have a positive impact, particularly in the ways pupils record their work.

117 The most recent test results in 2002 show pupils doing very well by the time they reach Year 6 with virtually all reaching the expected level and two-thirds of pupils, an unusually high proportion, going on to the higher level 5. Results have continued to improve from the previous inspection, not least because of carefully planned support in Year 6, preparing pupils for the tests. Teacher assessments at the end of Year 2 have been more disappointing, notably in the numbers of pupils achieving beyond the expected level. However, a dramatic turn-round in 2002 saw around half of the Year 2 pupils reaching the higher level 3 as a result of improved target setting coupled with the school's major focus on raising achievement for the brighter pupils.

118 The school is predicting that whilst all Year 6 pupils are likely to reach the expected level, the numbers achieving the higher level may be lower than last year. This reflects the profile of the group in all subjects rather than any deterioration in the science provision. Pupils with special educational needs achieve well, because teachers are aware of their needs and learning support assistants provide very good support.

119 Current standards continue to be above average throughout the school, representing satisfactory, and often good, progress made by pupils. Pupils are particularly confident in recalling and using a wide base of scientific knowledge as required in the tests. For example, in Year 1, pupils correctly named the young of different animals and an older pupil wrote accurately about plant roots being "very near the surface ... stretching over a large area and absorbing water from the ground". This is a good example of the accurate use of scientific vocabulary that is a feature of many pupils' work. Because of the school's well-balanced approach, science makes a good contribution to pupils' literacy skills.

120 All areas of the science curriculum are covered over the two-year cycle, although access to the higher levels of scientific enquiry is not consistently provided in each class. Consequently, when faced with the challenge of planning their own investigation, a few pupils lack confidence.

121 In Year 2, pupils distinguish natural and man-made materials and set up a simple electrical circuit. Higher attaining pupils add a switch to their circuit and complete an extensive list of words associated with electricity. As with older pupils, some opportunities to use information and communication technology in their work are currently missed.

122 In Year 6, pupils show a good level of knowledge and understanding in life and living things, forces, materials and the application of science. For example, they understand features of healthy living and have begun to consider environmental issues connected with

adaptation and habitat. Where opportunities are provided, many pupils plan their own simple investigation as with Year 4 pupils testing hypotheses such as whether taller people have a larger hand span. Consequently, Year 6 pupils have a good understanding of what makes a fair test and make reasonable predictions based on their experience and scientific knowledge.

123 A notable strength throughout the school is the opportunity provided for pupils to record their ideas and findings in a range of ways. From the start, pupils are encouraged to use their own words to describe investigations. They make increasing use of diagrams or tables so that by the age of 11 many select the best ways of communicating different types of information. They become increasingly aware of the need to use an appropriate style in their writing. As a result of good teaching, for example, Year 6 pupils redrafted the idiomatic “A parachute works when, say, someone gets pushed out of a plane...” with the more appropriate “A parachute works when (it) is filled with air and gravity pulls it....”

124 Attitudes in lessons are good, contributing to the progress made. Pupils are sensible and careful when handling equipment. They collaborate well with partners and in small groups and show enthusiasm because teachers make the lessons interesting. Occasionally, a small minority become inattentive or uninvolved when the teaching loses pace, but this is rare and quickly handled by staff.

125 The quality of teaching and learning is good throughout the school. Where teaching is very good strengths include: clear learning objectives; emphasis on practical work; pupils’ recording of their investigations; and, a comprehensive but manageable system for checking how well pupils are progressing. Lesson objectives are shared with pupils and in the best lessons used as a constant reference point to check their progress. Marking reinforces this feedback, although there is some inconsistency between classes, and pupils could now play a greater role in evaluating their own strengths and weaknesses. On occasions, especially in the younger classes, the use of adult language in defining the objectives means that pupils do not understand them as well as they might. In mixed age classes, the greater expectations for the older group are usually made explicit, helping them to work at a higher level. Good collaboration between teachers in parallel classes ensures that pupils receive the same curriculum as well as providing mutual support for the staff concerned.

126 The best lessons have an appropriate practical element, giving pupils good experience in observation, prediction and fair testing. Some good examples were seen where pupils were given responsibility for working things out for themselves. However, some teachers over-direct pupils who respond by becoming concerned to ‘get it right’ rather than thinking for themselves and pupils have limited opportunities to investigate and experiment. This partly explains why standards in science, although above average, are not as high as in English and mathematics.

127 The quality of leadership and management is good. This is an improvement since the last inspection. The co-ordinator is empowered to improve standards by checking how well things are going and constructing an action plan, firmly rooted in the school’s whole-school priorities, to help colleagues move forward. The subject has a good ambassador, keen to find ways of raising its profile after a period when other priorities have taken precedence. Assessment methods are good and increasingly used to focus curriculum change and provide for the different needs of pupils in lessons.

ART AND DESIGN

128 Standards are broadly in line with national expectations by the end of Year 2 and Year 6 in those aspects of art and design currently covered. This maintains the position reported in the last inspection. The subject has not been a development priority and, until very recently, has not benefited from having a co-ordinator to support colleagues or to help raise standards. The good work observed in some classes is not built on systematically through the school. Consequently, progress in key skills is uneven and some pupils do not reach the high standards of which they are capable. Pupils with special educational needs and those who use English as an additional language make similar progress to their classmates.

129 A strength in standards attained is in the knowledge pupils acquire about a range of famous artists, which contributes well to their cultural development. Throughout the school, works of art, including some from non-western traditions, are used well to stimulate and influence pupils' own work. Thus, for example, the work of Hockney or Matisse is used as a starting point for paint or collage and many pupils experience success and a sense of achievement when discussing the end products. Some opportunities to appreciate the beauty and spiritual quality of works of art are missed when they are used only to teach art techniques, although, when pupils are asked to think about what they like or dislike, many evaluate their own work and that of others at a mature level.

130 Partly as a result of the limited scheme of work and the lack of subject leadership, skills are too often taught in isolation with too little reference to what pupils can already do or will go on to learn. Assessment is used too little to make sure all pupils are challenged. Consequently, by the age of 11, key skills such as the use of pencil and paint, observational drawing or three-dimensional work have not been developed to the high level that many pupils show in other parts of the curriculum.

131 Too few lessons were observed and other information analysed, to judge the quality of teaching and learning through the school, although those lessons observed were either satisfactory or good. Sketchbooks have recently been introduced, giving pupils more opportunity to design and experiment before committing themselves to the final product. The teaching observed was at its best when the teacher's enthusiasm and expertise were complemented by a judicious blend of instruction and opportunity for pupils to develop work to a high standard. Relatively little use is made of computers within lessons.

132 Until very recently, the quality of leadership and management has been unsatisfactory. The new subject co-ordinator has knowledge of, and enthusiasm for the subject, but it is too soon for standards to have risen. However, the need to raise the profile of the subject is now recognised, for example by forging links with the community such as a visiting artist-in-residence. The action plan recognises the importance of determining what is working well and where improvements are needed.

DESIGN AND TECHNOLOGY

133 Pupils follow a rolling programme in which the subject of art and design alternates with design and technology. Because of these arrangements it was not possible to observe any teaching of Years 5 and 6. However, lesson observations, evidence from current and past work, discussions with the co-ordinator and analysis of documentation show that in Year 2, and in Year 6, pupils attain the expectation for their age. Improvement since the last inspection is satisfactory. Pupils with special educational needs and those who use English as an additional language make satisfactory progress and attain similar standards to other pupils in their class.

134 Evidence from work on display shows that pupils in Year 1 create designs for playground equipment and use these designs to make models using a range of different materials. In Year 2, pupils created a simple labelled design for a hand puppet for a younger child. They used scissors to accurately cut around a simple paper pattern, selected the appropriate materials for the task and knew that different materials could be used to create the effects they wanted to achieve. They used the appropriate stitch to join the pieces of fabric. Pupils' work on display shows that pupils evaluate their work, stating that they like it "because it looks good".

135 Pupils have opportunities to apply their skills to other subjects. For example, in Year 2, pupils make simple finger puppets to accompany the story of the *Owl Who Was Afraid of the Dark*. In Year 3, pupils make monsters with moving parts, combining their knowledge in science and their skills in design and technology. The items are well finished and this reflects the care and attention to detail pupils take in their work.

136 Year 4 pupils evaluated purchased sandwiches, in terms of taste, and gave reasons for their preferences. For example, when discussing the Mexican Wrap Sandwich, a comment was made, "It's a new taste, it's spicy, I could eat a whole one!" They describe differing tastes but found it more difficult to describe differing textures. They know important details about hygiene and how to handle food safely. They use their numeracy skills to record their findings on appropriate charts.

137 Pupils have positive attitudes to the subject and to the practical tasks involved in making things. They work together, taking turns to share resources. They understand the need to work safely.

138 The quality of teaching and learning is satisfactory. Lessons are planned using the national guidelines to ensure that pupils build on their skills progressively throughout school. However, assessment procedures are insufficiently rigorous and teaching is insufficiently challenging, to ensure that all pupils are set difficult tasks which make them think and work hard.

GEOGRAPHY

139 From a small number of lesson observations, analysis of work, and talking to pupils and teachers, standards are judged to be above those expected nationally for both Years 2 and 6. This is an improvement on the findings of the last inspection. Younger pupils have a reasonable grasp of geographical terms and use these correctly in their drawn maps of the local area. Higher attaining pupils pinpoint specific locations by using local reference points. For example, they describe the new health centre as being very close to the wild-life garden. Pupils draw routes around local paths and streets, using a key to show the important features. Pupils with special educational needs make good progress in their learning and often achieve standards expected for their age. Those who use English as an additional language attain standards in line with their ability.

140 The good features of teaching observed in Years 1 and 2 included very good use of visual resources to give pupils a clearer understanding of the differences between a country with a hot climate, such as India, and a cooler climate, such as Britain. The teachers used photographs, pictures and artefacts to display the rich colours of the clothing and the distinctive taste of the foods of the sub-continent. This gave pupils a real feeling for the differences between the two countries. The teacher's searching questions extended pupils' thinking, for example, "Why are the saris made of silk or cotton?" Pupils answered: "Because

this is cool when the sun is hot.” The school makes good use of the expertise of local families to enrich pupils’ cultural horizons.

141 No teaching was observed in Years 3 to 6. However, analysis of pupils’ work shows that they have a satisfactory knowledge of the geography of the British Isles and know the locations of major towns and cities. Pupils know how to use a compass and describe the directions they need to follow in order to accurately travel to places from their village. In pupils’ work in Years 3 to 6 there are clear accounts of the water cycle and pupils use maps well to trace water sources and to learn about the use of reservoirs. They explore moral issues such as the effect of pollution and land erosion. They employ information and communication technology confidently and appropriately to present their work. For example, there are good graphs and tables to compare temperatures in their locality with those in Antarctica. Higher attaining pupils write clearly about how different landforms occur. Older pupils use information and communication technology to produce a multi-media presentation of key geographical features of their village.

142 The quality of leadership and management is good. Lesson planning and the current developments in assessment procedures are especially important features. However, more could be done to promote the extension of writing skills through geography and this is an aspect targeted for future development.

HISTORY

143 There is insufficient evidence to make a judgement about the standards attained, or the quality of teaching in Years 1 and 2. Work analysed shows that most pupils have a fair idea of chronology and how things change over time. This is reinforced in other lessons, such as science, when they study photographs of themselves as babies and then at the age of six. Pupils illustrate the difference between kitchens in their grandparents’ time and today and their captions show that “there is a light in them now.” Pupils conduct simple historical investigations and higher attaining pupils draw conclusions from books and drawings, about such events as the young Princess Elizabeth held captive in the Tower of London.

144 Pupils in Years 3 to 6 make good progress and by Year 6 most attain above the standards expected for their age. This is an improvement on the standards judged at the time of the last inspection. In a Year 6 lesson, the teacher gave pupils the chance to speculate about reasons for evacuating children in World War II. They were clear in their understanding about the need to remove children from areas vulnerable to attack. Writing in Years 5 and 6 about the blitz was very vivid. The effective display of books, posters and real items of historical interest such as ration books and metal helmets stimulated a good response from pupils. They produce different types of writing, such as extended narratives describing the feelings of people caught up in the bombing. There are also interesting fact-sheets set out clearly to illustrate how an Anderson shelter could be built.

145 Past work has covered events in Ancient Greece, such as the battle of Marathon. Pupils’ writing shows that they recalled and transcribed detailed information about the characteristics of the period. Pupils use information and communication technology well to present ideas they formulated during a study of the history of their village. They also research web-sites and evaluate their effectiveness in simple terms. There are good links between history and geography, and in the work on Ancient Greece evidence of this work showed a description of the country in its modern state, beautifully illustrated with maps. Pupils also produce good maps in connection with the study of Drake’s voyages and the attempted invasion by the Spanish Armada. Pupils with special educational needs are given relevant work, are helped to organise their writing and achieve well. In a lesson observed they

participated in discussions because of the subtle intervention of the learning support assistant. Pupils who use English as an additional language make similar progress to their classmates.

146 The quality of leadership and management is good and there are very clear targets for development. Planning for teaching history is carried out in conjunction with the geography curriculum which provides pupils with a good understanding of the links between these two subjects.

INFORMATION AND COMMUNICATION TECHNOLOGY

147 The school has improved the provision for information and communication technology significantly since the last inspection. Standards are above the expected levels for pupils in Year 2 and Year 6. The school has successfully dealt with the issues raised in the last inspection and consequently there has been considerable improvement in this subject. The new information and communication technology suite has contributed significantly to pupils' motivation for the subject and the improved standards.

148 Pupils in Years 1 and 2 are confident using a computer. In Year 1, pupils use the mouse competently to select objects on the screen and to operate menus. They correct mistakes by using the delete key and create capital letters by using the Caps Lock key. In Year 2, pupils use the painting program effectively and produce work of their own design to illustrate a story. They effectively create work in the style of artists such as Mondrian. They evaluate their work and as a result make modifications to improve it. Most pupils save and retrieve their work and access their own folders of work. All pupils log on and off at the beginning and end of each lesson. Higher attaining pupils add text to pictures, selecting appropriate font styles.

149 In Years 3 and 4, pupils further develop their skills and confidence, although some are slow in their use of the keyboard. In Year 4 skills based lessons, they used spell checks to improve writing. Evidence from the last school year indicates that they combine text and pictures, for example, to compile a history quiz sheet for their work on the Tudors.

150 By Year 6, pupils add information to a spreadsheet and work out formulae for instructing the computer to calculate area and perimeter. They talk with confidence about the work they do in the subject. For example, in a study of the local area they designed and created a multi-media web page, which combined text with graphics, added sound and animation, and imported photographs and text using a scanner and a digital camera. They have competently sent e-mails to friends and family and sent an attachment. They access and use the Internet, for example to find information about food prices when planning a party. They are proud of the work they do and are keen to show it to others, quickly and confidently accessing their folders and using appropriate vocabulary to describe their work. Work on display shows that they create spreadsheets and use information to produce graphs of comparative data in geography. A relative weakness in their attainment is in their lack of confidence in creating sequences of instructions to make objects move or to monitor events such as changes in temperature.

151 Pupils enjoy using information and communication technology. They collaborate when they have to share a computer, taking turns fairly and discussing what to do. They listen carefully to instructions and work responsibly. They enjoy working in the new computer suite and treat it with respect and care.

152 The quality of teaching and learning is good. All lessons have a clear focus and teachers explain processes very well. This helps pupils' understanding and gives them

confidence. Teachers pace lessons well, allowing pupils enough time to work on the computer before briefly bringing them back together, in small groups, to check on progress. This ensures that pupils work hard, learn from their mistakes and achieve intended targets. However, although satisfactory, teachers' use of assessment to inform their planning is not yet rigorous enough to ensure that the highest attaining pupils are fully extended in all lessons.

153 The curriculum is well planned. There is a strong emphasis on the development of basic skills and on links to other subjects where the skills can be used. At the moment the school makes less use of information and communication technology in simulations and for data logging. The school has created an attractive and well-equipped information and communication technology suite, which has made a significant contribution to raising attainment.

154 The quality of leadership and management is good and has made a significant contribution to improvements in the standards pupils now attain. The provision of good quality training has improved the expertise of classroom teachers and learning support assistants with the result that they are much more confident about teaching all aspects of the information and communication technology curriculum. The well-organised use of the very well appointed computer suite and the whole school emphasis upon the development of information and communication technology mean that this important aspect of pupils' learning has a high profile.

MUSIC

155 From the evidence gathered from lessons, singing assemblies and from discussions with staff and pupils, it is possible to say that standards in Year 2 are line with those expected nationally. This is a similar judgement to that made in the last inspection. Overall, the quality of teaching in Years 1 and 2 is satisfactory. No lessons were observed in Years 3 to 6, and although choir and orchestra practices and a music workshop were observed, it was not possible to make a judgement about the overall standards or of the quality of teaching for these pupils. However, discussion with key staff indicates that teachers lack some confidence and expertise in aspects of the music curriculum. These factors are linked to the relatively lower standards attained by pupils compared with most other subjects.

156 In a Year 1 lesson, pupils named a range of simple untuned percussion instruments. They held them correctly and played them to accompany a simple rhyme. They understood simple dynamics, following the teacher's direction to play louder, softer, faster or slower. Evidence gained from listening to pupils sing in assemblies and in the choir practices shows that they sing tunefully and give full attention to learning new songs. Higher attaining pupils in the orchestra read standard notation on a musical score and play together well.

157 The school enjoys a good relationship with the Peripatetic Music Service and a number of older pupils undertake weekly instrumental tuition. Parent volunteers, whose expertise allows the school to offer pupils opportunities to join the choir, orchestra and recorder groups, enhance the schools' musical programme and give pupils opportunities to perform to an audience. Pupils take part in concerts throughout the year and are presently learning music and songs in readiness for the Christmas concert. The music curriculum is further enhanced through opportunities to take part in activities such as the *Angklung* workshop in which pupils learned about Javanese traditional music. There is little evidence of the use of information and communication technology to support pupils' achievements.

158 There is a helpful draft policy, an appropriate long-term plan, and a detailed scheme of work in place, to support teachers. The co-ordinator monitors planning and gives advice and

support to staff. Resources are adequate but there are some deficiencies in the quality and number of tuned percussion instruments. This is an added factor in the relatively lower standards attained by pupils in the subject.

PHYSICAL EDUCATION

159 In Year 2, standards are above those nationally expected in dance and games. This is an improvement since the time of the last inspection. Although it was not possible to observe any Year 6 lessons, evidence from school records and photographs and from discussions with teachers, parents and pupils indicates that standards in swimming, games and gymnastics are above the national expectation. Standards remain the same in Year 6 since the time of the last inspection.

160 Younger pupils, some barely out of the reception year, control their movements well. They move around the hall with an awareness of the need to work safely, and use their arms, legs and bodies to convey mood. They change the speed of their movements in time with different musical rhythms and tempos. This was evident in a Year 1 dance lesson, in which pupils used their bodies and hands creatively to express the way in which cornflakes react to milk being poured over them.

161 In Year 2, pupils catch and throw with good accuracy. Higher attaining pupils throw bean bags a long way, in the air, with sufficient direction in order to catch them with one or two hands. In the Year 2 games lesson observed, boys tended to be more adventurous in the variety of methods with which they experimented, but girls tended to know their own capabilities better.

162 In Year 4, boys and girls achieve good standards in ball control and in the awareness of team tactics. In a very good Year 4 lesson, pupils, particularly higher attaining boys, demonstrated skilful close control of a football in order to dribble, feint and pass to retain possession, individually or in pairs. In the same lesson, average attainers made good progress in mastering the concept of evading a marker and moving into a space to receive a pass.

163 Evidence indicates that nearly all Year 6 pupils swim 25 metres unaided by the time they leave the school. The school's record in inter-school matches and district athletics events shows a high degree of success, which indicates above average standards in football, netball and cross-country running.

164 In the main, pupils are enthusiastic and enjoy their lessons, striving hard to improve and taking pride in their achievements. This was very evident in Year 1 and Year 4 lessons and from conversations with older pupils. However, in a Year 2 games lesson, a small minority of boys did not listen to instructions and caused some disruption to activities.

165 Overall, the quality of teaching is good. Teachers show a good example to their pupils, both in their personal demonstrations and in their appropriate dress for lessons. Pupils have good role models upon which to base their performance and are shown how to improve. This contributes well to the pride most pupils take in their appearance and performance.

166 As well as personally demonstrating good practice to pupils, teachers help them to improve by encouraging higher attaining pupils to model their good performance. As a result, lower and average attaining pupils noticeably gain confidence in employing more complex movements in dance, or in being more adventurous in games. All pupils, including those with

special educational needs and those who use English as an additional language, are fully included in teams and make similar progress to other pupils.

167 The curriculum is broad and balanced and is enriched by a good range of extra-curricular activities. As a result, pupils gain a wide experience of team games, dance and gymnastics. Year 4 pupils have weekly swimming lessons. Those who make the least progress or pupils who join the school after Year 4, are provided with extra lessons to enable them to meet the requirement to swim 25 metres unaided by the time they leave the school.

168 In Years 5 and 6, pupils' physical, personal, social, moral and cultural development is promoted well as a result of their residential experiences. These events are well planned and structured in order to help pupils cope with living away from home, learn to co-operate in teams and accept physical and mental challenges. However, limited use is made of information and communication technology to support pupils' learning. Older pupils record their scores in athletics to produce graphs of their relative performance but there is little evidence of other examples.

169 Strengths in the overall satisfactory leadership and management include a well-focused action plan, which identifies how provision will improve. One of the improvements is the involvement of parents and the community in pupils' physical development, for instance in basketball, football and rugby. Coaches from Leeds United and Leeds Rhinos have held training sessions for older pupils, which have motivated their interest and improved their skills well. The school has acknowledged that there are relative weaknesses in the expertise of some teachers, in some aspects of their teaching, and that there is a lack of a rigorous assessment system, which means that teachers do not always challenge the highest attaining pupils sufficiently. The action plan highlights these areas for development, and specific improvements in assessment procedures and more training for teachers are planned.

170 Pupils' attainment and progress are enhanced by the good quality of the school's resources and accommodation. There are two good sized halls in which there is a wide range of gymnastics equipment. The large grassed playing field provides very good space for outside games and athletics.

RELIGIOUS EDUCATION

171 Almost all pupils reach, and a substantial number exceed, the expected levels of knowledge and understanding expected by the locally Agreed syllabus. This is an improvement on the position reported at the time of the last inspection. Standards have improved because the quality of leadership has improved and relevant staff training has been provided. Resources are now better and pupils benefit from a strong programme of visits and visitors that breathe life into the study of three world faiths including Christianity. Whilst the subject gives some opportunities for pupils to consider the spiritual dimension to life, for example, the special family feelings associated with a child being baptised, this is not a strong feature. On the other hand, the subject contributes well to pupils' understanding of different cultures and faiths.

172 By Year 2, most pupils have a good understanding of the basic Christian beliefs and festivals. For example, they know the story of Christmas very well and talk about Jesus being the Son of God. Higher attaining pupils understand that different faiths may believe in different gods but have many things in common. For instance, they relate their good knowledge of places of Christian worship in the village to an emerging understanding that other faiths have their own 'churches'.

173 By Year 6, pupils' knowledge and understanding have developed well and most talk about aspects of Islam and Judaism alongside Christian traditions and stories from the Bible. Because they have good opportunities to visit places of worship – for example, the older pupils were preparing well for a visit to a Mosque – and to meet church representatives in school, pupils deepen their understanding of aspects such as ritual and symbolism. For example, older pupils are aware of the Muslim requirement for washing before prayers, linking it with concepts of respect and reverence. Younger pupils talk about the cross as a Christian symbol. Such experiences develop pupils' cultural awareness well. Pupils with special educational needs make good progress. Those who use English as an additional language, some of whom worship within Hindu or Islam, contribute significantly to Christian pupils' understanding of other faiths.

174 Much good work in religious education is oral, contributing well to pupils' speaking and listening skills. For example, in preparing for the Mosque visit, Years 5 and 6 pupils decided which questions they would ask. Many of these were thoughtful and sensitive, as shown in responses such as "show respect for their religion even if you believe differently", "don't criticise" and "listen to what they say". Activities such as these support pupils' moral and social development well.

175 Although only a small number of lessons were observed, evidence from pupils' work, and from talking with pupils and teachers, indicates that the quality of teaching and learning is good throughout the school. Whilst the need for further resources has been identified, there is a relevant range of artefacts, augmented by items brought in by staff, that teachers use well. For instance, in a lesson about baptism, pupils were able to examine a Christening robe and a confirmation dress before considering the concept of being welcomed into the church. The pupils had previously thought about groups that they belong to, giving greater meaning to the work.

176 Lesson objectives are always clear, as in a Years 3 and 4 lesson where the teacher reminded groups of the main aim of their reading tasks, so they kept focused on what they could find out about Jesus in different bible stories. Displays are used well and some good links made with other subjects. Generally, opportunities to apply writing skills through the subject are less evident, as is the use of computers. Staff with the appropriate subject expertise; contribute well to the teaching in Years 5 and 6.

177 The quality of leadership and management is good. The recently appointed co-ordinator has raised staff confidence in teaching the subject through a programme of training, making good use of an external consultant. Sensible modifications have been made to the scheme of work. A manageable system is in place for finding out what pupils have learned. Some parents have exercised their right for their children to be withdrawn from religious education lessons. The school has discussed this with them and a sensitive approach is being adopted to include them where possible whilst respecting their beliefs. The school could make more systematic use of the daily acts of collective worship to complement aspects of the religious education syllabus and to develop pupils' spiritual awareness.