

INSPECTION REPORT

**Christ Church Upper Armley Church of England
Voluntary Controlled Primary School**

Armley, Leeds

LEA area: Leeds

Unique reference number: 108004

Headteacher: Mrs J Blanchard

Reporting inspector: Mr R Robinson
21024

Dates of inspection: 30 September - 3 October 2002

Inspection number: 246751

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

© Crown copyright 2002

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Voluntary controlled

Age range of pupils: 4 - 11 years

Gender of pupils: Mixed

School address: Theaker Lane
Armley
Leeds

Postcode: LS12 3NU

Telephone number: 0113 214 3566

Fax number: 0113 214 3641

Appropriate authority: The Governing Body

Name of chair of governors: Mrs D Armitage

Date of previous inspection: February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
21024	Mr R Robinson Registered inspector	Mathematics Information and communication technology Religious education Provision for children in the foundation stage.	What sort of school is it? The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
8922	Mrs 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 parents?
22380	Mrs P Parrish Team inspector	English Art and design Music Special educational needs English as an additional language	How well are the pupils taught?
19120	Mr D Pattinson Team inspector	Science Design and technology Geography History Physical education Educational inclusion	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Yorkshire Educational Services Ltd
16 Burn Hall
Darlington Road
Croxdale
DURHAM
DH1 3SR

Tel/Fax: 0191 378 4031

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

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

REPORT CONTENTS

Page

PART A: SUMMARY OF THE REPORT

6

Information about the school
How good the school is
What the school does well
What could be improved
How the school has improved since its last inspection
Standards
Pupils' attitudes and values
Teaching and learning
Other aspects of the school
How well the school is led and managed
Parents' and carers' views of the school

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

10

The school's results and pupils' achievements
Pupils' attitudes, values and personal development

HOW WELL ARE PUPILS TAUGHT?

12

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

14

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

16

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS

17

HOW WELL IS THE SCHOOL LED AND MANAGED?

18

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20

PART C: SCHOOL DATA AND INDICATORS

21

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

25

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This average-sized primary school for boys and girls aged 4-11 years is situated in Armley close to the centre of Leeds. It is part of the Leeds Inner West Education Action Zone. A good proportion of pupils comes from a socially and economically disadvantaged area. The school has 200 full-time pupils: 91 boys and 109 girls. Almost a fifth of pupils are from minority ethnic backgrounds. Thirty-eight pupils are at an early stage of learning English as an additional language. Twenty-five pupils (12.5 per cent) are on the register of special educational needs and one pupil has a statement of special educational needs; these proportions are below average. Most of the pupils with special educational needs have mainly moderate learning, emotional and behavioural difficulties or speech difficulties. When children enter the reception class their attainment is well below average. Forty-three pupils (21.5%) are known to be eligible for free school meals which is about the national average. The school does not have access to a suitable grassed area for physical education. The school has achieved 'Investors in People' and the 'Basic Skills Quality' awards.

HOW GOOD THE SCHOOL IS

Christ Church Upper Armley Church of England Primary School provides a sound education for its pupils. Standards of pupils' performance by the end of Year 6 are in line with the national average in English, but below average in mathematics and well below average in science. Standards are satisfactory in all other subjects. Pupils achieve well in the reception class and in the infants, and soundly in the juniors. Pupils' attitudes to work, their behaviour and their personal development are good. The school gives satisfactory value for money.

What the school does well

- The teaching of English is good and pupils achieve well, including pupils learning English as an additional language.
- The quality of teaching is good in the reception class and Years 1 and 2 and pupils achieve well.
- Pupils' behaviour and personal development are good and their attitudes to work are positive.
- Teaching assistants and the Learning Mentors help pupils well.
- The spiritual, moral, social and cultural development of pupils is good overall.
- The personal, social, health and citizenship education is very good.
- The pastoral care of pupils is good and systems to check attendance and pupils' behaviour are of a high standard.

What could be improved

- Standards in mathematics and science by the end of Year 6.
- The monitoring of teaching and pupils' learning to eliminate unsatisfactory teaching and to improve standards.
- The leadership and management of special educational needs and science.
- The checking and tracking of pupils' progress and the use of the information to assist pupils' future learning.

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 satisfactory progress since the last inspection in February 1998. Pupils' attitudes to work and behaviour remain good. Standards are still average in English but now below average in mathematics and well below average in science. Standards in information and communication technology have improved and are now at the national expectations. The leadership and management of English and mathematics remain satisfactory, although they are unsatisfactory in science. The governing body is now involved fully in planning priorities for the current year but it does not plan for future years sufficiently.

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
	1999	2000	2001	2001
English	E	D	C	B
mathematics	D	D	D	C
science	C	D	D	C

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

- Pupils' performance in English in the national tests at the end of Year 6 improved each year from 1999 to 2001 and was reasonably stable in mathematics; however, in the unpublished results for the national tests at the end of Year 6 in 2002, standards dipped significantly in comparison with those achieved in the previous year in English and science.
- Inspection findings show that the performance of the current group of pupils in Year 6 is average in English, below average in mathematics and well below average in science.
- The attainment of boys and girls is not significantly different.
- Pupils meet expected standards in art and design, design and technology, geography, history, information and communication technology, music, physical education and religious education.
- The overall rate of improvement of pupils by the end of Year 6 from 1997 to 2001 is broadly in line with the national trend.
- The results of the national tests for pupils at the end of Year 2 showed that pupils' performance was below the national average in reading and well below average in writing and mathematics.
- The performance of this year's group of pupils in Year 2 is average in reading, writing and mathematics.
- Children in the reception class make good progress, but, because of their well below average attainment on entry to the school, their attainment, by the end of the reception year, is below average in personal and social development, in communication, language and literacy, in mathematical development, knowledge and understanding of the world, in physical development and in creative development.
- Pupils achieve satisfactorily at the school because in the reception class and in Years 1 and 2 pupils have a good start to their education which is maintained satisfactorily, on balance, in Years 3 to 6.
- The school's targets for the proportion of pupils likely to reach the levels expected nationally by the end of Year 6 in 2003 are demanding; however, they are likely to be achieved in English though not in mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; the majority of pupils have positive attitudes to school and their work and are keen to learn. They speak with enthusiasm and pride about their school.
Behaviour, in and out of classrooms	Good; pupils behave well throughout the day. Pupils' good behaviour in lessons assists their learning. They are friendly and polite to visitors.
Personal development and relationships	Good; pupils' personal development improves as they progress through school. Pupils get on well with each other and the adults in school. Pupils willingly take on responsibilities and enjoy helping with

	tasks around school. Older pupils have a very mature attitude to their role as school councillors.
Attendance	Satisfactory; the majority of pupils are keen to come to school and attend regularly. Attendance and punctuality have improved significantly and only a small number of pupils arrive late each day.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall, and pupils make sound progress in their learning. Teaching and learning are good in the reception class and in Years 1, 2, 3 and 5, satisfactory in Year 4, but unsatisfactory in Year 6. The quality of teaching ranges from excellent to unsatisfactory. The teaching of English and information and communication technology is good throughout the school, and the teaching of mathematics is good in Years 1 and 2 and satisfactory in Years 3 to 6. The teaching of basics skills of literacy and numeracy are satisfactory overall. On balance, the school meets the needs of all pupils satisfactorily.

Teachers in the reception class and in Years 1 and 2 plan and organise lessons well and challenge pupils with purposeful activities which enable pupils to make brisk progress in acquiring new learning. Effective discussions in lessons provide well for the development of speaking and listening skills of all pupils, including those learning English as an additional language. Throughout the school, teaching assistants provide good help to pupils, particularly those with special educational needs; however, weak individual education plans provide limited guidance for staff to push on these pupils' progress at a faster rate. The management of pupils is good, resulting in them showing positive interest in most lessons. Weaknesses in teaching are apparent when teachers do not plan lessons sufficiently well based on pupils' needs, which leads to lack of challenge for groups of pupils. In a few lessons there is uneconomic use of time, which reduces learning opportunities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, overall; the curriculum is planned soundly. There are particular strengths in personal, social health and citizenship education. Relationships with other schools and colleges are good. The curriculum for physical education is limited by the lack of a suitable grassed area for athletics.
Provision for pupils with special educational needs	Satisfactory in class, and good for the pupils with behaviour difficulties. Several weaknesses in organisation and monitoring render provision unsatisfactory, however, for example in the quality of individual education plans.
Provision for pupils with English as an additional language	Good; the curriculum provides good support to help them to learn English and to speak, read and write with suitable fluency and accuracy.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good overall; the fostering of pupils' social development is very good, and for their spiritual, moral and cultural development, it is good.
How well the school cares for its pupils	The care of pupils is good. There are good welfare procedures for ensuring the pastoral care of pupils, and very good procedures for promoting and monitoring pupils' good behaviour, attendance and

	punctuality. There are weaknesses in the monitoring and recording of pupils' progress and in the analysis and use of data to set targets for individual pupils and to plan future learning.
--	---

Parents have positive views about the school. The school tries hard, and in various ways, to generate parental interest but the majority of parents are reluctant to participate regularly in the life of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are sound. The headteacher inspires, motivates and influences most staff and keeps the governing body well informed. The deputy headteacher's leadership and management of special educational needs and science are unsatisfactory. The delegation and contributions of other senior teachers have not been exploited sufficiently to push up standards further. The role of subject co-ordinators is developing, though their role in monitoring teaching and pupils' learning is limited.
How well the governors fulfil their responsibilities	The governing body plays an active and supportive role and fulfils its statutory responsibilities satisfactorily. It does not plan sufficiently for the future.
The school's evaluation of its performance	The school has identified appropriate priorities for the current year but the schools plans are not focused sufficiently on raising standards.
The strategic use of resources	The school deploys its staff appropriately overall. Teaching assistants are used well to help pupils with special educational needs. The accommodation is satisfactory, although the lack of an outside grassed area adjacent to the school limits pupils' progress in physical education. Financial planning is sound and the school is careful to use its funding to best effect for the benefit of pupils.

The school has sufficient numbers of staff, who are suitably qualified. Learning resources are adequate and used satisfactorily to support teaching.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy school and behave well. • The teaching is good and their children make good progress. • Children are expected to work hard. • The school helps children to become more mature and responsible. 	<ul style="list-style-type: none"> • The range of activities outside lessons is insufficient. • Homework is inappropriate. • Parents are not kept well informed about their children's progress. • The school does not work closely enough with parents.

The inspection confirms and agrees with most of the positive views of parents; however, the quality of teaching and pupils' learning is satisfactory overall rather than good. The range of extra-curricular activities and the amount of homework set are satisfactory, and similar to those found in most schools. The school works hard to encourage and welcome all parents into school. The inspectors agree with parents' concerns about the information they receive about their children's progress. The annual reports for children in Years 1 to 6 do not include sufficient detail of their children's progress and how they might improve. In contrast, the reports for children in the reception class provide appropriate detail on children's progress and suggest ways parents can help their children at home.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 In the national tests for pupils at the end of Year 6 in 2001, standards in English were above the average achieved in similar schools, and were in line with the national average for all schools. In mathematics and science, standards were in line with the average of pupils in similar schools but below the national average of all schools.

2 The results of the 2002 tests at the end of Year 6 show a significant dip in pupils' performance in English and science and a reduction of overall standards in mathematics. Standards of the current Year 6 are average in English, below average in mathematics and well below average in science.

3 The differences between the national test results in 2001 and the attainment of the present Year 6 are mainly a result of recent unsatisfactory teaching and a higher proportion of lower attaining pupils than in previous years. Standards between 1997 and 2001 have improved, broadly in line with the national trend. The school has made satisfactory progress, on balance in maintaining sound levels of pupils' achievements.

4 In English, standards by the end of Year 6 at the time of the last inspection were about average. However, standards in English in the national tests in 1998 were particularly high but then dipped to well below average in 1999. Standards in the following two years improved, to be in line with the national average in 2001. The sharp drop in the results of the national tests in 2002 has been redressed and now standards in English are average.

5 In mathematics, standards by the end of Year 6 were average at the time of the last inspection, as in the national tests in 1998 but since then standards have been below the national average. In the tests in 2002, the proportion of pupils gaining the higher levels was lower than normally expected and much lower than that achieved by the same pupils in English. This difference can be attributed to the quality of teaching of higher attaining pupils in the two subjects, as the teaching in groups of pupils of similar attainment in Year 6 for English and mathematics is very good for higher attainers in English but unsatisfactory in mathematics. Standards in science have also declined since the last inspection because of recent unsatisfactory teaching in Year 6.

6 Standards in the national tests at the end of Year 2 in 2001 were average in reading compared with the national average for similar schools, but below the national average for all schools. In writing and mathematics, standards were well below the national average. In writing standards were below the average of similar schools. In mathematics they were well below the average of similar schools. In the national tests in 2002 at the end of Year 2, pupils' performance was similar to that of the previous year in writing and mathematics, but lower in reading.

7 Standards of the present Year 2 show an improvement on previous years and are average in reading, writing and mathematics. The improvement is the result of good teaching of pupils.

8 The pupils using English as an additional language make good progress, most showing a better than average increase in their learning over the year. The good provision within most lessons helps bilingual pupils to learn well by developing their speaking and listening skills as well as personal and social skills. Most members of staff identify quickly where their understanding is progressing less quickly than that of other pupils and take appropriate action; for example, in extending their comprehension of books they are reading. Specific support is usually planned for the small number of pupils in the very early stages of learning English. For pupils with Punjabi or Urdu as their first language, a teacher is able to provide support in the pupils' home language. This is both reassuring for the pupils and very helpful in promoting their progress.

9 The progress of pupils with special educational needs is satisfactory overall in relation to their previous attainment; for those pupils with behavioural, emotional and social difficulties, progress is good. The dedication of teaching assistants makes a very important contribution to the teaching and learning of these pupils; where assistants have specific training or experience, the impact of their work is exceptionally good. In classes, such as Years 2 and 3, where teachers break down the pupils' individual education plans into smaller targets and track learning daily, progress is very good, especially where patterns of daily practice are established. In classes where the teachers' assessment procedures are weak, work is not always matched to the pupils' needs and their rate of progress is reduced. The school's Learning Mentor for behaviour contributes valuable expertise to the management of pupils with behaviour problems and, working in partnership with staff at a local school with a pupil development centre, has developed very effective programmes that have resulted in good progress for these pupils.

10 Overall, pupils' achievements are satisfactory. The achievement of children of reception age is good. They make good progress in all their areas of learning. In Years 1 and 2, pupils build on their prior attainment well and make good progress as the teaching is good. In Years 3 to 6, pupils' achievements are satisfactory, overall, although pupils' progress is variable according to the quality of teaching. Pupils make good progress in Years 3 and 5 but progress is unsatisfactory in Year 6, particularly in mathematics and science. No significant differences in the performance of boys and girls were seen during the inspection. No pupils have been identified as being gifted or talented.

11 Pupils' achievement in Years 1 to 6 is good in the development of the skills of speaking and listening, as well as in reading and writing, as a result of good teaching and a well-planned curriculum. In mathematics, pupils make good progress in Years 1 and 2 and satisfactory progress overall in Years 3 to 5, but unsatisfactory progress in Year 6. There are satisfactory opportunities to practise literacy skills in other subjects but limited planning to develop numeracy skills. The national strategies for literacy and numeracy have been implemented well in English and satisfactorily in numeracy, and are beginning to have a positive impact on pupils' attainment, particularly, in English.

12 Pupils' achievement in science is unsatisfactory because too little time is given to teaching science in Year 6. Pupils' attainment in information and communication technology by the end of Year 2 and of Year 6 is on course to be in line with national expectations and their achievement is good; however, the use of information and communication technology to assist learning in other subjects is limited. In art and design, design and technology, geography, history, music, physical education and religious education, pupils make satisfactory progress, and standards by the end of Year 6 are average.

13 The school has set demanding targets for the proportion of pupils expected to achieve and surpass the level expected of their age in English and mathematics by the end of Year 6. The targets are based on the school's records of pupils' attainment; however, because of weaknesses in teaching in Year 6, these targets are unlikely to be met in mathematics but are on course to be achieved in English.

Pupils' attitudes, values and personal development

14 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. Pupils respond well to the good values that are consistently promoted by the school. Pupils clearly like coming to school. They say that this is a good school and when they leave, it will be their friends and teachers that they remember most.

15 Children in the reception class are well behaved and enjoy their time at school. At the start of the day, most enter the classroom happily and settle quickly into the routines of the day. The children have been in school only for a short time but are already beginning to relate well to the adults and each other. Children are slowly learning to respond to instructions independently though many need constant encouragement to help them to focus their attention. The adults strike a very

good balance between support and independence and this allows the children to learn quickly. During question and answer sessions, the children need constant reminders about calling out and a few lack confidence when speaking in front of others. When playing outdoors, the children show a keen interest in the new play equipment.

16 The vast majority of pupils, including those with special educational needs, have positive attitudes to their learning and have developed good work habits. Pupils of all abilities concentrate well, try their best to please the staff and enjoy succeeding. They show a good level of interest in their work and are well motivated. Pupils respond particularly well when the teaching is lively and the activities are interesting and exciting; for example, in a Year 5 mathematics lesson, the pupils showed high levels of interest and motivation in exploring equivalent fractions. In an excellent literacy lesson, the pupils displayed outstanding attitudes and behaviour. They became totally engrossed in reading extracts from Macbeth and took on their roles with confidence. Pupils say that they enjoy art lessons and practical activities. This was particularly evident as Year 3 pupils were introduced to different styles of painting and then worked enthusiastically in groups to experiment with mixing colours.

17 Pupils' behaviour throughout the school day is good. Parents and pupils are happy about the standard of behaviour in school. In lessons, pupils behave well because they want to learn without disruptions 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. They say that they need to behave, and that those who misbehave spoil it for everyone else. The sensible behaviour of the Year 1 pupils enabled them to complete their 'senses trail' successfully. Movement to and from lessons is quiet and orderly. At lunchtimes, pupils' behaviour is good and many join in the team games organised by the adults. One pupil was excluded permanently last year and two were excluded for a fixed period. The school uses its right to exclude pupils only as a last resort.

18 The pupils' personal development is good. They mature as expected as they progress through school. The good relationships pupils have with each other and their teachers create a very positive working environment. Pupils say that they feel confident to answer questions in lessons because the teachers react in a helpful way if they get something wrong. Staff take every opportunity to boost pupils' confidence and raise their self-esteem by valuing and celebrating their individual efforts and achievements. Pupils feel pleased when they receive rewards because it makes others notice them. Pupils of all ages take turns to have responsibilities in the classroom and carry out their duties diligently. They are open and friendly and enjoy chatting to adults about themselves, their work and their school. The pupils in Year 6 speak with enthusiasm about the School Council and take their roles as councillors seriously. The House Captains and their assistants are given very good status and can explain their role in detail. They are happy to work in partnership with the younger children to improve their behaviour and attendance. Pupils with special educational needs and those from the different ethnic groups are fully integrated into the life of the school. Pupils display a well-developed sense of moral and social awareness and have positive attitudes towards people less fortunate than themselves.

19 The level of pupils' attendance has improved significantly over the year and is now satisfactory. Most pupils want to come to school and attend regularly. Unauthorised absence is improving and is usually the result of a small number of parents having an inappropriately relaxed attitude to the importance of school attendance. Most pupils arrive punctually at school. The few persistent latecomers are quickly reminded about the importance of arriving at school on time.

HOW WELL ARE PUPILS TAUGHT?

20 The quality of teaching is satisfactory overall but varies between classes. Teaching and learning are good overall in the reception class and in Years 1 and 2. In Years 3 to 6, the teaching is satisfactory overall but varies from excellent to unsatisfactory. There is a high proportion of

unsatisfactory teaching in Year 6, which is having a detrimental effect on standards at the top of the school. It is significantly limiting the progress of the higher attaining pupils in Years 5 and 6 in mathematics and of the lower attaining pupils in English. The teaching is of more variable quality than at the last inspection. On balance, there has been satisfactory improvement, and good improvement in the teaching of writing, but the unsatisfactory teaching and learning in Year 6 is a significant weakness in the school's provision.

21 The teaching of literacy and numeracy follows the guidance of national strategies well, and is equally good for the pupils both in Year 1 and Year 2. Most learn at a good pace and make good progress because the teachers are well organised in putting the requirements of the national strategies into place, matching their teaching well to the learning needs of the pupils and seeking to challenge them very well. From Years 3 to 6, the teaching of literacy and numeracy varies between classes but is stronger overall in literacy. The requirements of the national strategies are in place in all classes but, for the pupils in Year 6, teaching is of a better quality in literacy than it is in numeracy. Teachers have worked hard since the last inspection to devise methods that take the pupils' writing skills forward more successfully and their diligence has enabled pupils to reach a higher standard in English this year. This has been achieved mainly through providing more time for practising writing and by helping pupils to develop their spelling and punctuation skills more quickly. A weakness remains in the marking of the pupils' written work, particularly in Years 3 to 6. Learning targets are not addressed sufficiently well by teachers in order to help pupils to clearly understand their successes and where they need to work to improve. This limits the pupils' knowledge of their own learning and reduces their opportunities for further progress.

22 In all classes, pupils are managed well and behaviour is good, enabling learning to proceed uninterrupted. Discussions based on good questioning are successful features of most lessons, in which vocabulary is explained and used well. This, together with the good relationships that exist between staff and pupils, explains the good progress pupils make in speaking and listening. The pupils using English as an additional language benefit well from this effective provision and make good progress. Strengths in the good teaching include well-planned and organised lessons in which time is used efficiently for learning. The pupils' learning is supported by good use of interesting resources, and the tasks set are generally well matched to the pupils' needs. Explanations are clear and pupils are told of the learning objective for their work. In very good and excellent lessons, the teacher has a very good understanding of the subject, which enables the pupils to build very well on their learning; the teachers' confidence and interest inspire the pupils to work with enthusiasm. This was particularly evident in an excellent English lesson for the higher attaining pupils in Years 5 and 6, in which pupils were inspired to very high attainment in a performance of an extract from Shakespeare's *Macbeth*.

23 Weaknesses in the teaching mainly centre on insufficient assessment of the needs of the pupils. Lessons are sometimes rather too easy for the age group or fail to move the learning forward fast enough. In a geography lesson in Year 5, for example, too long was spent considering the domestic uses of water and the lesson did not move forward soon enough to challenge the pupils at a more suitable level for their age by considering industrial and community uses. Groups of pupils with differing needs within the class are not always set suitably challenging work. Weak assessment systems mean that teachers are not always clear what precisely needs to be learned. Higher attaining pupils are not always challenged sufficiently and lower attaining pupils are given work that is sometimes too easy and sometimes too difficult. Unsatisfactory teaching occurred where the match of teaching to learning was largely unsuccessful, and time was used without sufficient care so that learning opportunities were wasted because parts of lessons were missed.

24 Teaching assistants contribute well to pupils' learning, and support both teachers and pupils with great sensitivity and patience. In classes where the teaching assistants have clear plans and objectives for their work, their contribution is very good. They provide valuable help for the learning of lower attaining pupils and, in particular, for those with special educational needs. For pupils with special educational needs, however, termly reviews of progress lack rigour and individual education plans do not always detail clearly enough the next steps for the pupil and how they are to be taught.

Teaching assistants and the Learning Mentors work closely with teachers to enable pupils with specific behavioural difficulties to make good progress.

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

25 The school provides a sound curriculum for its pupils in which all subjects of the National Curriculum are represented; however, the lack of a field prevents the school from teaching some parts of the physical education curriculum effectively. There is satisfactory emphasis on the development of knowledge, skills and understanding in most subjects to ensure that work builds on previous learning for most pupils. However, it is only in English and mathematics that work is usually carefully matched to the needs of pupils with different abilities, including those with special educational needs. This prevents some pupils, especially the most and least able pupils, from making the best possible progress in other subjects. There are good opportunities in some subjects for pupils to develop their ability to speak clearly and confidently and to listen attentively, and this is contributing to their personal development as well as their learning.

26 The curriculum places good emphasis on the development of speaking, listening, reading and writing within English and sound emphasis on mathematics. There has been good introduction of the National Literacy Strategy and sound introduction of the National Numeracy Strategy, which is helping to slowly raise standards in these subjects; however, number work is not planned enough to develop numeracy skills within other subjects, preventing pupils from realising its importance in their daily lives. Teachers promote soundly the development of literacy skills in subjects, such as history, and this is helping to improve pupils' knowledge and understanding of written and spoken English. There are insufficient planned opportunities to use information and communication technology to assist pupils' learning in other subjects.

27 A satisfactory number of well-led clubs and activities appeal to the interests of pupils. Clubs, such as football and rugby, are well supported and greatly appreciated by pupils. A satisfactory range of visits; for example, to a water treatment works, a hospital and a farm, extend pupils' learning. Visitors help to enrich pupils' learning experiences; for example, a representative of the construction industry introduced an interesting model making challenge in design and technology, and there are also visits from drama groups.

28 The provision for the development of pupils' language skills is good in most lessons and this provides a supportive curriculum for the pupils with English as an additional language, enabling them to make good progress. Children who enter the reception class at an early stage of English make rapid progress because the teaching team makes good provision for the language development of all children and this provides a good foundation for further learning. Occasionally, pupils admitted to older classes are at an early stage of learning English; provision for them is suitable and teachers and teaching assistants are aware of their needs. The school's good provision for personal and social development ensures that pupils using English as an additional language develop confidence and self-assurance, like other pupils, and are willing to contribute to all discussions.

29 Provision for pupils with special educational needs is satisfactory and pupils make sound progress thanks to the very good support they receive in lessons from the teaching assistants and the very clear programmes drawn up by teachers, who break learning down into small clear steps. However, there are weaknesses in the co-ordination and management of special educational needs. These are covered later in the report.

30 Teachers give very good emphasis to pupils' personal, social and health education. They promote them actively as part of a structured programme, which is an integral part of the school's work. Pupils learn to respect each other's points of view through regular discussions about issues which concern them, such as peer pressure and friendship. Pupils develop an awareness of the

need for rules based on safety, protection and fairness. They learn how to relate to others and work effectively as part of a group in activities, such as scientific investigations. Teachers regularly give praise to enhance pupils' self-esteem and encourage them to do their best. Many pupils have special duties, which helps to increase levels of initiative and responsibility. Sex education is included in the school's health education programme, in line with agreed policy. Older pupils learn about the use and misuse of drugs. The health education programme makes pupils aware of the need for a healthy diet, hygiene and exercise for maintaining a healthy lifestyle.

31 The community makes a satisfactory contribution to pupils' learning; for example, the local park rangers make regular visits to help raise pupils' awareness of issues about the countryside. There are well-established links with the school to which most pupils' transfer at eleven; for example, there are football and athletics events at a local high school, which pupils attend. There are satisfactory links with local colleges and universities, which benefit some pupils.

32 The spiritual development of pupils is good. While the quality of assemblies is variable, those led by the headteacher are good and help to develop spiritual awareness through stories, hymns and prayers. Music is used well to establish calmness as pupils enter and leave assemblies. Regular class discussions enable pupils to understand feelings and emotions and how they impact on others. Year 1 pupils begin to appreciate and respond to the beauty of the natural world; but there are too few opportunities for pupils to experience the joy and excitement of learning in lessons.

33 The school promotes pupils' moral development well. All adults in school provide sound moral leadership and give pupils a clear sense of direction about moral issues. All work hard, and mostly successfully, to reinforce good standards of behaviour and to develop mutual respect and understanding. The school's system of rewards and sanctions is clearly understood and consistently applied. Class rules, agreed with pupils to ensure a high degree of ownership, are prominently displayed and most pupils follow them. This also helps to promote a moral stance based on right and wrong, good self-discipline and care for each other and their school. Teachers make good use of assemblies to establish collective moral and social values. The positive approaches to the moral development of pupils result in good behaviour and good attitudes to learning.

34 The school provides a very good range of experiences to promote pupils' social development. All who work in school are good models of social behaviour because they show respect for and relate well to others. Pupils learn to work well together by taking part in special events and visits, and through group work in many subjects. The house system encourages collaboration and co-operation between pupils. The recently formed School Council and the 'buddy' schemes help to foster care and consideration among pupils. Teachers place much emphasis on developing initiative and personal responsibility from an early age. After-school activities enable many pupils to expand their personal interests and experiences. Pupils regularly support charities, both local and national.

35 The cultural development of pupils is good. The school celebrates the culture of the area through its sound community involvement. Pupils are given insight into the culture of the locality through their work in geography and history. They sometimes learn about other cultures through carefully chosen stories in assemblies. Reading material of good quality helps to make pupils aware of the richness and diversity of other cultures. Music contributes positively to the cultural development of pupils, as when older pupils find out about Asian singing. Art makes a good contribution through the work of other artists, although non-European artists are rarely represented. Religious education also enriches pupils' cultural development, such as when pupils learn about major world faiths and religious festivals.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36 The school provides a good level of care for all its pupils, reflecting a similar overall 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. Members of staff are attentive to pupils' well being and take every opportunity to boost their self-esteem. This enables the pupils to gain self-confidence so that they can learn effectively. Pupils say they feel able to talk to staff about any worries or problems that they may have. Parents firmly agree that the school is helping their children to become mature and responsible.

37 The school has an appropriate policy for health and safety and the management of this is satisfactory. The headteacher and the chair of governors carry out informal safety inspections of the premises and any hazards found are dealt with promptly. Child protection procedures are firmly in place and members of staff are aware of what to do if concerns arise about the children in their care.

38 Procedures for monitoring and assisting pupils' personal development are good. A very good programme of personal, social and health education is taught within lessons. One of the Learning Mentors works with specific pupils who have emotional or behavioural problems. These pupils are sensitively supported through well-planned activities and their progress is carefully monitored and recorded. The school takes good care of the children in the reception class. Before starting school, children have the opportunity to visit the playgroup sessions with their parents, meet the staff and become familiar with the building. Their entry to the reception class is gradual and tailored to their needs. This ensures good support from staff and provides a calm start to their school life.

39 The Learning Mentors have had a significant role in developing the very good strategies for promoting good behaviour and improving pupils' attendance and punctuality. They have introduced effective initiatives such as the house system and rewards, which clearly have a positive impact on pupils' attitudes to improving their conduct and attendance. The successful use of the behaviour strategies in lessons creates an orderly environment where pupils learn with very little disturbance. The midday supervisory staff maintain good order at lunchtime and provide good support on the playground. Pupils look forward to the team games organised at lunchtimes. This has a positive effect on pupils' behaviour during the afternoon lessons. The pupils are quick to confirm that there is very little bullying in school and, if any incidents occur, they are quickly resolved.

40 The monitoring and promoting of attendance is very good. The strategies are working well, with an increase in attendance over the year and a reduction in the number of pupils with unauthorised absence. The school actively encourages attendance by ensuring that pupils enjoy coming to school. The breakfast club is a stimulus to come to school early and has a positive impact in motivating the children and improving their attendance and punctuality. Parents are made aware of the importance of regular and prompt attendance and rewards are used effectively to impress the same on pupils.

41 The organising and monitoring of the work for pupils with special educational needs and those pupils with statements of special educational needs are unsatisfactory. Pupils' individual education plans are in place but the targets in them are often insufficiently clear or realistic and do not specify the methods of teaching and learning to be used. Weaknesses in review procedures mean that plans are not revised or adjusted when pupils have not made the progress expected. Review sheets are incomplete and do not detail the progress that pupils have made since the previous review. The comments are too general and are weighted towards what pupils cannot do.

42 The procedures for assessing and monitoring pupils' academic progress are unsatisfactory. The school has not kept up with the pace of national improvements for assessing pupils by making sure that assessments are accurate and by using this information to guide curriculum and lesson planning. In English and mathematics, as well as the statutory tests at the end of Year 2 and Year 6, the school uses a range of nationally recognised end-of-year tests to check the pupils' learning. The assessment information gathered from the tests, together with the class teachers' ongoing

assessments, is used to create ability groups and provide extra support for specific pupils or groups of pupils. The school does not sufficiently analyse the results of the tests, however, to identify the strengths or areas for development and to use the information to plan future work, nor are the results rigorously checked to identify trends in the progress of the different groups of pupils. The school is just beginning to set targets for individual pupils.

43 The overall tracking of pupils' progress is underdeveloped and it is difficult to check that pupils are making the progress that they should. The assessment information is not collated systematically to give an overview of standards and to routinely track the attainment and achievements of individuals as they move through the school. Record -keeping methods are at an early stage of development.

44 In the reception class, the information gathered from the initial formal assessments provides a useful starting point from which to check the progress made by each child throughout the year. It is also used to alert the teachers of children who need extra support. Records are updated regularly using the detailed information noted during classroom observations. Assessment information is used well in planning future learning to ensure that the needs of all children have been considered. There is no tracking of children's achievements for physical or creative development.

45 The school has no systematic procedures for assessing and recording pupils' attainment and progress in subjects other than English and mathematics. This makes it difficult for the school to track pupils' attainment and achievement in these subjects. The progress of the pupils with English as an additional language is checked, as it is for all other pupils, but there are no specific records used for pupils in the early stages of English.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46 Parents have mainly positive views about the school. Generations of the same families can be traced back through the attendance registers and the school is held in high esteem and affection locally. Parents clearly feel that their children like school, working hard to achieve their best and make good progress. They feel comfortable approaching school with any questions or concerns. The responses to the questionnaire show that although parents are extremely pleased with many aspects of school life there are four main areas of concern. These are the amount of homework their children receive, the information about how well their children are getting on, the opportunities for activities outside lessons and that the limited extent to which the school works closely with parents. The inspection findings are that the amount of homework given is satisfactory. The quality and range of extra-curricular provision are satisfactory and all pupils are given equal opportunities to take part in the activities on offer. The school works hard to encourage and welcome all parents into school.

47 Parents are kept very well informed of the general life and events of the school through the well-presented weekly newsletters. These provide a useful two-way link between home and school as parents generally respond to items included. The governors' annual report to parents is informative and very reader friendly. Parents of younger children are provided with useful booklets on reading and writing and how they can best help their children's learning at home. The inspectors agree with parents' concerns about the information they receive about their children's progress. The annual progress reports for pupils in Years 1 to 6 are unsatisfactory. The detail given under each subject heading provides only a very general picture of the work that has been taught throughout the year and the reports do not provide parents with sufficient detail on their children's attainment and progress or how to improve their standard of work. By contrast, the reports for children in the reception class are clearly written providing appropriate detail on progress and suggest ways to improve their learning at home. Three formal meetings with class teachers take place during the year and these are well attended. The school provides crèche facilities making it easier for parents with young children to attend. Occasionally the school holds curriculum evenings and workshops for parents to find out about what their children are learning at school, but these

events are very poorly attended. No parents attended the numeracy workshop, which was very disappointing for the staff.

48 The impact of parental involvement on the work of the school is satisfactory. Despite the school's efforts to generate greater parental involvement in their children's learning, they have had only a limited success. Parents are encouraged and invited to help in school in various ways, but the majority of them are reluctant to participate actively and regularly in the life of the school. A small number of parents help regularly in classes and the staff appreciate their commitment and support. The school has tried a variety of events involving parents, such as the weekly coffee shops, workshops and demonstrations, but they attract only a small amount of interest. The parents' and friends' association is run by a small core of very dedicated parents, who work hard organising the fund-raising events. Parents support the events well once they are organised and help to raise a good amount of money for school funds. The school finds it difficult in gaining parental interest and support for the family literacy or numeracy courses. Nevertheless, it continues to run them because the small number of parents involved benefit from working alongside their children in school. Parents are helpful when they are asked to send items to support a particular activity or topic. Some parents readily support their children when work is sent home, but this varies within and between classes. Parental support of homework dwindles as the child gets older. Parents of younger children generally listen to them read and make comments in the reading record books. The school runs a series of informal playgroups prior to the children joining the reception class, which establishes good relations with parents from an early stage. Parents of pupils with special educational needs are appropriately involved in discussions about progress; however, few individual education plans include details of how the parents can help at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49 Leadership and management are satisfactory overall. The headteacher takes a leading role in inspiring, motivating and influencing staff as well as keeping the governing body well informed. She knows the strengths and weaknesses of staff well and she sets a very good example to all in her dealings with, and understanding of, pupils' needs. However, there are weaknesses in the leadership and management of the deputy headteacher, particularly, in fulfilling the roles of special educational needs co-ordinator and science co-ordinator. The contributions of other members of the senior management team are less effective than they should be. Most senior teachers provide good role models for other teachers in the quality of their teaching and leadership and management of their subject responsibilities, but their strengths are not used sufficiently as they rarely take part in senior management team meetings. No minutes are kept of senior management meetings.

50 The governing body meets its statutory requirements. Relationship between the governing body and the headteacher are positive. Governors are very reliant on the headteacher for information, though they do discuss issues arising fully. A few governors have spent time observing and helping in lessons and many of the governors consider that as parents of children at the school, they have a good insight of the school's strengths and areas for development. Governors are fully aware of the improvements since the last inspection but were unaware of the dip in standards at the end of Year 6 in the national tests in 2002.

51 The governing body does not plan for the future development of the school sufficiently, as the school development plan is for the current year and there are no projections for future years. The school development plan builds up well through contributions from staff and governors; however, it lacks clear details of priorities to push up standards further.

52 The school has put in place sound procedures to assess the performance of teachers based on the monitoring of their teaching by the headteacher, the checking of pupils' progress and establishing areas for teachers' personal development. The headteacher is aware of the need to develop further the tracking of pupils' performance to effect improvements in standards. Members

of staff have been trained to use a computer program to enter data of end-of-year test results in order to track the progress of pupils and groups of pupils; however, because of technical problems with the computer program, this planned development has been delayed. The headteacher is aware of weaknesses in the quality of teaching in Year 6 and has taken appropriate action to resolve the situation through changes of staffing and increased monitoring of teaching and pupils' learning.

53 Members of staff are committed to the care of pupils to enable them to realise their academic and social potential. The school provides well for pupils' spiritual, moral, social and cultural development; pupils enjoy learning and have positive interest in their work, behave well and have good relationships with one another and to the staff. This strength of the school provides a sound basis for the school to build on in order to improve standards further.

54 The roles and responsibilities of co-ordinators are developing satisfactorily; however, the leadership and management of science are unsatisfactory, because the co-ordinator is not monitoring standards of pupils' work and the quality of teaching sufficiently. The expertise of teachers has been used effectively; for example, in English and information and communication technology. The co-ordinators' responsibilities in monitoring standards of pupils' work and the quality of teaching are unsatisfactory in most subjects.

55 The management of special educational needs is unsatisfactory, as it lacks sufficient rigour to push pupils' learning on at a faster pace. The school's policy for pupils with special educational needs is broadly in line with national requirements but not yet fully implemented with regard to the completion of individual education plans. The good practice that exists in some classes is due to the wise initiative of individual class teachers or teaching assistants.

56 Funding is used soundly for the benefit of all pupils. The school uses its allocation of funding well to employ capable teaching assistants in all classes, which helps pupils at all levels of attainment, though, particularly, lower attainers and pupils with special educational needs. The employment of Learning Mentors from funding from 'Excellence in Cities' is having a positive impact on assisting pupils with behavioural difficulties and the encouragement of good attendance. The Transition Assistant, funded by the education action zone, works well with the older pupils to help ensure a smooth transfer for pupils to the high school.

57 The governing body overspent its budget last year because of unexpected costs and reduction in the number of pupils. It has taken advice from the local education authority to eliminate the deficit; however, the governing body does not have income projections linked to expected numbers for future years to assist its financial planning. The governing body has a sound understanding of ways to ensure finances are used to best effect.

58 The accommodation and learning resources are satisfactory on balance and are used soundly to assist pupils' learning; a particular strength is the good provision of computers, both in the computer suite and in classrooms. The lack of an outdoor-grassed area restricts pupils' progress in athletics.

59 The very good leadership and management reported at the last inspection have not been maintained, mainly because of weaknesses within the senior management team at deputy headteacher level.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60 The headteacher, staff and governors should take the following action:

- i] improve standards by the end of Year 6 in mathematics and science;
(Paragraphs 2-3, 5, 10-12, 20-21, 54, 82, 88 and 91)
- ii] monitor the quality of teaching and pupils' learning rigorously to eliminate unsatisfactory teaching in order to improve pupils' progress;
(Paragraphs 3, 5, 10-11, 20-21, 23, 52, 54, 81, 86-88, 91, 97, 99, 102, 108, 114, 120, 124, 128-129)
- iii] improve the leadership and management of special educational needs and science;
(Paragraphs 29, 41, 54-55)
- iv] develop systems to check and track pupils' progress and the use of the information to assist pupils' future learning.
(Paragraphs 41-43, 45, 52, 54, 87, 97, 99, 102, 108, 114, 120, 124)

The following less important areas for development should be included in the action plan:

- ensure that the school development plan clearly shows priorities to improve pupils' performance and provides details for future years as well as the current year;
(Paragraphs 51, 57)
- seek ways to provide a suitable grassed area to provide further opportunities to develop the curriculum for physical education;
(Paragraphs 25, 58, 121)
- review the format and content of the annual reports to parents to provide more information on their children's progress and on ways that they can improve the standard of their work;
(Paragraph 47)
- plan more opportunities to use skills in numeracy and information and communication technology in other subjects.
(Paragraphs 11-12, 80, 82, 92, 99, 102, 108, 110)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	58

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	18	16	5	0	0
Percentage	2	17	37	34	10	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 just over two percentage points.

Information about the school's pupils

Pupils on the school's roll

	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	200
Number of full-time pupils known to be eligible for free school meals	43

FTE means full-time equivalent.

Special educational needs

	YR– Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	25

English as an additional language

	No of pupils
Number of pupils with English as an additional language	38

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	8.2
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
	2001	12	18	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	25	25	26
Percentage of pupils at NC level 2 or above	School	83 (62)	83 (59)	87 (83)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	26	26	27
Percentage of pupils at NC level 2 or above	School	87 (62)	87 (76)	90 (66)
	National	85 (84)	89 (88)	89 (88)

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

* To avoid identification of individual, where there are 10 or less in a group, the numbers are not published.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	10	22	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	21	21	24
Percentage of pupils at NC level 4 or above	School	66 (64)	66 (67)	75 (79)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	22	22	25
Percentage of pupils at NC level 4 or above	School	69 (61)	69 (61)	78 (73)
	National	72 (70)	74 (72)	82 (79)

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

* To avoid identification of individual, where there are 10 or less in a group, the numbers are not published.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
144	1	1
0	0	0
11	0	0
0	2	0
0	0	0
0	0	0
1	0	0
6	0	0
30	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
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)	8
Number of pupils per qualified teacher	25
Average class size	28.6

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	272

Financial information

Financial year	2001/2
	£
Total income	485,662
Total expenditure	531,505
Expenditure per pupil	264,4.30
Balance brought forward from previous year	22,340
Balance carried forward to next year	- 23,503

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0
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

Number of questionnaires sent out

175

Number of questionnaires returned

52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	35	2	0	2
My child is making good progress in school.	54	42	4	0	0
Behaviour in the school is good.	37	43	8	2	10
My child gets the right amount of work to do at home.	23	46	19	12	0
The teaching is good.	57	37	2	2	2
I am kept well informed about how my child is getting on.	40	35	19	6	0
I would feel comfortable about approaching the school with questions or a problem.	55	35	8	0	2
The school expects my child to work hard and achieve his or her best.	65	27	6	0	2
The school works closely with parents.	40	37	19	2	2
The school is well led and managed.	50	37	8	2	4
The school is helping my child become mature and responsible.	49	42	0	2	6
The school provides an interesting range of activities outside lessons.	15	56	15	6	8

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

61 Children's levels of attainment in the six areas of learning are likely to be below those normally expected by the end of the reception year. This is because their attainment when they first entered the school was well below average. In fact children make good progress during their time in reception because of good teaching.

Personal, social and emotional development

62 Members of staff encourage children to be independent. The children respond quickly to teachers' requests to complete their work and to tidy up; most children, without being asked, remember to wash their hands after painting, for example. At the beginning of the day, parents are welcomed into the class and most children are confident on separating from parents, though a few find parting difficult. Members of staff settle these children well by entering into discussion with them, and the children are encouraged caringly to join others in a range of interesting activities, such as working in the sand, making marks for words in the writing area and dressing up and playing in the role-play area. In the class assembly, children consider others, as when they discussed with their teachers why the class puppet did not want to go out to play. This enabled children to express their views, though few were able to understand the relevance to themselves. The teacher brought the discussion skilfully around to playground behaviour and the need to tell others if they were experiencing any difficulties. Most children agreed it was not a good idea to 'punch' those who bother or bully them. When the children are taught together at the start of a literacy lesson, they respond slowly to instructions, but the teacher and teaching assistant allow them, sensitively, to respond independently. Many children are immature for their age and some do not focus their attention without constant encouragement.

Communication, language and literacy

63 Teachers work very well together as a team to move children's learning forward at a good pace. The children are challenged well as they try hard to read with their teachers a familiar story such as 'The Very Hungry Caterpillar'. The rhythm of the story aids children's memory and they begin to recognise rhyming words. Teachers use resources well; for example, a felt caterpillar, which children interlaced through wooden representations of fruit, captivated children's interest in the story. Members of staff ensure that all children are given opportunities to participate through skilfully questioning them as they circulate round the class, although some children find waiting for their turn difficult. Members of staff have good relationships with children and a quiet word with an individual is all that is usually needed to refocus attention and to improve behaviour.

64 All adults provide good role models for speaking and involving children in conversation; for example, in the role play area the teachers entered into discussions with a small groups well and helped the children to develop their ideas and moved the learning forward effectively. Few children can write their own names or any other words; however, the children are enthusiastic and use a good selection of resources such as whiteboards and labels to develop their writing. They made their own 'My Caterpillar Book' and enjoyed representing words with marks.

65 The children enjoy reading books. By the end of the reception year, most children can read a small range of words from a book. They can work out the sound of a word, such as 'but', by sounding out each letter of the word. Occasionally, children confuse 'b' and 'd'. Higher attaining children read simple unfamiliar text well. They work out the sounds of words, such as 'painting', using the sounds of letters and combination of sounds. They talk about the text and explain clearly what has happened and are beginning to give opinions about the characters in stories. Lower attaining pupils know a few letter sounds. They are interested to tell the story using information

gained from the pictures in books. Children learning English as an additional language make similar progress to other children.

Mathematical development

66 Teachers make learning mathematics interesting and use resources well to encourage children to join in well-planned activities; for example, children made good progress in understanding the difference between 'long' and 'short' because teachers planned carefully different ways for pupils to increase their understanding. The activities were organised well, resulting in a brisk pace of learning. Teachers challenged children effectively to make 'long' and 'short' shapes in play dough, on the computers and when constructing models from plastic construction equipment. The children made caterpillar shapes using circles of tissue paper, and teachers asked the children to compare the lengths of these by counting the number of circles in each caterpillar. Children placed coloured beads on a lace randomly to represent a caterpillar and then counted the shapes one at a time up to five.

67 Most children, by the end of the reception class, can count objects accurately and are beginning to record their numbers. Higher attaining children write and complete addition equations up to ten. Lower attaining pupils draw pictures to represent numbers accurately.

Knowledge and understanding of the world

68 Children's knowledge and understanding of the world is broadened well through careful planning of activities which build well on the previous work; for example, children had learnt the names of different parts of the body, and the teacher used a game well to consolidate the learning. In addition, children gained an increased understanding of language such as 'opposite', 'same' and 'different'. Displays and resources are used well to stimulate children's interest in the natural world; for example, children were thrilled to observe the life cycle of a butterfly. The children described how the eggs, brought into school from their teacher's garden, changed into a caterpillar which ate leaves. A higher attainer was proud to tell others that 'it changed into a chrysalis' and then stated, with amazement, how it changed into a butterfly; saying, 'it was like magic'. Children gain an elementary understanding of the stories and celebrations of different faiths, such as the story of Noah and Divali celebrations. They find out more about their own past by examining photographs of themselves at different ages. The children discussed the story of Guy Fawkes and realised the link with Bonfire Night.

Physical development

69 Teachers plan a good range of activities to enhance children's physical development. The children develop skills in both an indoor and outdoor environment well. Most children change quickly for physical education lessons, though a few refuse to change clothing. The children follow teachers' instructions and demonstrations well. Teachers encourage children to find a space to work in, though many crowd in to an area closer to the teacher. They jump and land satisfactorily, and some children hold a balanced position on landing. Most children are totally engrossed, although a small number do not participate fully and need plenty of encouragement from staff to join in. Teachers ensure that children understand safety rules. In the outdoor area, most children ride large wheeled equipment satisfactorily, although a few are hesitant and receive help and reassurance from staff. The children are given good opportunities to practise hitting a ball with a bat which many find difficult. The children's skills at controlling and kicking a ball are variable; some children dribble and kick accurately, but many have limited control of the ball. Some children prefer to play on their own. In the classroom children gain better control of hand movements when they use the mouse on the computer to move a pointer around the screen to make a picture using a graphics program.

Creative development

70 The teachers help, guide and encourage children well to use a wide range of materials and to take part in role-play and musical activities. At the start of the day, children can choose from a good range of activities to experiment with different materials. They paint pictures of themselves, though rarely mix their own colours. They talk enthusiastically about the sand feeling 'sticky'. They sing readily traditional songs such as 'Incey Wincey Spider'. The children drew and painted pictures to tell the story of 'Humpty Dumpty'. Teachers plan activities to develop children's understanding of local customs, such as when they made attractive bonnets for the Easter Parade. The children made carefully observed drawings of bluebells. They enjoyed taking part in role-play and acted out the story of 'The Very Hungry Caterpillar'. Teachers encourage children to sew thread on hessian and to construct three-dimensional models incorporating wheels. The children use a computer program to make attractive, symmetrical patterns using different colours and thicknesses of lines.

ENGLISH

71 Standards in both Year 2 and Year 6 meet the national average, overall. Most pupils reach the range of expectations set nationally for reading and writing. Standards are now similar in both reading and writing by Year 2, which is an improvement on the last inspection. Reading remains stronger than writing for most pupils by the end of Year 6, but standards are rising through the school in writing. Pupils speak confidently at a suitable level for their age. Standards have improved in line with the national trend since the last inspection and achievement is good, learning progressing well for most pupils from a low starting point on entry to school.

72 The teaching is good, overall, and this explains the good achievement of most pupils, which compares well with that of pupils in similar schools; however, the quality of teaching and learning varies between classes, as it ranges mainly from very good to satisfactory but is occasionally excellent and sometimes unsatisfactory. Most lessons teach the fundamental skills of English well, using interesting and successful methods that engage the pupils well and lead to successful learning; pupils in Year 2, for example, enjoyed using the individual boards to help them with spelling patterns. Pupils in all classes are managed well, leading to good concentration and effort. Those with specific behaviour difficulties are guided well by teaching assistants. The excellent teaching observed in a Year 5/6 class inspired the pupils to very high levels of learning about poetry and drama through the study of Macbeth. In the lesson in which teaching and learning were unsatisfactory, the teacher used time without sufficient care, leading to missed opportunities for learning, and allocated tasks without sufficiently accurate prior assessment of the pupils' needs.

73 Most pupils begin school with a lower than average level of speaking and listening; for about a fifth of pupils, this is because they are speaking English in addition to their home language. A small number are admitted who are at a very early stage of learning English. These limitations are addressed by good teaching and by the end of Year 2 the great majority of these pupils are conversing fluently and effectively at a suitable level for their age. By Year 6, pupils show much greater confidence, speaking and listening with interest, most using a suitable variety of vocabulary and individuality of self-expression. This is evident especially when they have the opportunity to discuss the books they are reading, either individually or as part of a small group or the whole class.

74 Reading is popular and increasingly successful because teachers make books and reading tasks enjoyable and interesting. Pupils read a good number of books over the course of each week, with different ones being used for work as a whole class, for small groups and for individual work. By Year 6, pupils are well aware of how to locate information in books and are confident in discussing what they find. Most pupils answer correctly and easily any direct questions on characters and events in stories. Many find it more difficult to make deductions or to extend the meaning of the text. Teachers are aware of this and are focusing increasingly on this type of work in lessons. For example, the different voices encouraged by the teacher as pupils in Year 3 read

Rumpelstiltskin led to a greater understanding of the characters of the story. Pupils worked on some of the verbs used in the story to provide alternatives and thus enhance their learning. In Years 5 and 6, the higher attaining pupils achieved exceptionally well in their study of a section of Macbeth. Excellent teaching highlighted the impact of the words through expressive reading and their rhythm, through the sensitive use of musical instruments, very successfully capturing the atmosphere of the play.

75 Writing is not as strong as reading for pupils in Year 6 but is improving year-on-year, and is better than at the time of the last inspection. Teachers have quite rightly made the development of pupils' writing a priority for improvement, giving more lesson time to extending skills and devising a suitable range of resources to enable pupils to enjoy frequent practice. Individual boards used with marker pens are the mainstays of many successful lessons, so that all pupils are able to practise spellings and vocabulary, and teachers are able to see and respond quickly to the results. Pupils now in Year 2 have writing skills which are quite closely matched in standard to their reading ability and are on course to meet the national average for the age group. This represents a significant achievement and has happened because the teachers have constantly reviewed the teaching and learning of the basic skills of writing from reception through to Year 2. Teachers in these classes are extremely conscientious in helping pupils to learn letter sounds and blends, and they support the pupils' learning well with clear displays in classrooms. They persistently praise and encourage high standards of correct spelling and pupils enjoy and rise to the challenge. The great majority of pupils just starting Year 2 show a good ability to write correctly the words that can be 'sounded out', such as 'street' or 'sharp', as well as simpler three letter words. They have a good understanding of the sounds that different blends of letters make. Words practised are usefully set into a text, such as a story or a list of instructions, and this helps the pupils to remember spelling patterns and to use them correctly within their own work.

76 The teaching of writing in the classes for older pupils is not generally so well co-ordinated and tracked. Some teachers are beginning to target specific writing skills for pupils and, where this happens, as within the class for the higher attaining pupils in Years 5 and 6, the pace of learning is improving well. In the class for lower attaining pupils in Years 5 and 6 writing skills are not sufficiently well assessed, teaching is less well targeted and learning proceeds at a slower pace. When marking the pupils' written work, the teachers of the pupils in Years 3 to 6 do not adequately identify the successful elements and the points for development. Even where targets are set, marking does not make consistent links with target skills to help guide the pupils forward as quickly as possible. The study of more interesting words is frequently part of class lessons, but this is not extended enough into pupils' individual work; pupils are not required sufficiently to review and develop their work. Punctuation skills are developed to a suitable level by most pupils, but not corrected often enough within written work by the pupils themselves to improve skills further.

77 Handwriting varies in quality within classes but is more consistently successful at the lower end of the school. An improved programme for teaching handwriting has been implemented and is promoted well by the teachers in reception and Years 1 and 2. Consequently, most pupils begin to join their handwriting successfully from the beginning of Year 2. As yet, standards vary in Year 6, but most pupils can write in neat and legible joined writing when working at their best.

78 Teaching assistants work conscientiously to help the pupils with special educational needs to make satisfactory progress in relation to their previous learning. Their progress is limited, however, by the quality of the individual education plans set. These plans provide suitable targets but are not generally broken down into sufficiently clear steps to provide good support for teaching and learning. The teachers' marking of work does not target these skills and record-keeping systems generally do not track the learning of these pupils clearly enough to provide for efficient termly review. There are exceptions, particularly where there is a very small number of such pupils in a class, where teachers and teaching assistants combine their work to provide well for pupils with special educational needs in literacy.

79 For the pupils learning English as an additional language, progress is good because of the frequent opportunities provided for practising speaking and listening, backed up by the confidence pupils generally develop in expressing their own opinions. For these pupils, the teachers'

investment of hard work in helping pupils to understand their reading and to develop their writing skills earlier pays off well and most pupils make consistently good progress in both reading and writing.

80 Literacy skills are included to an appropriate level in other subjects; lessons in history and music, for example, provide useful extra practice and purpose for reading and writing. Information and communication technology is increasingly used to support learning in reading and writing but this is an area for further development.

81 The co-ordinator works hard to assist staff in developing the teaching and learning in the subject through the school and this has helped to raise standards; however, checking-systems are not consistent or rigorous enough to ensure that learning is of the same high quality throughout the school. Tracking systems are not sufficiently linked to specific skills to maximise pupils' opportunities for learning.

MATHEMATICS

82 Standards by the end of Year 2 are in line with the national average; however, pupils' performance by the end of Year 6 is below average. Pupils achieve well up to the end of Year 2 and satisfactorily, overall, in Years 3 to 6. Improvements since the last inspection are satisfactory on balance. The quality of teaching in Years 1 to 2 is good and this enables pupils to make good progress in their learning. The quality of teaching in Years 3 to 6 is satisfactory overall. Throughout the school, teachers have good relationships with pupils and organise them well which results in pupils enjoying mathematics, working hard and behaving well. The recent progress of higher attaining pupils in Years 5 and 6 has slowed because of weaknesses in the teaching of these pupils. The planning of lessons is satisfactory; however, it does not identify how information and communication technology will be used to assist learning. Numeracy skills are not practised and used sufficiently in other subjects.

83 In Years 1 and 2, the teaching is well organised and suited to the needs of pupils of different levels of attainment. Lesson plans are clear and identify how the teaching assistant will be used to help pupils who are at an early stage of learning English as an additional language. The teaching assistants are used well and they provide good help to lower attainers and pupils with special educational needs. The management of behaviour is effective; good behaviour of individuals is celebrated and unsatisfactory behaviour is dealt with constructively. Most pupils work well in small groups with the minimum of supervision. The teaching celebrates the successes of pupils and suggests ways they can improve. Because of the teacher's good questioning skills, the pupils are keen to learn and they concentrate well. Occasionally, the initial session of lessons can be quite lengthy resulting in the pace of learning dipping as many pupils lose concentration. By the end of Year 2, most pupils can add accurately two-digit numbers up to 50. They understand simple coordinates and tell the time correctly to half past and quarter past the hour. Higher attainers can work out the missing number in equations such as: $? + 35 = 100$. They work out correctly the answers to written problems involving money. Lower attainers find difficulty with the language of mathematics; for instance, 'largest' and 'smallest'. They add correctly pairs of numbers up to 20.

84 In Year 3, the teacher uses the overhead projector well to explain new learning. Occasionally, learning resources are not appropriate as the teaching does not build on pupils' prior learning sufficiently; for example, the choice of rulers which included centimetres and inches confused many pupils and led to inaccurate measurements. Lower attainers make sound progress when working with an adult; for example, the pupils investigated the link between the length of a pupil's index finger and height and completed a table of results with enthusiasm. In Year 4, the teacher explains new work soundly, resulting in pupils working hard on similar tasks as the planning of lessons often does not identify work for pupils at different levels of attainment. Homework does not consolidate previous learning; for example, pupils were asked to measure objects at home in millimetres when they had been measuring solely in centimetres at school.

85 In Years 5 and 6, pupils are organised into groups of similar levels of attainment. This arrangement is most appropriate considering the wide range of pupils' attainments in these classes; however, because of weaknesses in the teaching for one group, higher attaining pupils do not make sufficient progress. In the best lessons, the teacher encourages and challenges pupils through a brisk pace of questioning. Pupils are receptive and are keen to answer questions and contribute. The overhead projector is used well to develop pupils' understanding of fractions; for example, lower attainers quickly gain an understanding of equivalent fractions. Lessons are paced well, brisk at times and slower when the learning is new or the teacher realises pupils are experiencing difficulties. Teaching assistants are used very well to help pupils with special educational needs to work alongside other pupils on similar work which is geared to their level of attainment. By the end of Year 6, higher attaining pupils know that the angles of a triangle add up to 180 degrees. They calculate two-digit numbers to multiply together to make 3000. Most pupils can measure accurately in millimetres. They subtract decimals accurately such as $15.05 - 14.84$. Lower attainers complete work similar to average attainers, though are insecure when facing written problems.

86 Where teaching is unsatisfactory for average and higher attainers in Years 5 and 6, lessons do not start on time resulting in an unsettled start to the lesson. The teaching provides insufficient instructions, which confuses pupils and slows down learning. Higher attainers are not challenged sufficiently, as the teacher provides answers rather than teasing out information from pupils; for example, pupils were shown a graph of the use of electricity and the teacher told the pupils when the peak time for the use of electricity was rather than encouraging them to interpret the graph and express their views. Worksheets were not linked to pupils' prior attainment, and homework was used as a threat rather than a way to consolidate learning. The marking of pupils work in Years 3 to 6 is unsatisfactory, as it provides limited information of how well pupils are doing and how they can improve. The marking is usually simply ticks, and comments on pupils' work are rare.

87 The subject co-ordinator is beginning to take an increased responsibility for the standards in the subject by monitoring the end-of-year test results for pupils in Year 3 to 6; however, the monitoring of pupils' work and of the quality of teaching has been insufficient to push up standards further by the end of Year 6. The school has a wealth of information about pupils' attainments at the end of each year but this information has not been used sufficiently to track pupils' progress or to set challenging targets for individual pupils and groups of pupils.

SCIENCE

88 Standards are below national levels by the end of Year 2 and are well below national requirements by the end of Year 6. Attainment in science has fallen since the last inspection. Pupils' progress is satisfactory, overall, because the quality of teaching is at least satisfactory and is sometimes good. Pupils respond well to science lessons, and teachers ensure that all components of the curriculum are represented; however, progress is unsatisfactory in Year 6 because too little science work is done and work completed is of generally poor quality. This has led to a lowering of standards in the most recent national tests at the end of Year 6.

89 Other weaknesses are evident, which prevent pupils from making the best possible gains in learning. Some pupils, especially lower and higher attaining pupils, do not make the best possible progress because tasks are not matched well enough to their different needs, resulting in pupils undertaking tasks which are too easy or difficult for them. Leadership and management of the subject are unsatisfactory because the co-ordinator does not have an effective overview of the subject and is not pro-active enough in the pursuit of high standards; for example, there is no regular monitoring of teaching and learning, or planning of pupils' work to ensure that all requirements of the curriculum are implemented. This was a weakness identified at the last inspection. Assessment arrangements are embryonic and are not helping teachers to set targets to improve pupils' performance. Standards of presentation are unacceptably varied and too few

pupils are encouraged to take a pride in their work. The adopted scheme of work has not yet been matched to pupils' precise needs to help them to make consistently good progress. Teachers do not devote enough time to the teaching of the subject in some years, which slows progress over time.

90 However, progress is still sound for many pupils in the development of many of the skills of scientific enquiry and in their acquisition of scientific knowledge and understanding as they move through the school. Pupils with special educational needs make similar progress to most other pupils, especially when directly supported by the good classroom assistants. By the end of Year 2, pupils recognise and can name external parts of the body, start to identify 'healthy' foods and begin to distinguish between natural and man-made materials. They are starting to use simple equipment, make observations and record their findings, using pictures or simple diagrams, as in work on mini-beasts. By the end of Year 6, pupils learn how to separate salt from sand, appreciate simple feeding relationships between plants and animals in a habitat by acquiring knowledge about food chains, and discover knowledge about the planets in our solar system. By the end of Year 6, pupils clearly understand that scientific ideas are based on evidence, but they do not present observations and measurements in a sufficient range of different ways and have had too few opportunities to develop the full range of skills of scientific enquiry.

91 Teachers provide a sound range of opportunities for pupils to undertake scientific investigation and acquire knowledge and understanding. Positive features of teaching include strong relationships with pupils, high levels of teacher enthusiasm, good choice and use of resources which reinforce learning, purposeful and regular questioning, and teachers' secure subject knowledge. These strengths help to ensure that pupils are fully involved in lessons and make good gains in learning. Where the teaching is less successful, pupils are sometimes over-directed when they undertake scientific investigations. This prevents them from working at their own pace, planning and carrying out investigations for themselves and recording outcomes in a range of different ways. The colouring-in of worksheets is used too widely and rarely contributes to the development of scientific understanding. Marking does not always help pupils to move forward in their learning. Teachers use information technology rarely to help pupils to extend their knowledge and understanding. These weaknesses slow progress for many pupils.

92 Links with other subjects, such as mathematics, are evident, but require further development; however, there are satisfactory links with English, which are helping to improve pupils' writing skills.

ART AND DESIGN

93 Standards are broadly average by the end of Years 2 and 6. The pupils' achievement is satisfactory overall with some evidence of good achievement in drawing. The above average standards reported in the last inspection have not been maintained, largely as a result of the school's concentration on the development of skills in literacy and numeracy.

94 A review of work in all year groups indicates that the quality of teaching is satisfactory, overall. Planning for skills to be acquired across the year is suitable. Work completed by pupils in Year 1 indicates that drawing skills get off to a good start from the earliest stages, pupils carefully observing and reproducing the lines on leaves. The teachers' discussions with pupils before the work began provided valuable preparation; a contrasting range of leaves and photographs was made available to provoke interest and highlight the differing and similar features of leaves. Such language work supports effectively the work of pupils with English as an additional language. A school project on drawing footwear clearly highlights the good progress made with drawing through all the year groups. By Year 2, pupils are showing a good ability to represent shape and detail, and are showing signs of developing their own style. By Year 6, pencil work has significantly improved and pupils are making choices about perspective and using techniques to represent texture, light and shade.

95 Pupils' good observational skills help most to develop a suitable awareness of shades and tones of colour. Again, this has its basis in frequent opportunities for discussion. Higher attaining pupils in Year 1 noticed the colour variations within leaves and were able to represent these in their work using crayon or pastels. In Year 3, pupils practised mixing paint to produce different shades of colour to represent line and texture. Discussions based on examples of the work of other artists, using contrasting styles, helped pupils to identify different techniques that they were able to try out in their own work. Pupils in Year 6 remember doing similar work as a basis for paintings of vases of flowers. Although examples of their work indicate satisfactory achievement for their age, further development, for example, through completing a background or highlighting shape and colour, was not achieved.

96 Pupils show enthusiasm for art and develop a good level of confidence that enables them to make choices on an individual basis in designing their work. They are suitably aware of the work of well-known artists. Pupils in Year 6 can name popular artists and describe their style of work, having studied a variety of styles through the school; for example, pupils in Years 1 and 2 worked on straight lines of colour in the style of Mondrian; pupils in Year 3 were able to work with a Caribbean artist in school to produce textured painting of high quality; pupils in Year 3 produced their own natural sculptures in the style of Goldsworthy. The subject contributes well to the pupils' personal and cultural development. Pupils with English as an additional language and those with special educational needs make the same satisfactory progress as the majority of other pupils.

97 The co-ordinator is able to provide skilled guidance to staff. The quality of teaching and learning is checked informally and supported by whole school projects, such as the drawing of footwear in all classes, to highlight the development of skills through the different age groups. There is no system in place for tracking the progress of individual pupils.

DESIGN AND TECHNOLOGY

98 There was insufficient evidence to indicate the rate at which pupils make progress in the development of the skills of designing, making and evaluating, as no lessons were seen; however, a study of planning indicates that there is sound coverage of the requirements of the National Curriculum requirements. Examination of planning and a limited amount of pupils' work indicates that standards are on course to be in line with the national expectation by the end of Year 6, as was the case at the last inspection. There is insufficient evidence to form a judgement about the quality of teaching or pupils' attitudes to learning.

99 Leadership is sound and there are plans for the subject's further development. There is an agreed scheme to help teachers to build on pupils' previous learning. The subject makes a good contribution to pupils' personal and social development through group projects. Visitors extend and enrich learning; for example, Year 6 pupils carried out a design challenge led by a representative of the construction industry. There are some weaknesses, which are preventing pupils from achieving higher standards; for example, there are no consistent approaches to assessing pupils' progress as they move through the school. Links with English, mathematics and information technology are evident, but require further development. The subject co-ordinator has no opportunity at present to monitor teaching and learning or pupils' work to help her to gain the best possible overview of the subject.

100 Pupils complete some projects that enable them to apply and, slowly, improve their skills of designing, making and evaluating. Pupils work with tools, equipment, materials and components to make products. Year 2 pupils make various types of buggies and puppets, using pictures and words to show what they want to do and an appropriate range of materials to construct their products. Year 5 pupils complete realistic plans to realise their intentions for making simple musical instruments, beginning to understand that some materials are unsuitable to meet design criteria. In Year 6, pupils design and make fairground rides, though many of these were not of a

high enough standard for pupils of this age. They learn about frameworks to help make models rigid, and acquire knowledge of struts, sections and brackets.

GEOGRAPHY

101 Standards, as at the last inspection, are close to national expectations by the end of Years 2 and 6. Pupils make satisfactory gains in developing their knowledge, skills and understanding in some areas of the subject as they move through the school because teachers place sound emphasis on developing geographical knowledge and understanding, and the subject is soundly represented in most years. The leadership of the subject is satisfactory, and there are plans for its further development. The quality of teaching is sound, overall. Visits, such as to a water treatment works and a local supermarket, help to bring the subject alive for pupils. The school has adopted a scheme of work to ensure that work carefully builds on previous learning. This has been an improvement since the last inspection, although this has not yet been carefully matched to pupils' needs.

102 Some weaknesses exist, which prevent pupils from making the best possible progress; for example, there are no consistent approaches to assessing pupils' progress as they move through the school. The co-ordinator has no opportunity to monitor lessons to help identify weaknesses. All pupils usually do the same work, which low attaining pupils sometimes do not finish or find too difficult, while more able pupils sometimes find too easy. Links with information technology are few. Standards of presentation are unacceptably varied, and too few pupils take a pride in their work.

103 Pupils acquire a geographical vocabulary as well as knowledge and understanding of the area in which they live and of contrasting localities, but at levels below those found nationally by end of Years 2 and 6. By the end of Year 2, pupils have begun to compare and contrast different localities, such as town, countryside and seaside environments. They learn that England, Scotland, Wales and Northern Ireland make up the United Kingdom. Through the imaginary travels of a toy bear, they find out about localities beyond their own. By Year 5, pupils are beginning to identify patterns, such as different world climate zones. They find out about the impact on communities of earthquakes, droughts and floods. By the end of Year 6, pupils can explain and represent the water cycle and plot and follow the course of the River Severn on a detailed map and are starting to acquire a geographical vocabulary such as 'waterfall', 'gorge' and 'erosion'.

104 Teaching and learning are satisfactory overall. Good features of teaching include good relationships with pupils, good choice and use of resources, secure subject knowledge, brisk pace, good use of questions to help to develop understanding, and regular use of encouragement. These features help pupils to make at least sound progress, gain confidence, and increase levels of interest and involvement. Weaker features include an overuse of worksheets, which sometimes do not challenge or motivate pupils, and unnecessary colouring, which does not extend geographical understanding.

HISTORY

105 Standards in history are close to national expectations by the end of Years 2 and 6, as they were at the time of the last inspection. Pupils make sound progress in developing their knowledge and understanding of events, people and changes in the past as they move through the school. Resources, such as historical objects and photographs, are used well to interest and involve pupils. Visits and visitors, enrich the curriculum, and are used well to develop important skills. Links with other subjects, especially with literacy through the emphasis on writing for different purposes, and with geography, help to extend pupils' learning. History is communicated in different ways, such as through story, picture and diagram, to increase motivation among pupils.

106 By the end of Year 2, pupils show understanding to levels which are close to national standards, of events and people they have studied; for example, pupils know about the life and work of Florence Nightingale and compare hospitals during the Crimean War with those in Leeds today. They learn where and why the Great Fire of London began, why it spread so quickly and how long it lasted, and how Samuel Pepys recorded its progress in his diaries. By the end of Year 6, in work on ancient Greece, pupils compare the harsh life in Sparta with that of the more relaxed and civilised Athens. They discover how a Greek Soldier would have been dressed to march into battle, and learn about Theseus and the Minotaur. In work about the Aztecs, they learn about rituals involving human sacrifices.

107 The development of understanding of the passage of time is emphasised as pupils move through the school; for example, timelines are sometimes used, such as in work on Henry the Eighth in Year 3, to show key events during his reign, and in Year 5, to show important events in the reign of Queen Victoria.

108 Weaknesses still exist, which prevent pupils from making the best possible progress. There are no arrangements for the co-ordinator to regularly monitor teaching and learning to enable her to have the best possible grasp of the subject's strengths and weaknesses. There are no consistent approaches to assessing and recording pupils' progress as they move through the school. Some tasks involving colouring do not extend pupils' historical understanding. Work is rarely matched to pupils' needs to enable them to make the best possible progress. Teachers do not give enough emphasis to historical enquiry to aid learning; for example, through the use of census returns. There are not enough links with information and communication technology.

109 Teaching and learning are satisfactory overall. Positive features of teaching include teachers' secure subject knowledge, good questioning to aid learning, an enthusiastic approach and good use of praise, which helps to generate interest and involvement among pupils. In addition, good resources help to improve levels of understanding. Because of these good features, pupils respond well to history. In one unsatisfactory lesson in Year 4, tasks were not challenging enough to enable pupils to make best possible progress, presentation was dull and there were no resources to help to motivate and enthuse pupils, and the organisation impeded, rather than facilitated, learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

110 Pupils' attainment by the end of Year 2 and Year 6 is on course to be in line with the national expectations. The school has made very good improvements since the last inspection, as standards have improved from below national expectations. This is because of the improvements to the hardware, including the installation of a computer suite, the development of the teachers' expertise, guidance to help teachers to plan lessons, and an increase in the number of computers. In addition, the teachers have received much valuable help from the subject co-ordinator. Pupils are achieving well, although the use of information and communication technology to assist learning in other subjects is an area for development, particularly within the classroom.

111 The quality of teaching is good and pupils make good progress in developing computer skills. In Year 2, lesson plans are clear and linked to developing pupils' literacy, such as knowledge of the difference between prose and poetry. Most pupils are able to separate continuous text of a nursery rhyme into poetic form and replace lower case letter with capitals where necessary. The teaching assistant is briefed well and provides good help to pupils at all levels of attainment, but particularly to lower attainers. With some help, most pupils can log onto the computer and pupils understand technological terms such as 'shift key' and 'underscore'. Pupils willingly help one another and work very well together whether directly supervised or working with a partner. Members of staff provide good help to pupils with special educational needs; however, these pupils' individual education plans provide limited guidance.

112 In the best lessons, pupils gain an increased understanding of the use of information and communication technology to assist learning in another subject. This happened in Year 4 when the teaching was linked to on-going work in religious education. Pupils examined the design of an Islamic prayer mat. They used a graphics program to create symmetrical patterns of high quality, using a wide range of techniques and colours. Pupils discussed their ideas intently with one another and were thrilled with the quality of the resultant work. The teacher challenged some groups to improve their designs to reflect more closely the style of patterns on the mat.

113 During Year 6, pupils have good opportunities to extend their previous learning by working in the computer suite and also at the local City Learning Centre. In the computer suite, they practise skills in animating a picture; for example, pupils drew a pathway around a map of the world and then selected a picture of a boat from the computer art library and used the computer animation tools to make the boat circumnavigate the world. At the City Learning Centre, pupils are given opportunities to use these skills to animate a website.

114 Teachers use the computer suite well, though the facilities which link the computers together are unreliable and teachers struggle to keep the pace of learning brisk because some computers do not work correctly, which wastes valuable teaching time and results in larger group sizes than would otherwise be possible or in lessons being abandoned. The school has a good range of resources to help teachers to plan lessons based on national guidance; however, the lack of an interactive whiteboard makes the demonstration of new learning more difficult. The school has no procedures to check pupils' progress in the subject and the co-ordinator is not monitoring sufficiently the quality of teaching and of pupils' learning.

MUSIC

115 Insufficient evidence was available to make an overall judgement on the full range of musical skills for pupils in Year 6 but it is evident that the quality of singing is good. For pupils in Year 2, standards meet expectations nationally for the age group. Since the last inspection, the quality of singing has improved.

116 The school generates good enthusiasm for music, which is frequently heard in classrooms as staff and pupils prepare for the day. In school assembly time, pupils in Years 1 and 2 demonstrated a suitable ability to sing in tune and to keep a steady rhythm, encouraged to join in and do their best by the captivating guitar music and the encouragement of the teacher. The teaching was good in a lesson observed in Year 2, in which pupils were encouraged to name and experiment with a wide range of percussion instruments before putting them into sets of those which made long sounds and those which made short sounds. The teacher had high expectations for their achievement and helped them to find ways of recording long and short sounds with different symbols in preparation for composing their own music. The very good management of the lesson and the pupils' friendly relationships with the teacher encouraged them to take turns and to do their best.

117 In Year 5, the satisfactory quality of teaching led to suitable learning of contrasting styles of songs but the pupils were not taught sufficient musical vocabulary to discuss the clear differences between the pieces. Plans for the specific vocabulary to be encouraged and questions to be asked were not set in advance of the lesson and this limited the pace and efficiency of the teaching. Nonetheless, pupils enjoyed the lesson, showed a good interest in the songs presented and demonstrated a strong feeling for the music played at the end of the lesson. Within a singing lesson for Years 5 and 6, pupils showed their enjoyment and good skills in singing as they practised songs for harvest festival, with boys and girls singing equally well. Pupils who choose to take part benefit from extra singing tuition in the school choir, in which songs were sung to high standards both in unison and in harmony.

118 Opportunities are provided during school assembly times for pupils to appreciate listening to music. The name of the music and its composer are displayed, which helps pupils to remember what they have heard. On different days, recordings of different instruments playing the same composition are played, and the teacher encourages pupils to note the differences in sound and the mood created. Music within school assemblies makes a good contribution to the pupils' spiritual and cultural development and demonstrates the strong feeling for music evident within the school.

119 Insufficient time is given to help the older pupils' to learn to compose their own music, although pupils in Year 6 can remember times when they have composed music. Teachers who are not specialist musicians feel less confident with this area of the curriculum and it is practised less often than singing and musical appreciation. Pupils who choose to join instrument tuition classes in Indian music, guitar or percussion benefit from good teaching, which takes their skills forward very well.

120 The co-ordinator brings skill and enthusiasm to the subject. She composes and directs musical productions for parents, and pupils thoroughly enjoy this extra opportunity for performance. There is no assessment system in place to check pupils' progress. Lessons are not monitored to review the quality of teaching through the school, but the co-ordinator is encouraging staff to make recordings of pupils' performance to allow her to check standards.

PHYSICAL EDUCATION

121 Standards, though close to national expectations, are lower than at the time of the last inspection. Pupils' progress was good in the lessons seen in Years 1 and 2, and at least sound in other lessons. Planning indicates that most areas of the curriculum are taught, but the lack of a field prevents pupils from engaging in a full range of athletic activities. Pupils in Years 3 to 5 receive swimming instruction at a nearby pool to help them to learn to swim and to enable them to learn about water safety. Most pupils, by the end of Year 6, can swim at least 25 metres. Orienteering activities enable pupils to benefit from organised adventurous activities.

122 Pupils of all abilities, including those with learning difficulties, make satisfactory gains in developing basic skills in gymnastics and simple games. Year 1 pupils work in pairs to explore different ways of using equipment, using balls, rubber rings and bean bags, and sending and receiving them at different levels. By the end of Year 2, pupils explore different skills, actions and ideas, developing control and co-ordination to levels which are close to national standards. By the end of Year 4, pupils are using space for controlled movement, linking three movements, and giving increasing attention to shape, space, speed and direction.

123 Teaching is consistently good in Years 1 and 2, but unacceptably variable in Years 3 to 6, although it is sound overall. One very good lesson was observed in Year 3. Good and very good features of teaching include good emphasis on the development of important skills, secure relationships and control, brisk pace to keep pupils fully motivated, good use of carefully chosen resources, and high levels of challenge to ensure good learning. Most teachers encourage pupils to think for themselves, and to share good practice to help to improve their learning. Weaker features of lessons include a slow pace of learning, insecure subject knowledge of teachers, such as knowledge of the need for a suitable warm-up before the main activities begin, and too much inactivity for pupils to make the best possible progress. Pupils are keen to learn and are eager to please. There is a satisfactory range of after-school clubs which help to enrich the curriculum.

124 The co-ordinator has no opportunity to monitor teaching, and procedures for assessing pupils' progress are limited. There are good links with local football clubs, but too few opportunities for older pupils to engage in regular competitive sport.

RELIGIOUS EDUCATION

125 Pupils' attainment, by the end of Year 2 and Year 6 is in line with the standards set out in the local education authority's syllabus; pupils achieve satisfactorily, including those with special educational needs. The quality of teaching is satisfactory. Pupils' attitudes to work and behaviour are positive. Improvements since the last inspection are satisfactory.

126 In Years 1 and 2, pupils gain a basic understanding of the Christian, Hindu and Islamic faiths through the study of the festivals of Christmas, Easter, Diwali and Eid. Pupils are enthusiastic and contribute willingly in lessons because teachers encourage discussion and use artefacts well to develop pupils' understanding. All pupils are given opportunities to respond to teachers' questioning and this develops pupils' speaking and listening skills effectively. Occasionally, the size of books and text is too small to maximise pupils' interest. Pupils know stories of special people within Christianity and other faiths. They discuss the features of buildings used for worship. A visit to the local church gave pupils good opportunities to study symbols of Christianity.

127 In Years 3 to 6, the guidance for teachers is appropriate and pupils increase their understanding of major world faiths. Where teaching was good, such as in Year 3, pupils built on their previous learning well and deepened their understanding of the word 'faith' through acting out a biblical story. Pupils discussed intently in small groups their feelings and emotions about God asking Abraham to kill his son and rehearsed questions they would ask during the role play; for example, 'Were you scared when you were about to kill your own son?' They made suggestions as to how they thought Abraham would respond.

128 Where teaching was unsatisfactory, as in Year 6, there was a slow start to the lesson and poor organisation resulted in many pupils lacking concentration. Pupils reflected well on the use of colours to express feelings such as 'red as a beetroot', 'green with envy' and 'feeling blue'. Effective use was made of artists' work to express feelings but the link of colour to religious ideas and feelings was rushed and no artefacts were available to assist the teaching. Many pupils lost interest and concentration and behaved unsatisfactorily, particularly when presented with a worksheet linked to colours used in the Anglican Church, whilst few had sufficient prior knowledge to enable them to complete. The key objectives in the planning of the lesson were not met in practice resulting in little new learning taking place.

129 The leadership and management of the subject are sound; however, the monitoring of pupils' work and the quality of teaching is developed insufficiently to push up standards further. Religious education makes a good contribution to the fostering of pupils' spiritual, moral, social and cultural development.