

INSPECTION REPORT

SHARLSTON COMMUNITY SCHOOL

Sharlston

LEA area: Wakefield

Unique reference number: 108156

Headteacher: Mr G Hudson

Reporting inspector: Mr A J Dobell
10373

Dates of inspection: 4th - 7th November 2002

Inspection number: 246762

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Julie Chalkley
Date of previous inspection:	October 2000

INFORMATION ABOUT THE INSPECTION TEAM

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10373	Mr A J Dobell	Registered inspector	Music Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19430	Mr E T Hall	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
16447	Mrs R Grant	Team inspector	Areas of learning in the Foundation Stage Mathematics Art and design Religious education	How good are the curricular and other opportunities offered to pupils?
30362	Mrs J Henshaw	Team inspector	English Geography History	
28882	Mrs B Jones	Team inspector	Special educational needs The resource for visually impaired pupils	
22657	Mr M Madeley	Team inspector	Educational inclusion English as an additional language Science Information and communication technology Design and technology	How well does the school care for its pupils?

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This larger than average primary school serves pupils between the ages of three and eleven in the large, former mining village of Sharlston, situated between Wakefield and Pontefract. The local economy was badly hit by the closure of the mining industry and the school serves a very mixed catchment area. Attainment on entry to the Nursery covers a wide range, but is broadly average. All pupils are white and three pupils speak English as an additional language. The proportion of pupils claiming free school meals (12.4 per cent) is broadly average. The school is divided into a Nursery and nine classes, including the Reception class with mixed age classes in Years 1 and 2 and Years 5 and 6. The full time equivalent of 45 children are in the Nursery and Reception classes and pupils transfer to the Reception class three times per year so that the youngest children have only one term in this class.

There are 275 pupils on roll and some 13 per cent of pupils are on the school's register of special educational needs, which is below the national average. Eight pupils, including those in the school's resource for visually impaired pupils, have statements of special educational needs. This proportion (2.9 per cent) is above the national average. The nature of special educational needs includes moderate learning difficulties, emotional and behavioural difficulties, visual impairment, multi-sensory impairment and physical disability.

HOW GOOD THE SCHOOL IS

The school has made good progress since its previous inspection and no longer has serious weaknesses. The quality of teaching and learning is now good overall, although it remains inconsistent, which enables pupils to make sound progress in most classes and attain average standards by Year 6 and above average standards in writing. The leadership and management of the school are now satisfactory and the roles of senior staff and subject leaders are now clearer. The school is now providing a satisfactory standard of education with some significant strengths, for example in the Nursery and Years 2, 4 and 6. Given the nature of the community that it serves, the standards now being achieved and its average costs per pupil, the school is now giving satisfactory value for money.

What the school does well

- The quality of teaching is good overall, with strengths in some year groups where learning is of high quality.
- Pupils are very enthusiastic about school and are eager to learn: relationships are very good throughout the school.
- There is good provision for pupils with special educational needs and the integration of pupils with visual impairment into learning is a strength of the school.
- There is very good provision for children in the Nursery and Reception class.
- Good provision for personal, health and social education results in very good moral and social development.
- Pupils are well cared for.
- The school has clear aims and these are reflected well in learning.

What could be improved

- The provision of suitably graded work to enable pupils of different levels of attainment to make good progress is inconsistent.
- Homework is not used consistently to enable pupils to reinforce what they have learned in class and to make further progress.
- Work is marked regularly in most classes, but marking does not consistently show pupils how to make further progress.
- Some subject action plans do not focus on raising attainment and improving the quality of education.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, the school has responded well to the key issues from its previous inspection in October 2000. Attainment in information and communication technology now meets national expectations at the end of the infant and junior years and attainment in religious education matches the requirements of the local syllabus. There is improved provision for pupils with special educational needs. The roles of senior teachers are now clearer and the senior management team is more effective but the effectiveness of subject managers is inconsistent. The governing body now has a more secure appreciation of the school's strengths and weaknesses and is more effective in contributing to management. There is now more communication with parents, but the school recognises that there is scope for this to be improved further. Attainment in English and mathematics is below that normally found at the end of Year 2, while attainment in science is average. By the end of Year 6, attainment in English is above average whilst attainment in mathematics and science is at the expected level. In recognition of its improving standards, the school received School Achievement Awards in 2001 and 2002. The school is in a sound position to improve further.

STANDARDS

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

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

Standards as measured in the National Curriculum tests at the end of Years 2 and 6 have been variable. They worsened slightly in 2002 at the ages of seven and eleven. However, there was an above average proportion of pupils with special educational needs in Year 6 in that year. In 2002, the school failed to attain its agreed targets for the proportion of pupils in Year 6 reaching at least level 4 in English and mathematics although these were very challenging. Even so, attainment in English improved at the end of Year 6 in 2002, reflecting the school's priority to improve writing. With the exception of writing, pupils' attainment at the higher level 3 at the end of Year 2 was below the national average in 2002. Similarly, the proportion of pupils attaining the higher level 5 at the end of Year 6 was above the national average only in English.

Evidence from this inspection is that children are making good progress in the Nursery and Reception class and are likely to attain the expected standards in the areas of learning designed for them, and, in some cases, to exceed them. In Years 1 to 6, pupils are making satisfactory progress overall. In other subjects of the curriculum, attainment is mostly at the expected level in Years 2 and 6. There is insufficient evidence to make a judgement for geography in Years 2 and 6 and for design and technology in Year 2. Since pupils attain good standards in English by the age of 11, there is scope for improvement in other subjects. Pupils with special educational needs make good progress throughout the school because of the good support that they receive. The few pupils who speak English as an additional language are making very good progress. The very good provision for pupils with visual impairment means that they make good and sometimes very good progress in their learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning. They enjoy lessons and are keen to make progress.
Behaviour, in and out of classrooms	Behaviour is very good both in and out of class. No pupils have been excluded from the school since its previous inspection.
Personal development and relationships	Pupils' personal development is very good and is promoted by very good relationships between pupils and between pupils and adults.
Attendance	Attendance is satisfactory.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Good

The quality of teaching is good overall and this is an improvement since the previous inspection. The unsatisfactory teaching in Years 1 and 2 has been eliminated. However, the quality of teaching covers a wide range. Now, about one third of teaching is very good or excellent, just over another third is good, one quarter is satisfactory and about one lesson in 25 is unsatisfactory. Excellent and very good teaching is concentrated in the Nursery, Year 1/2 and Year 2, Year 4 and Year 6. The unsatisfactory teaching is concentrated in the lower juniors. The basic skills of literacy and numeracy are taught well and the increasingly important area of information and communication technology has improved significantly and is now satisfactory. Strengths in teaching are high expectations and the use of stimulating learning activities. Weaknesses are ineffective marking and use of homework in some classes and inconsistency in matching work to the needs of pupils of different abilities. Good concentration and independent working are good aspects of learning, but the lack of a library means that pupils' research skills are unsatisfactory. The best teaching is in English and results in a very high quality of learning. The most effective teachers continue to work hard to compensate for the ineffective teaching which remains.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum is good in the Foundation Stage and satisfactory overall in Years 1 to 6. The curriculum meets legal requirements.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs: as a result, they make good progress in their learning.
Provision for pupils with English as an additional language	The few pupils who speak English as an additional language have made very good progress in school, but teachers do not plan specifically for these pupils and they do not always have the technical vocabulary to learn effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	There is good provision for pupils' personal development. There is very good provision for their moral and social development and good provision for their spiritual and cultural development.
How well the school cares	There is good provision for pupils' welfare and satisfactory provision for

for its pupils	promoting their academic progress. There is good provision for child protection and health and safety.
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The school has improved its use of assessment to promote pupils' further progress, but there is scope for further development. Adults know pupils well and this underpins the good care that the school provides. The school has satisfactory links with parents and this is an improvement since the previous inspection.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides satisfactory leadership. The senior management team is becoming increasingly effective. Subject leaders vary in their effectiveness but structures are in place to enable them to manage their subjects well.
How well the governors fulfil their responsibilities	Governors are supportive and have a good understanding of the school's strengths and weaknesses. The governing body fulfils its legal responsibilities.
The school's evaluation of its performance	The school now has systems in place to monitor and evaluate its effectiveness. Senior staff understand that these now need to be streamlined to increase their effectiveness.
The strategic use of resources	The school makes sound use of its resources overall.

The leadership and management of the school have improved since the previous inspection. In particular, the management of the curriculum is now satisfactory. The match of teachers and support staff to the demands of the curriculum is satisfactory overall, as are the accommodation and resources for learning. However, the lack of a library remains a weakness. There are good examples of the use of principles of best value, and, overall, this is satisfactory. The school has improved well since its previous inspection and is in a secure position to improve further.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Teaching is good and children make good progress. • Behaviour is good. • The school expects children to work hard. • Children become more mature and responsible. • Children like school. 	<p>Of the parents who responded to the questionnaire:</p> <ul style="list-style-type: none"> • 22 per cent question the amount of homework; • 25 per cent do not feel well informed about progress; • 17 per cent do not feel confident to approach the school; • 33 per cent question if the school works closely with parents; • 36 per cent question if the school is well led and managed; • 37 per cent do not believe that there are enough activities outside class.

The school issued 307 questionnaires and 64 were returned (20.8 per cent). These views represent only one fifth of all parents and carers. The meeting held before the inspection was attended by 16 parents.

The inspection team supports the positive views expressed by parents. The use of homework to support learning is unsatisfactory because it is inconsistent and insufficiently focused. The school's links with parents and information about progress are satisfactory. Leadership and management are satisfactory,

as is the provision of activities outside class although there are few musical activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the National Curriculum tests taken by pupils at the end of Year 6 in 2002, 81 per cent of the school's pupils attained the national expectation of level 4 at least in English and 32 per cent attained the higher level 5. These results were above the national average and the average attained by pupils in schools which draw their pupils from similar backgrounds. In mathematics, 69 per cent of the school's pupils attained level 4 at least, with 20 per cent attaining the higher level 5. These results were below the national average and the average for similar schools. In science, 73 per cent of the school's pupils attained at least level 4, with 24 per cent attaining level 5. These results were below the national average and well below the average attained in similar schools. Overall, girls outperformed boys, especially at the higher level 5. The school is aware of this and working hard to reduce the difference. The inspection found no evidence that the school is not being effective in these efforts. These results were weaker overall than those attained in 2001 except in English and the school failed to achieve its targets for the proportion of pupils attaining at least level 4 in English and mathematics. However, these targets were very challenging and the target in English was only narrowly missed. This decline in results can be explained by the fact that two pupils who failed to attain the expected standards had only been in the school for a relatively short period of time. Further, there was a higher proportion of pupils with special educational needs in this year group than is normally found.
2. In 2002, in the National Curriculum tests at the end of Year 2, 84 per cent of the school's pupils attained at least the national expectation of level 2 in reading and 18 per cent attained the higher than expected level 3. These results were well below the national average and the average for similar schools. In writing, 84 per cent of the school's pupils attained level 2 at least with 12 per cent attaining level 3. These results matched the national average and the average attained in similar schools. In mathematics, 90 per cent of the school's pupils attained level 2 at least, with 15 per cent attaining level 3. These results were below the national average and the average for similar schools. The school's results in 2002 were marginally weaker than those attained in 2001. This decline is the result of the unsatisfactory teaching in the Year 1-2 identified by Her Majesty's Inspectors in their comments in January 2002. This has now been eliminated.
3. Attainment in the National Curriculum test in English at the age of eleven and writing at the age of seven improved in 2002. This demonstrates that the school's focus on improving attainment in writing has had a positive effect on pupils' standards. In the other subjects, the decline in results stemmed largely from the fact that a smaller proportion of the school's pupils attained the higher levels 3 and 5 than was the case nationally. The school is aware of the need to ensure that pupils of all levels of attainment are provided consistently with work which offers them the right level of challenge and enables them to make good progress.
4. The learning skills of children entering the Nursery are broadly average but cover a wide range. They make good progress in the Nursery and Reception class because of the stimulating and imaginative teaching that they receive and the very good support that they are given by nursery nurses and other support staff. As a result, the small group of pupils currently in the Reception class is likely to achieve and, in many cases, to exceed the standards expected nationally in all areas of learning by the time they leave the Foundation Stage. They will have been well prepared to begin their work on the National Curriculum in Year 1. However, because of the Local Education Authority's policy for admission to schools, younger children spend less time in the Foundation Stage. The youngest children only spend six terms in the Foundation Stage, five of these part-time in the Nursery, and one term full-time in the Reception class. Inevitably, these children will be less well prepared to begin their work on the National Curriculum.
5. In Years 1 and 2, pupils make satisfactory progress overall. The high proportion of pupils with

special educational needs in the current Year 2 means that standards in English and mathematics are currently below average, but the good teaching that these pupils are receiving is enabling them to make good progress, and they are likely to achieve average standards by the end of this school year. In other subjects of the curriculum, standards are broadly average. However, in design and technology and geography, there was insufficient evidence to reach a judgement.

6. By the end of Year 6, pupils' attainment in English is above the level normally found, particularly in speaking and listening and in writing. Attainment in reading is average. Pupils are capable of impressive levels of imaginative and creative writing and many use language with flair and insight. In mathematics, pupils have a secure grasp of number and above average skills in using protractors to construct geometrical shapes. In science, the smaller teaching groups arranged in Years 5 and 6 are having a positive effect on attainment, and standards are likely to improve in the 2003 National Curriculum tests, especially at the higher level 5. There has been a good improvement in attainment in information and communication technology and religious education since the school was inspected previously and standards are now at the expected level in these subjects. In the other subjects of the curriculum, attainment is satisfactory, although, again, in geography there was too little evidence to come to a judgement. Overall, pupils make satisfactory progress in Years 3 to 6.
7. Pupils with a range of special educational needs make good progress against the individual targets set for them. This applies overall to all subjects, and some pupils with special educational needs attain the nationally expected standards in the core subjects of English, mathematics and science. In practical and creative subjects, these pupils attain at least satisfactory standards and their progress is in line with that of other pupils. Because of the very good provision made for them and their very successful integration into learning, visually impaired pupils make good, and sometimes very good, progress against their individual targets. The school does not identify gifted and talented pupils systematically and has no specific provision to ensure that they reach their potential.
8. There are very few pupils who speak English as an additional language and one of these is virtually bi-lingual. The others entered the school with virtually no English and they have made very good progress over two years. Their social language is good and their technical language is broadening rapidly but remains weak in comparison with other pupils. Teachers do not plan specifically for these pupils and this is unsatisfactory. Teachers assume that these pupils can do the same work as the rest of the class and this is not always the case. They have neither the same cultural background as pupils born and raised in England nor the same range of specialist vocabulary.
9. The school has put a great deal of effort into raising attainment since it was previously inspected. Some inconsistencies in provision have been removed, but others remain. Structures and systems have been put into place to raise attainment and some of these, for example in writing, information and communication technology and religious education, are having a positive effect. With improved focus and targeting of initiatives, the school is in a secure position to raise attainment further.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to school and to their learning are very good. This is a good improvement since the school was inspected previously. Parents agree that their children enjoy school and that they make good progress. Pupils are enthusiastic and purposeful in their studies. This is a direct result of good teaching and interesting lessons in most classes. Pupils listen carefully and work hard, maintaining concentration well throughout the school day. They work well together in pairs or in groups, sharing ideas and equipment good naturedly. Opportunities for them to exercise initiative have improved well since the previous inspection. When asked, they freely explain what their lesson activity is about and cheerfully correct any errors. Pupils contribute positively to the short dialogues in lessons and appreciate each other's comments. For example, in a Year 2 personal, social, and health education lesson, pupils contributed very effectively by discussing what makes and mars a good working atmosphere in lessons. Pupils in the Nursery and Reception class make very good progress in their personal, social and emotional development.

11. Behaviour is very good. This view is strongly supported by parents. Pupils have a keen sense of self discipline and display very good patterns of social behaviour, especially in extending courtesy and space to the visually impaired pupils. As a result, the school is a very orderly place. Pupils are familiar with the school's codes of conduct, their class rules and the expectations for their behaviour in and out of school. A very few pupils in some classes have personal behavioural problems. However, mainly due to interesting lessons and the skilful management of teachers, this does not adversely affect learning. Pupils are courteous to adults and to each other. They are tidy and respectful of property. For example, they tidy up during lessons, often without being asked.
12. Pupils soon develop mature attitudes to their work and their activities outside class. Play is very good-natured with a very good mix of small and large groups enjoying themselves. Co-operation with the lunchtime supervisors is good. Pupils show good initiative, for example, in looking after the visually impaired and any other pupils who have fallen when playing. Where there are lapses of conduct, pupils know how seriously this is viewed. They know that bad behaviour or bullying is very wrong and are familiar with the systems of rewards and sanctions. There have been very few instances of oppressive behaviour. There have been no exclusions since the previous inspection.
13. Pupils' personal development is very good overall. Most pupils have a growing understanding of the impact of their actions on others. This is particularly evident from talking to Year 6 pupils who have a very responsible understanding of sharing and caring and of what school is about. They have mature expectations for their progression to secondary education. Good co-operative behaviour is seen amongst the younger pupils and continues as pupils progress through the year groups. In personal, health and social education lessons, pupils contribute well and come to increasingly mature conclusions. There is a strong moral code. All pupils are clear about the difference between right and wrong and appreciate the opportunity to share in the making of their own class rules. They are proud of the school's 'Golden Rules' and know what is expected of them, in and out of class.
14. Pupils have a very good level of respect for others' feelings and beliefs, and a mature understanding of each other's differences. They have a growing appreciation of the beauties of the world around them, and this is strengthening their spiritual awareness. They enter into the atmosphere of assemblies well in songs and prayers and listen very respectfully to staff and visitors who lead assemblies. They enjoy the opportunities to take part and express themselves well in impromptu role-play. For example, in an assembly on the Good Samaritan, a group of Year 6 pupils enacted the story in costume. Pupils have a secure appreciation of the diversity of different cultures, and this is evident in discussions in their personal, health and social education lessons and in the celebrations of each other's achievements in art and design, music and sport. Pupils sing songs in assemblies and answer to registrations in several different languages.
15. Pupils' initiative and responsibility develop well. All enjoy joining in the daily routines, for example, preparing for lessons or supporting each other by sharing resources. Even the youngest pupils know where to put their things and are purposeful in this first term in school. The School Council is new, but is already an asset to the school. A growing range of issues is raised by the pupils and discussed with due seriousness. Pupils on the council feel they are listened to and that prompt action is taken where appropriate. In some classes the learning objectives are constantly referred to with assessment at the end on how well they have been achieved. Older pupils, developing more independent skills in preparation for secondary education, say that they enjoy this and they also appreciate the opportunity to set their own targets for the future. Pointers for development are mutually agreed as a result. Social development is very good. Pupils happily share time in lessons with the visually impaired. There is a well-organised buddy reading scheme between Year 2 and Year 6. Pupils appreciate the work of the visitors who come to talk to them, for example, those representing charities.
16. Relationships are very good throughout the school. Pupils are very settled in their environment. They are lively, smile readily and often speak first on meeting visitors. This reflects very well in their work and play. A very good rapport is evident between different pupils and between pupils and adults in school. As a result, pupils share their concerns confidently with different members of

staff.

17. Attendance has been satisfactory during this school year. It has been generally in line with national averages in recent years, although it was marginally below in the last full school year. However, authorised absence remains too high. Occasional days off and holidays during term time are too common. Pupils clearly enjoy school and most are punctual. Pupils enter classrooms in an orderly way, eagerly looking forward to lessons and greet their teacher cheerfully. Registration conforms to requirements and is prompt and effective. This is a good start to the learning day.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is good overall but ranges from excellent to unsatisfactory. During the inspection, 72 lessons were observed. Of these, about one in 14 were excellent, one quarter was very good, almost four in ten were good, one quarter was satisfactory and one in 25 was unsatisfactory. This is an improvement on the previous inspection when no teaching was found to be excellent, one lesson in 14 was very good, one in three was good, almost a half were satisfactory, and one in ten was unsatisfactory or poor. While unsatisfactory teaching has been reduced, it has not been eliminated. The school is taking steps to address this problem, but, in the meantime, as was found at the time of the previous inspection, other teachers are having to work very hard to enable pupils to recover from unsatisfactory learning.
19. The very good quality of teaching and learning in the Nursery, which was identified at the time of the previous inspection has been maintained and is rooted in a very secure understanding of how young children learn. The teacher and her non-teaching colleagues take every opportunity to promote high quality learning and, as a result, children make rapid progress. The quality of teaching in the Reception class has improved well since the previous inspection and children continue to make good progress. By the end of this school year, the children who are currently in the Reception class are on course to exceed the standards expected nationally in most cases and will have been well prepared to begin their work on the National Curriculum. However, younger children, and particularly those born in the summer, will spend less time in the Reception class and so will be less well prepared.
20. The quality of teaching in Years 1 and 2 has also improved since the school was inspected previously. Now, in approximately four lessons in ten, the quality of teaching is very good or excellent; in another four lessons out of ten, it is good, and, in the rest, it is satisfactory. The serious weakness in teaching in the Year 1-2 class identified in the previous inspection report has been eliminated. Pupils in Years 1 and 2 now benefit from teaching which is at least sound and, at best, is imaginative and stimulating so that learning is of high quality. Pupils are likely to achieve satisfactory standards by the end of Year 2 overall. The high proportion of pupils with special educational needs in Year 2 is likely to have an adverse effect on average levels of learning and attainment.
21. In Years 3 to 6, the quality of teaching is good overall but ranges from excellent to unsatisfactory. Just over one lesson in five is very good or excellent, seven in 20 are good and another seven in 20 are satisfactory, while just under one lesson in ten is unsatisfactory. The proportion of unsatisfactory teaching in Years 3 to 6 is the same as at the time of the previous inspection and is now concentrated in one of the Year 3 classes.
22. The school has made good progress in many of the areas of weakness identified by the previous inspection. Teachers' planning is now more secure and the repetition of work as a result of uncoordinated planning has been eliminated because planning is now based on a two year cycle. Teachers' subject competence has improved, particularly in religious education and information and communication technology, although some inconsistencies remain in information and communication technology. There is now better sharing of good practice and teachers with weaknesses are being given carefully targeted support. The matching of work to pupils' individual learning needs has improved, but the school acknowledges that further progress is needed in this area. There is also scope for greater consistency in the use of homework to support learning and the use of information from assessments to plan future teaching and learning. Setting and some

specialist teaching, for example, in mathematics, science and information and communication technology in Years 3 to 6 have improved the quality of teaching and learning and are having a positive effect on attainment and progress. The teaching of writing, pupils' handwriting and the overall presentation of work are strengths of the school.

23. Very good and excellent teaching are characterised by high expectations for pupils effort and behaviour and by imaginative and stimulating learning activities. For example, in an excellent English lesson in the Nursery, the teacher's interesting telling of the story of Guy Fawkes and her brisk pace engaged children's attention totally and, when they went into group work, all adults went on to challenge them to develop and articulate their thinking. Excellent relationships ensured that no child felt threatened by the degree of challenge. Excellent opportunities were taken to link learning to the children's previous experiences, for example, by recalling the use of fireworks in the Hindu festival of Divali and making the connection with our celebrations on November 5th. As a result, the children made excellent progress in language development. Similarly, in a very good geography lesson in Year 2, the teacher's imaginative approach to tracking the 'travels' of Barnaby Bear totally engaged the pupils' interest so that they concentrated impressively for the whole lesson. As a result, they made very good progress not only in their learning of geography but also in their command of language.
24. In contrast, unsatisfactory lessons result from insecure subject knowledge and lesson preparation. For example, in an unsatisfactory mathematics lesson in a Year 3 class, 20 minutes was wasted on a mathematics game which would not work. Similarly, in an information and communication technology lesson in a Year 3 class, ineffective planning meant that a visually impaired pupil was denied access to learning because no suitable learning materials were available for her. This was the only occasion observed during the inspection when a visually impaired pupil was not well supported in learning.
25. In fact, the integration of visually impaired pupils into learning remains a strength of the school, as it was at the time of the previous inspection. The provision for pupils who have special educational needs has improved since that inspection. Staff generally have an improved appreciation of their needs and individual education plans are written with greater focus. They are prepared by the class teacher in conjunction with the co-ordinator for special educational needs. Any support or class assistants are also involved where this is relevant. Planning for the needs of pupils with special educational needs has also improved and specialists such as the speech and language therapist, occupational therapist and physiotherapist are involved in programmes for improvement where this is appropriate. Comprehensive records are now being kept of each pupil's progress. Regular recording and reporting take place and information from assessments is used well to plan future learning. Where support is given to individual pupils it is effective. As a result, pupils with special educational needs are now making good progress in their learning.
26. Teachers initially made impressive efforts to support the few pupils who speak English as an additional language. They are helped effectively to participate in learning and to build a good social vocabulary. Now that they can communicate well with adults and other pupils, less account is being taken of their learning needs. Insufficient thought in planning is being put into their lack of understanding of English culture, history and traditions and their relative lack of technical vocabulary. As a result, the very good progress that they made initially in learning has slowed because there is insufficient assessment of their levels of understanding.
27. Overall, the National Literacy and Numeracy Strategies are being used well to improve attainment in English and mathematics. There are examples of high-quality discussion underpinning learning in literacy and numeracy, but this is inconsistent. Good opportunities are taken in most classes to develop the skills of literacy and numeracy in other subjects such as history, religious education and science. In almost all classes, work is marked regularly, but opportunities are not taken consistently to show pupils how to improve their work further. Inconsistency means that homework is not used effectively overall to support learning.
28. The quality of pupils' learning reflects the quality of the teaching that they receive. Overall, the quality of learning is very good for children in the Nursery and Reception class, and good for pupils

in Years 1 to 6. However, there are examples of very good learning, particularly in Years 2, 4 and 6. By the time that they are in Year 6, pupils concentrate very well for long periods, are enthusiastic about learning and are able to learn independently. However, their ability to develop effective research skills is hampered by the lack of a good library and by inconsistencies in the use of resources such as the Internet and CD Roms to support learning.

29. The quality of teaching and learning has improved well since the school's previous inspection and the proportion of unsatisfactory teaching has been reduced. However, there remains a wide gulf between the best teaching in some classes and satisfactory and some unsatisfactory teaching in others. If the school continues to reduce this difference, it is in a secure position to improve the quality of learning further and so to improve attainment and progress.

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

30. The curriculum taught in the school is satisfactory. This is an improvement since the previous inspection, when religious education and information and communication technology did not meet legal requirements. Religious education is now planned and taught satisfactorily throughout the school. Work is based on the locally agreed syllabus and draws on national guidelines. Similarly, all the required elements of information and communication technology are taught and, as a result, standards have improved and are now satisfactory. Most work is done in the computer suite. Computers and other electronic devices are not used regularly or frequently enough, however, in the course of lessons in classrooms.
31. The National Literacy Strategy has been implemented well and helps pupils to make particularly good progress in writing. The quality of pupils' writing is a strength. The opportunities that pupils are given to extend their writing skills in both English and other lessons make a good impact on the standards achieved. Planning for mathematics is based soundly on the National Numeracy Framework. As a result, pupils make satisfactory progress in the subject. Organising Year 5 and 6 pupils into sets on the basis of their prior attainment in mathematics is generally effective. It ensures that teaching broadly meets the learning needs of all pupils. Even in these lessons, however, and more commonly in lessons in other subjects and year groups, planning does not always take enough account of the range of abilities within a class. This means that work is sometimes too hard for some pupils and too easy for others. When this happens, pupils do not achieve as well as they should. Homework is not used consistently enough to reinforce learning in lessons.
32. All subjects are given sufficient time to make learning effective. Visits to places of interest are used well to motivate pupils and to bring learning to life. There are many good examples, including the visits to local art galleries by Year 6 pupils, which resulted in some excellent sketching of artefacts.
33. The curriculum for the children in the Nursery and Reception class is very well-planned, covers all areas of learning and makes learning both practical and fun. A particular strength is the outstanding use of the outdoor area in the Nursery for developing children's language, their knowledge and understanding, their imagination and their physical skills. The Nursery curriculum is as good as it was at the previous inspection, and the curriculum in the Reception class has improved and is now good.
34. Work for pupils with special educational needs is planned satisfactorily, although it sometimes relies on teaching assistants to act as intermediaries, explaining and simplifying tasks so that pupils can do the work. Work for pupils with visual impairment is planned meticulously and is of excellent quality in almost all lessons. A wide range of learning aids is used so that these pupils can take a full part in lessons. Skilful adaptation of materials and specialist support meant, for example, that a visually impaired pupil could take an equal part in a mathematics lesson on construction. All pupils with special educational needs are included well in the work and life of the school.

35. There is no specific provision for the few European and South American pupils who have English as an additional language. They have benefited from the settled, purposeful atmosphere in the school and made very good progress in their language acquisition. However, not enough attention is paid to their specific language needs, for example to their lack of knowledge of technical terms when new work is introduced.
36. The range of activities outside lessons is satisfactory. These are mostly sporting and mainly for pupils in Years 3 to 6, although there is a thriving computer club for both younger and older pupils. Gymnastics is a strength of this provision. This club enables participants to achieve high standards. Music is a weaker area, which works against the interest of the visually impaired pupils who would benefit from greater involvement in this area of the curriculum. There is only a small, recently organised recorder group. The 'buddy' scheme, whereby older pupils help the younger ones with their reading, is effective.
37. There is good provision overall for pupils' spiritual, moral, social and cultural development. This is a good improvement since the school was inspected previously, when this provision was judged to be unsatisfactory.
38. The provision for pupils' spiritual development is good and has improved markedly since the previous inspection. Assemblies and discussions during religious education lessons make a significant contribution to raising pupils' spiritual awareness. The school provides knowledge and insight into different faiths and religions. Pupils are encouraged to think out their own reactions and then to express their feelings confidently and freely. For example, spiritual awareness is developed when it is emphasised that forgiveness, sharing and caring are central to all faiths. Awe and wonder are further developed through both planned and spontaneous activities including lessons in English and science, and particularly through personal, social, health education and art and design. These experiences develop pupils' awareness well and they quickly learn to pause, reflect and ask questions.
39. There is very good and effective provision made for pupils' moral development. Teaching and support staff provide very good examples for pupils. They know their pupils well and have positive relationships with them. Teachers encourage pupils to behave responsibly because they clearly want them to succeed. This positive atmosphere for learning encourages pupils to think about the world in which they live and to care for others. Moral development is firmly introduced as part of the school's expectations and codes of behaviour. Pupils of all ages have a clear understanding of right and wrong and their self-esteem and confidence are enhanced by fair praise and encouragement.
40. The provision for pupils' social development is also very good. Very good relationships contribute positively to the school's success. Group work in many lessons frequently benefits from good levels of co-operation. A range of daily opportunities is created for pupils to take initiative and responsibility. However, as yet, this is left to the individual class teacher and not integrated into the personal, social and health educational schemes to systematically enlarge and deepen pupils' experiences as they move up the school. Good work and effort are celebrated at the end of lessons and in assemblies, especially when significant personal achievements in learning are made. Assemblies are used very well to promote responsible attitudes to work, behaviour, relationships and decision making. Educational visits also support pupils in their personal development. The new School Council is valued and strongly encouraged to work independently. Fund raising activities run by the pupils and activities outside lessons are used well to extend social skills.
41. The provision for pupils' cultural development is good and has improved well since the previous inspection. There is a wide range of visits to places of cultural interest, including art galleries and museums, for example, the Jorvik Museum in York. Pupils learn about other faiths and cultural traditions through literacy, history, geography, art and design and, for example, the music used in assemblies. Displays around the school heighten pupils' awareness and knowledge of their own and other cultures. Many of these are the pupils' own work in drawing and poetry. These are valued

by the school and laminated to emphasise their high standard.

42. The thoughtful provision and careful implementation of personal, social and health education are very effective. There is a clear focus on good attitudes to healthy living, good relationships and responsible choices in all things, as preparations for adult life. In time-tabled lessons, pupils are sensitively encouraged to discuss their feelings and sense of values according to their age and understanding. Many visitors, for example, representatives of the Prison Service talking about drugs and the Police talking on Stranger, Danger and DARE (Drugs Abuse Resistance Education), all encourage good decision making. Sex education is handled sensitively according to pupils' needs at different ages. Other good opportunities for pupils' further development are provided in assemblies and by teachers, through all subjects of the curriculum.
43. The school uses the community well to promote learning and to widen pupils' understanding of their environment and the world around them in a range of ways. Pupils visit the local church to celebrate the major festivals. There are visits for all year groups covering the community, sport, and culture over time. For example, these include visits to places of worship, museums and art galleries. There are good fundraising events each year to introduce pupils to the needs of others. The focus has included in recent years Children in Need, Comic Relief, a Jamaican Project and the Christmas Child appeal for Bosnia.
44. The school has good and constructive links with partner institutions. Transfer to secondary education is well organised and secure. Most pupils proceed to Crofton High School. Year 7 tutors come into school and talk to the pupils during Year 6. Pupils enjoy sessions at the secondary school, meeting other incoming pupils and building up new friendships as they share short science lessons together. As a result, the movement to the new school at the end of Year 6 is achieved with a minimum of distress and disruption.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. Procedures for child protection and for ensuring pupils' welfare are good. Pupils are secure in a warm, clean and purposeful environment. Staff know pupils very well, are very caring and support their welfare at all times. All adults are aware of the criteria for child protection. There are no health and safety concerns within the general framework of the school day. The health, safety and care of those on school trips and visits is promoted effectively. Lunchtime supervision is light and effective. Supervisors know pupils well and stimulate some good interactive play, particularly with the younger pupils. The school cares sensitively for any pupils who are unwell.
46. Procedures for promoting and monitoring attendance are good and thorough. Any unexplained absence is pursued promptly. The school promotes good attitudes to regular attendance and punctuality at every opportunity. Parents are constantly reminded of the importance of regular attendance and punctuality as essential for their children's development and virtues to be fostered for the future. The school takes a firm stance on unauthorised absence.
47. Procedures for monitoring and promoting self-discipline are very good. Policies and strategies are very well structured and are conscientiously and consistently applied. Teachers have high expectations for self-discipline and all pupils are strongly encouraged to have a responsible approach to their work. Where pupils have individual behavioural problems, this is the concern of all staff. The pastoral care provided in these situations is constantly reviewed, generally with improving results. Procedures for monitoring and eliminating oppressive behaviour are very good. Bad behaviour is viewed very seriously and parental co-operation is sought so that the situation can be dealt with successfully. Bullying or oppressive behaviour are rare and are dealt with swiftly and effectively.
48. There has been a marked improvement in the use of information from an analysis of the National Curriculum tests since the school's previous inspection. The school has sound procedures for monitoring pupils' attainment and progress. These are mainly concentrated in initial testing when pupils first come into the school and in English, mathematics and science. In other subjects, assessment is largely informal and this is unsatisfactory because it does not track pupils'

progress systematically. The results of national and optional tests are analysed intensively, including an analysis of pupils' answers to every question. This information is discussed amongst staff and appropriate changes are made to teachers' planning if any weaknesses are identified. The school continues to use mid-term and end-of-topic tests well to support their assessment of pupils' progress.

49. The school now has good information on pupils' progress through the school, in English and mathematics in particular, and uses it well to set achievable goals for both pupils and staff. Targets are well known and are used appropriately in older classes, but younger pupils are less aware of them or their purpose. Insufficient reference is made to targets or ways in which work could be improved in teachers' marking. Whole-school targets are very ambitious, partly because the school has allowed external factors to influence them rather than relying on the data that it has collected.
50. The school now makes good provision for pupils with special educational needs and this is a good improvement since the school was inspected previously. Close liaison with external support agencies ensures that effective support is available. Specialist help includes speech and language support, occupational therapy and physiotherapy. Advice is obtained on the learning, sensory and behavioural problems of individual pupils, for example, relating to the best positioning in class for hearing impaired and partially sighted pupils. The school is now closely monitoring pupils on the special educational needs register to ensure that they are making effective progress.
51. Procedures for promoting pupils' personal development are good. Teachers know individual pupils' capabilities very well. They present a caring inclusive atmosphere in lessons, taking into account the number of visually impaired pupils in different year groups and pupils with special educational needs. Teachers are very capably supported by the active contributions of the teaching assistants. For example, during a Year 3 physical education lesson, the teaching support assistant diligently conveyed the learning intention of demonstrations, both orally and physically, to the visually impaired pupil.
52. Staff consistently promote the school's good routines to support pupils as well as teaching them. As a result, pupils follow their teachers' leads very well. Parents appreciate this and feel that teachers get the best out of their children. They are pleased with the way in which the school helps their children to mature. Lunchtime supervision is good. A widening range of daily opportunities is being created for pupils to take initiative and responsibility. Good work and effort are celebrated at the end of lessons and in assemblies, especially when significant personal achievements are made in learning. A few parents express some reservations about approaching the school with concerns. The inspection team has found that the great majority of parents acknowledge that staff are approachable and freely available. The great majority of parents feel that they are listened to and that matters are dealt with appropriately.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. Parents are satisfied overall with what the school provides and achieves. This is evident from comments made by parents spoken to during this inspection at the parents' meeting held before the inspection and the mainly positive returns on the parents' questionnaires. Nevertheless, there remain a few areas of concern. The information that the school is legally required to provide is good. There are regular newsletters and information about school events. There is a well-written school prospectus and a good governors' annual report to parents.
54. The quality of information about pupils' progress is satisfactory and the school has built improving and more effective links with parents, since the previous inspection. A significant minority of parents still feel that they are not well informed on their children's progress and that the school does not work closely with them. The inspection team found that annually written reports are individual to the pupil and conform to requirements, although they do lack clear evaluation of standards and indications as to how pupils can make further progress. However, much detail on progress and targets for the future is discussed verbally at the termly consultation evenings. These are generally well attended but a small minority of parents consistently do not attend. These

parents are offered alternative opportunities but show very limited interest in their children's progress. More information and support are offered to parents where their child is in need of additional help in school and at home. The school has an open-door policy and many parents gladly take the opportunity to talk to teachers throughout the year. However, a small minority say they do not feel confident with this situation. Parents of pupils with special educational needs are informed and involved well in their children's learning and progress. The school invites parents of pupils in Years 2 and 6 to meetings to prepare them for the National Curriculum tests and to advise them on how they can support their children as they prepare for these tests.

55. Links between school and home are satisfactory and have improved since the previous inspection. The school invites parents to contribute to their children's learning at home and in school. Curricular information is sent out termly and there is a good parents' notice board. The Home-School Agreement has had a good response. A number of parents, particularly in the younger age groups, hear their children read at home and a few parents assist in school. Their services are valued. A small number of parents express concerns regarding the levels of homework set and the inspection team found that levels of homework are inconsistent. There is no tradition of parents coming into school to share in assemblies. The size of the school hall inhibits audiences for whole-school assemblies but parents would be able to attend junior or infant assemblies. However, parents and extended families turn up in large numbers for concerts and also for the major festivals when these are held in the local church. There is no recent tradition of a parents' association but a parents' support group has recently raised significant funds for additional resources. The school runs successful discos for the pupils and their families.
56. While links with parents have improved and are now satisfactory, the school acknowledges that there is scope for further improvement. Many parents would welcome wider opportunities to work with the school as partners in their children's education.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The report from the school's previous inspection identified a number of serious weaknesses in leadership and management. Most have now been addressed and sound progress has been made. There is now secure management of the curriculum and weaknesses which resulted, for example, in some pupils repeating work in some subjects, have been eliminated. A new senior management team is now in place which has the capacity to give the headteacher good support in leading and managing the school. The deputy headteacher now has a more realistic workload although her ability to contribute to whole-school leadership and management is inhibited by her physical isolation in an outside classroom. The school now has a good range of systems in place to monitor and evaluate its effectiveness and some of these are beginning to have a positive impact on attainment and progress. For example, careful analysis of National Curriculum test results has enabled the school to target some identified weaknesses in English, mathematics and science in planning future learning. Systems are now in place to address identified weaknesses in teaching and there have been good examples of demonstration lessons and team teaching to share good practice.
58. These improvements in leadership and management have been the result of a considerable amount of effort and hard work by the headteacher and his senior colleagues. This work on systems has produced a great deal of paper work for all staff. The headteacher recognises that the next task is to refine and streamline these systems so as to make them sharper and more focused on pupils' attainment and progress. There has been sound progress in addressing the key issues from the previous report, which concerned leadership and management and the headteacher and his senior colleagues are now providing satisfactory leadership and management. The school no longer has serious weaknesses.
59. The school has clear aims and values and they are reflected in teaching and learning in almost all classes. The leadership and management of the school now monitor and evaluate teaching and learning satisfactorily and the school's systems for performance management are used soundly to develop teachers' skills. The school has appropriate priorities for development, although the current school development plan, in trying to involve as many people as possible, has too many

elements to have sufficient focus on raising attainment and improving progress in learning.

60. There is a shared commitment to improvement in the school and a sound capacity to succeed. For real progress to be made, the school understands that inconsistencies have to be reduced further so that the examples of very good practice which exist become normal practice. There are now effective systems for delegating responsibility to all teachers for the leadership of the different subjects of the curriculum. Some subject leaders are highly effective, for example, in English, mathematics and information and communication technology. Others, for example, in music, are starting from a very low base, and, while some progress is being made, the subject will need to have a much higher profile in the school for this to be really effective. While most subject leaders monitor and evaluate planning in their subjects, this is not always effective. A cycle for monitoring teaching and learning in all subjects of the curriculum is now in place but has yet to run its full course. Subject leaders vary in their awareness of learning in their subjects throughout the whole school and subject action plans do not always focus on pupils' attainment and progress.
61. The school sees equality of access and opportunity as key entitlements for all pupils. Care is taken to include all pupils in all activities, and in this, the school is very largely successful. The leadership and management of the resource for visually impaired pupils are very effective and remain a strength of the school, as was the case at the time of the previous inspection. These pupils continue to be included effectively in all that the school does. The management of special educational needs is also effective and this is a good improvement since the previous inspection. The co-ordinator for special educational needs has only had this responsibility for a short time, but has quickly developed a range of effective systems. Individual education plans are now thorough and reviewed regularly. Targets are clear and older pupils are beginning to suggest their own targets. The co-ordinator for special educational needs works closely with the leader of the resource for visual impairment and they are drafting a new policy for special educational needs to bring the provision for these pupils up to date. The recently introduced Code of Practice for special educational needs is already in use. The co-ordination of special educational needs is now very good. The Foundation Stage is also managed very effectively and, as a result, children make good progress in the Nursery and Reception class.
62. The governing body has worked hard to improve its role in the leadership and management of the school. Under its enthusiastic and hardworking chair, it has made good progress since the previous inspection. It now fulfils its statutory duties well and has a secure grasp of the school's strengths and weaknesses. A sensible committee structure underpins the work of the governing body and a working party of four governors has taken the lead in monitoring and evaluating the school's development since the previous inspection. Governors have taken opportunities for training and are now more confident in acting as 'critical friend' to the school.
63. The school runs efficiently on a day-to-day basis and its routines are straightforward and easily understood so that little time is lost. Its use of new technology is satisfactory. It is used well in administration and pupils' understanding of the working of computers has improved well. However, the use of information and communication technology to support learning in subjects across the curriculum is inconsistent. The school secretary ensures that routine administration is effective and efficient throughout the school.
64. There are examples of best value being achieved well. For example, setting arrangements and specialised teaching for some subjects in Years 3 to 6 have improved learning. However, the creation of two small classes in Year 3 has created larger classes elsewhere and this has not resulted in best value being achieved. The school's financial procedures are effective, but there is no record of the school's budget ever having been audited. The school uses sums it receives for specific purposes, for example, for special educational needs, appropriately.
65. There is a satisfactory match of teachers and support staff to the demands of the curriculum, but there remain inconsistencies in their effectiveness. Visually impaired pupils benefit from very effective support, as do pupils with special educational needs. Teachers and support assistants work well together and assistants are well briefed in their responsibilities. There have been improvements in the management of professional development and the sharing of good practice

since the school was inspected previously. There are good systems for introducing new staff to the school's routines and the school has the capacity to contribute to initial teacher training.

66. The school's accommodation is satisfactory overall and is kept in good condition by the caretaker and her team. However, a number of significant weaknesses in accommodation have an adverse effect on teaching and learning. The lack of an effective library inhibits pupils' opportunities to develop effective research skills and also means that it is difficult for staff to create a real enthusiasm for reading. Many classrooms do not have sinks and this adversely affects learning and progress in subjects such as science and art and design. A particular concern is the lack of a medical room or quiet area, given the medical conditions of some pupils. The school is aware of the need to pursue this and to improve access to the school for a wheelchair user.
67. Learning resources are adequate overall. There are very good examples of resources being used imaginatively in lessons so that learning is of a high quality. The provision of computers has been improved markedly since the school was inspected previously and now contributes well to learning in information and communication technology. Resources for religious education have also improved well.
68. Considerable hard work since the previous inspection has eliminated the serious weaknesses which that inspection identified. The school recognises that there is scope for further progress and development. The headteacher, his colleagues and the governing body are increasingly developing the skills to continue to enable the school to improve further. The school has the capacity to achieve this.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. In order to improve further the quality of education provided by the school, the governors, headteacher and staff should:
 - (i) ensure that suitably graded work is provided consistently in all classes to enable pupils of different levels of attainment to make good progress, and use assessment systematically to plan work to match the needs of pupils of different levels of ability;
(paragraphs 3, 22, 31, 48, 99, 104, 113, 115, 120, 125, 127, 130, 139, 166)
 - (ii) ensure that the school's homework policy is applied consistently so that pupils reinforce their understanding of what they have learned in class and make further progress;
(paragraphs 22, 55, 105, 113)
 - (iii) use the school's marking policy consistently to indicate to pupils how they can improve their standards of work;
(paragraphs 27, 49, 104, 135, 137)
 - (iv) ensure that all subject action plans match best practice in the school and focus on measures to raise attainment and improve the quality of the education provided, for example by using information and communication technology consistently to support learning in other subjects
(paragraphs 28, 30, 60, 63, 114, 121, 130, 139, 145)

In addition to these key issues, the governors should consider the following points for development when writing their action plan:

- to improve the quality of information to parents about their children's attainment and progress

and to improve links with parents so as to enable them to play a more active role as partners in their children's education;

(paragraphs 54, 56)

- create an effective library to enable pupils to develop effective research skills and stimulate an interest in reading

(paragraphs 28, 66, 98, 107)

OTHER SPECIFIED FEATURES

The resource for children with visual impairment

70. The resource for children with visual impairment continues to offer high quality education. Outstanding features referred to in the previous report have been maintained and developed. The policy of inclusion for all pupils remains strong. Pupils are able to gain access to the National Curriculum in almost all lessons, with natural and true integration taking place throughout the school. This involves acceptance of these pupils by all staff and pupils in the school and incorporates each area of activity. The resource is funded separately by the Local Education Authority and is co-ordinated by the Service for Visual Impairment and is supported by all other relevant services. The resource base consists of two well-equipped and spacious rooms, one for teaching and one for administration and preparation.
71. There are seven pupils on roll currently. All have severe sight problems; five are registered blind and two are partially sighted. Some pupils have additional problems, such as learning difficulties, movement restriction or weakness, hearing loss, speech and language problems or behaviour difficulties, together with medical problems such as a heart condition, diabetes, hypoglycaemia and asthma. Ages range from five to eleven years. For some, medication is administered daily in school. Emergency medication is kept on hand for others and staff are trained in dealing with emergencies.
72. Staffing includes the teacher in charge of the resource who is highly qualified and experienced, together with eight support assistants, five being full-time and three part-time. All have learned Braille and most have already passed the Royal National Institute for the Blind's (RNIB) examination in competence. Three support staff have completed a special needs course geared towards the visually impaired and one member of the support team is training as a mobility officer. All of the blind pupils are supported throughout the day: the partially sighted pupils are supported mainly in English and mathematics. All pupils are encouraged to be as independent as possible and to take responsibility for their own learning. In-service training for staff by the teacher in charge is ongoing, with one area being selected weekly according to need. There is close co-operation with all staff.
73. The school has a very good working relationship with Health and Education Authorities. Particular value is placed on contact with the RNIB, whose recent audit of resources has been immensely beneficial. The involvement of the speech and language service, physiotherapy and occupational therapy is appropriate and is greatly valued, as is advice from the teacher of the hearing impaired. Close liaison is maintained with all outside agencies. Every opportunity to learn and succeed is given to the children in the resource, whatever their difficulties.
74. Full co-operation between the teacher in charge of the resource and the co-ordinator for special educational needs in the school ensures that correct procedures are in place for all pupils. The headteacher fully supports the work of the resource and strongly endorses its ethos. Governors clearly support the education of visually impaired pupils within the school. Parents support learning at home and are in frequent contact with the school. They are involved in all aspects of their child's education and contribute to target setting.

75. All pupils with visual impairment are working within the range of their ability. They make good and, sometimes, very good progress against personal targets. Some pupils gain satisfactory standards in line with those expected nationally in the core subjects of English, mathematics and science, where a reader and scribe are allowed in national testing. In some areas of the curriculum, such as art and design and design and technology, good standards of work were seen during the inspection. Tactile artwork in the junior years was particularly meaningful. One pupil has been disapplied from national testing. Tests are modified for others to accommodate specific difficulties, such as longer time allowed for a child who is registered blind. Pupils in the resource undertake regular tests in class, such as those for reading, spelling and numeracy, as well as in Braille performance.
76. Resources are extensive, and planned carefully to assist learning. Technical aids are provided for individual needs, both in the resource base, in the classroom and at home. Resources range from magnification aids to sophisticated computerised programmes. Training is given in the use of low vision aids, in touch typing, information and communication technology skills, tuition in Moon and Braille reading and writing, tuition in the use of Braille Notetaker and mobility training, as well as handwriting programmes. Individual tuition takes place in the base room on a regular basis. Pupils take their Braille typewriters with them to class and one pupil has a laptop computer. Every effort is made to obtain appropriate equipment for each pupil and improvements are ongoing. Good use is made of computer software and auditory tapes. Equipment includes a library of books in large print, including dictionaries and Braille or Moon printouts, and new reading schemes have been recently purchased. Much of the equipment is tactile, with an impressive range of textures and shapes to explore. Sound values are constantly used to reinforce ideas, although music is not as well developed as it could be. The accommodation is used well and staff spend a great deal of time preparing work for individual pupils.
77. All pupils are strongly supported in class by staff from the resource, who play a leading role in each pupil's development. Staff are skilled in knowing when to be actively involved and when to move away to allow pupils to develop independence. Pupils play a full part in virtually all activities. Adaptations may be needed in practical sessions, such as physical education or craftwork, to ensure safety. An emphasis is placed on a sensory approach and training in independency. Support is carefully balanced and prepares older pupils for secondary education well. All staff are involved in monitoring progress and there is close multi-disciplinary co-operation. Mainstream teachers are mindful of strategies which enhance learning, such as giving clear verbal instructions and to stand away from glare. Unit staff are crucially involved at all stages. Teaching is generally good for pupils with visual impairment, although impact varies according to the range of methods used by class teachers. In one lesson in Year 3, suitable materials were not available so that the pupil was denied access to learning. Teaching in the resource base is very good, as is contact with support staff.
78. Pupils with visual impairment generally try hard to improve their work. They concentrate well and have an excellent rapport with staff. They interact happily with their peers and with each other and are willing to express their thoughts and ideas. Pupils are aware of safety matters and understand mobility training. They know the importance of using fingertips carefully on surfaces in order to discover information. Pupils from the resource have very good attitudes towards school and to life and their personal development is very good. Observation during the inspection showed that pupils with visual impairment were fully engaged in virtually all lessons and showed enthusiasm for their work. Other pupils are willing to give help, but allow as much independence as possible.
79. The resource is managed very effectively. Its aims and objectives are well structured and relevant to the needs of the pupils. Documentation is thorough and individual education plans are carefully designed and their targets relevant. Progress and continuity are evident in target setting. Annual reviews involve both school and external personnel from relevant agencies together with parents. The requirements of statements of education are being met and impressive systems of monitoring and recording are in place. Reporting arrangements are comprehensive and daily records are written on each child for every activity. The exceptionally good support assistants play a vital role in this exercise. The teacher in charge of the unit provides excellent leadership.

80. Mobility presents few problems in the school environment and pupils learn to gain access to different parts of the building. Those needing extra guidance are carefully monitored. Safety is important and the school has installed vertical blinds in classrooms to control light and prevent glare, although in some areas the light seems too dim to work by. The R.N.I.B. has suggested an adaptation using a special form of lighting which the school is considering in order to provide pupils with the best chances to learn.

81. The school provides a stimulating and supporting environment in which each pupil with a visual impairment can develop skills and strengths for the future. Facilities offered to pupils with visual impairment are exceptionally good, although there is scope for the school to develop music further to enhance learning. A high level of success is gained through the quality of leadership combined with invaluable support from the headteacher, staff and pupils. Inclusion is very effective in every aspect of school life. The close working relationship between resource staff and their input into the rest of the school, are major factors in the success of inclusion. The provision for visually impaired pupils is very good and remains a strength of the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	72
Number of discussions with staff, governors, other adults and pupils	49

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	5	18	27	19	3	0	0
Percentage	7	25	38	26	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	33	242
Number of full-time pupils known to be eligible for free school meals	0	30

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs	1	7
Number of pupils on the school's special educational needs register	2	33

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	6.3

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	13	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	84 (88)	84 (85)	90 (85)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	87(85)	90 (91)	97 (94)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2002	12	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	8
	Girls	26	23	22
	Total	33	32	30
Percentage of pupils at NC level 4 or above	School	81(85)	69 (88)	73 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	8
	Girls	26	23	24
	Total	34	31	32
Percentage of pupils at NC level 4 or above	School	83 (70)	78 (75)	78 (84)
	National	73 (72)	74 (74)	82 (82)

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

Individual totals are not given for boys and girls if one total is for ten pupils or less.

Number of pupils per FTE adult	8.25
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
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	307
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	42	3	0	2
My child is making good progress in school.	37	56	5	0	2
Behaviour in the school is good.	23	61	3	2	11
My child gets the right amount of work to do at home.	15	58	14	8	5
The teaching is good.	30	58	9	0	3
I am kept well informed about how my child is getting on.	30	42	22	3	3
I would feel comfortable about approaching the school with questions or a problem.	38	34	9	8	11
The school expects my child to work hard and achieve his or her best.	50	41	2	0	7
The school works closely with parents.	18	39	27	8	8
The school is well led and managed.	16	39	17	19	9
The school is helping my child become mature and responsible.	30	59	3	2	6
The school provides an interesting range of activities outside lessons.	15	31	31	6	17

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

82. Children get a very good start to their education in the Nursery and Reception class as a result of very good quality provision and teaching. Children enter the Nursery at the age of three and move into the Reception class in the term that they have their fifth birthday. This staged entry to the Reception class means that children have very different opportunities for learning prior to Year 1 and this affects the standards that they are likely to achieve. The current group of children in the Reception class, for example, will have attended full-time for a year. These children are making very good progress. Their current attainment is well ahead of national expectations in all areas of learning. The youngest, summer born, children will have experienced five terms of part-time Nursery education before they have just one term of full-time teaching in the Reception class. It is unlikely that these children will be as far ahead as the oldest group when they enter Year 1. When the differences in experience and length of schooling are taken into account, it is likely that almost all of the children will achieve the national targets set for them in all areas of learning prior to Year 1. Some of the older, higher attaining children will exceed them.

Personal, social and emotional development

83. Children make very good progress in their personal, social and emotional development in both the Nursery and Reception class due to very good teaching. Ground rules for behaviour are set extremely effectively in the Nursery, where all staff have high expectations for behaviour and effort. Work is exciting, varied and well organised so that children are keen to learn and are kept fully involved. Staff encourage children to work independently and to be co-operative. For example, they all help to tidy up. A group of children tidies up the construction materials, and carries the big box together to its allocated place. These clear routines give children a sense of security and the high levels of care provided mean that they enjoy and get the most out of school. They learn to respond emotionally to situations by listening to well-told stories and by joining in poems and songs. They begin to develop an awareness of other cultures as, for example, they learn about Divali.
84. This very good beginning is continued in the Reception class, where children continue to display good levels of independence. They join in discussions with their teacher and take turns when they play language and number games. They put on their own coats before they go outside. They talk well about how they feel when they see fireworks and know that they have to be sensible and careful on bonfire night. Many children show very good powers of concentration. In a mathematics lesson, for example, two children, who found it quite hard at first to identify and price items on a shopping list, persevered remarkably well. They looked for clues, asked adults and other children and did not give up. Children are given appropriate responsibilities from an early age. Nursery helpers are identified each day, and these children are proud of their special role which successfully builds their self-esteem.

Communication, language and literacy

85. Children make very good progress in both classes as a result of very good teaching. The quality of support for children's language development is outstanding in the Nursery. This is because of the quality and range of work provided and the contribution that all staff make. Children are excited and want to talk about their experiences. They respond very well to the challenging questions and show by their answers that they have learned new words. When they work in small groups, all staff talk to them constantly, commenting on what they are doing, and stimulating discussion. When making bonfire pictures, for example, they talked about fireworks 'cascading' and 'zigzagging' across the sky. This emphasis on developing language continues well in the Reception class, where children are not afraid to ask questions. One child wanted to know how the teacher knew about the story of Guy Fawkes, for example.

86. Early reading and writing skills are taught well in both classes. All children enjoy books, stories, poems and songs. There is a good emphasis on learning the sounds of letters in the Nursery and children learn to write their own names and begin to write under the adult's script. In the Reception class, children have good knowledge of a range of sounds and are using these to work out simple words, for example hat, cat and bat. Clear, consistent teaching, which ensures much repetition, is helping them to learn key words and to recognise them in their reading books. A very good range of strategies is used to teach reading. Writing is taught alongside reading. For instance, the teacher demonstrates how to write the words that children are reading. There are words in the classroom for children to copy when they do their own writing. With the appointment of the new Reception teacher, methods of teaching writing, which were criticised in the progress report by Her Majesty's Inspectors earlier in the year, have been changed, and are now good.

Mathematical development

87. Children make good progress in this area of learning as a result of very effective teaching. Older children in the Nursery, who are due to go up to the Reception class after Christmas, successfully order numbers between one and ten on a number line. They count how many fireworks are left when some are taken away. This very good learning is due to the quality of the teaching, which is pitched at exactly the right level for these children. They learn well by singing number rhymes and by practical activities. They pretend to be fireworks, and the number gets less as they are lit. They thread and count beads accurately. Teaching in the Reception class is also very well planned, challenging and practical. For example, children use real coins to buy real items. Questions are varied to take account of the different abilities of the children. A child with special educational needs is included sensitively in learning. The teacher makes sure that children do not miss out objects, or double count them as they count items up to 20. This precise and well-resourced teaching gives pupils a good foundation for future learning.

Knowledge and understanding of the world

88. Children make good progress as a result of good, and sometimes very good, teaching. In the Nursery, children use the full range of practical activities to extend their knowledge and understanding. For example, the tray of plastic mini-beasts fascinated two girls. They identified butterflies, caterpillars and dragonflies correctly, describing them well. Children in both the Nursery and Reception class know about Guy Fawkes and bonfire night, due to the range of integrated learning planned for this time. The outdoors area is used outstandingly in the Nursery to develop children's knowledge. For example, the children used toy rakes to gather leaves together for their 'bonfires' and then visited the workstation for 'refreshments'. Similarly, on a windy day, children experienced the weather by flying kites.
89. Computer skills are taught very effectively in the Reception class. Children already log on independently, use the mouse to manipulate images, and log off. This is due to very systematic, patient teaching. Children in both classes make good use of construction materials, building and using the end result well.

Physical development

90. Outdoor play is regular and frequent in both classes. Teaching and provision are excellent in the Nursery and satisfactory in the Reception class. Nursery children have a wide range of imaginative opportunities available throughout each session, which they use very well. They balance on benches and jump and land carefully. They move around safely and are encouraged by staff to improve their movements. Outdoor play for Reception children is still being developed, but has been hampered by the theft of equipment. It currently provides a satisfactory range of opportunities for jumping, running, riding wheeled vehicles and using small equipment, like balls and skipping ropes. Children engage in activities enthusiastically and some have well-developed skills, for example in skipping. Children in both classes handle pencils and small tools well for their age, for example, when Nursery children made 'fireworks' from cardboard tubes.

Creative development

91. Children make good progress due to good teaching in both classes. As a result, they play with equipment very imaginatively in the Nursery, both indoors and outdoors, becoming totally absorbed in their play. In the Reception class, children 'shopped' in a very adult fashion. In both classes, children draw and paint confidently. They chose and used materials very carefully for their firework pictures and worked effectively. Their pictures are bright and lively and show good development of skills over time.
92. The very good provision in both classes is a result of the very good leadership of the Nursery teacher, good teamwork, careful planning and a high regard for children's welfare. The special educational support assistant in the Nursery provides exemplary levels of care for the child with a formal statement of educational need.

ENGLISH

93. Standards in English have improved in the time since the previous inspection and are now above average by the time the pupils leave the school at the end of Year 6. Writing is a strength of the school and handwriting and presentation are particularly good. Pupils, including those with special educational needs, achieve well overall because teaching is generally good. Very effective teaching and provision for pupils with visual impairment exists in virtually all classes and there is some exceptional teaching for all pupils particularly in Years 4 and 6. However, there is some unsatisfactory teaching within the lower junior years and pupils' learning here is unsatisfactory.
94. In Years 1 and 2, standards of attainment are now mainly in line with national expectations. At Year 2, attainment is at present below expectations due to an unusually large number of pupils with special educational needs. However, good teaching is raising standards and these are likely to be close to national expectations by the end of the year. The leadership of the subject is also very good and is having a positive impact on teaching and standards.
95. The results from the National Curriculum tests in 2002 for 11-year-olds were above the national average and above those of similar schools. A greater percentage of pupils reached a higher level than was the case nationally. However, the school also had a slightly higher percentage of pupils attaining the lower level 3, which is below national expectations. It has been recognised by the school that some of the pupils in that particular year group required more support to attain their potential. Girls achieved higher standards than boys and there was a higher percentage of boys at the lower level in both reading and writing. The school is working hard to close this gap
96. Standards of attainment in speaking and listening are in line with expectations at seven years of age and above expectation by the time the pupils are 11 years of age. Children in the Nursery and Reception class make good progress within this area of learning. Pupils in Years 1 and 2 offer ideas for their poetry and talk confidently within guided writing when teachers work with small groups to support and improve writing skills. Pupils have well-developed listening skills because teachers use a range of stimulating techniques to engage their attention. For example, drama and music were used during a geography lesson in Year 2 and, as a result, pupils listened very attentively. This resulted in good learning and good provision for spiritual and cultural development.
97. Pupils in Years 3 to 6 are mainly confident and listen well. Pupils discuss their reading with interest and are encouraged to express opinions and ideas. In Year 4, opportunities to develop speaking and listening skills through drama are used well to enable pupils to improve their reading and writing. This is successful and pupils act using expression and understanding. Teachers plan group and paired activities to encourage pupils' use of language, for example, to explain or to structure and articulate questions. In Year 5, pupils were asked to explain their answers fully and, as a result, they expressed opinions clearly and developed their thinking. In an excellent lesson in Year 6, the charismatic presentation by the teacher resulted in total attention by all pupils and searching questions led to high quality contributions both of vocabulary and of descriptive phrases for writing. For example, opening, atmospheric phrases suggested for stories included 'as the

clouds darkened' and 'the horrifying storm closed in on us'. A newly-formed drama club has increased confidence and the use of expression and evaluative skills for those older pupils who attend.

98. In the inspection, standards of attainment in reading were found to be in line with national expectations in both the infant and junior classes. However, standards of reading at seven years of age in the 2002 tests were well below the national average and that of similar schools. This was due to staff absences, which affected the continuity of reading for a significant period of time for these pupils. Overall, girls attained better standards than boys in the tests. Shared and guided reading have provided pupils with a range of strategies to help them to learn to read and understand their books. Although many enjoy reading, some do not show real enthusiasm for books. There is a limited choice within the very small library area. Books from the schools' library service supplement class collections but there is a need for a greater choice of books to develop enthusiasm.
99. The National Literacy Strategy has had a positive impact on the teaching of reading and on the standards reached. Pupils in the Foundation Stage and Years 1 and 2 develop basic skills in learning letter sounds and pupils with special educational needs are well supported in their learning. Early and Additional Literacy Support from the National Literacy Strategy have been effective in helping targeted pupils to achieve their potential. For example, in Year 5, pupils read play-scripts well and were all involved in learning about layout and differences between play-scripts and prose. They read with expression using the text prompts. However, in a similar lesson for younger children in Year 3, the teacher's lack of subject knowledge meant that pupils were confused and their learning was unsatisfactory.
100. Standards of attainment in writing are in line with national expectations in Year 2. In Year 6, they are above expectations, with a significant number of pupils achieving well above national expectations. At seven years of age, pupils' standards of attainment in writing were in line with the national average in the 2002 National Curriculum tests. They were also in line with the attainment of pupils in similar schools. This year there was a slightly higher proportion of pupils attaining a higher level in the tests, which was above national expectations. This reflects the impact of the school's focus on writing.
101. During the inspection, there was an effective use of homework in Year 2, which resulted in some very good poetry writing about fireworks and bonfire night. Pupils were asked to use all their senses to absorb the atmosphere of the previous evening's bonfire celebrations. They began to use alliteration and adventurous vocabulary in their first attempts at poetry writing. High expectations in most classes result in good quality writing, for example, in Year 6 where pupils set their own targets and happily work towards them. The teaching in this lesson on 'Treasure Island' developed an impressive ability by pupils to create atmosphere through the use of language. Homework projects such as an autobiography and the diary of a Victorian child demonstrate highly developed skills in research, organisation, style and presentation. Good opportunities are taken to practise literacy skills in subjects such as history, religious education and science.
102. Attitudes and behaviour during literacy lessons are very good and at times they are excellent. Pupils work very well together and are fully supportive of each other. On more than one occasion pupils spontaneously applauded each other's work. They are eager to learn and most listen well. Most pupils understand what they are to be learning during lessons and how they are succeeding. Older pupils benefit from setting their own targets for improvement. They show respect and understanding for pupils with special educational needs and especially for those with visual impairment. These pupils are almost always fully integrated into the lessons by both staff and pupils.
103. Teaching in English is good overall. There is some excellent teaching, with high expectations. For example, in an excellent lesson in Year 4, pupils were using the familiar story of Little Red Riding Hood to develop their own play-script. They were clearly moving on from a previous lesson and were challenged to do more on their own. The teacher reminded them of all the strategies they had previously learned and of her high expectations for this lesson. There was a very good use of

drama, which motivated the pupils, and their teacher rightly praised their previous efforts at writing.

104. However there is some unsatisfactory teaching in Year 3. Where this occurs, the teacher's subject knowledge and planning are weak and this leads to confusion and unsatisfactory learning. Most planning for lessons is detailed, with clear learning objectives, and pupils' work is usually closely matched to their abilities, but there are occasions when work seen in books and in some planning is not clearly matched to a wide range of abilities. There is an inconsistent use of marking to assess and develop pupils' understanding and to improve their work. In the best practice, work is marked well and pupils are given advice as to how to improve and develop their work. However, this is inconsistent in different classes.
105. Basic skills are taught well and pupils are constantly reminded to use previously learned strategies to improve spelling, handwriting and reading. The use of information and communication technology in this subject is well developed. Pupils use computers to create and present their work and have a good knowledge of the use of fonts, colours and presentations. The use of homework to support learning is inconsistent.
106. Very good subject leadership has had a significant impact on teaching and on the raising of standards. The subject leader has very good subject knowledge and supports teachers within their own classrooms. Teaching and planning are monitored and pupils' work is carefully assessed. Targets are set for improvement. This has not yet been fully effective in improving the weaker teaching and planning, although good strategies are in place. In at least two classes, the teacher's own handwriting is poor and acts as a very poor model for the pupils. Although pupils try hard, there is an indication that the pupils' handwriting in these classes is not as good as in others. The school understands that there is a need for pupils to be set good examples by teachers.
107. Although the library continues to be poorly sited and inadequately stocked, it is neatly presented. The school is aware of the need to teach library skills, and pupils in Years 3 to 6 are taken regularly to the local library. However, pupils display only limited skills in using a library. If at all possible, the school should try to provide better accommodation for a wider range and greater number of books in order for pupils to develop a greater enthusiasm for books and better retrieval skills.
108. Improving standards of attainment in English are encouraging. The school is in a good position to go on to develop these standards further.

MATHEMATICS

109. By the end of Year 6, standards in mathematics are average, which is typical of the school's results in National Curriculum tests over time. This suggests that the dip in the National Curriculum test results to below average levels in 2002 was temporary. Results in the previous two years were also average. The lower results in 2002 can be explained by exceptional circumstances. Two pupils with very low results had joined the school during the last year, and a few pupils missed the national benchmark by a few marks. To ensure that this does not happen again, pupils who are on the borderline in Year 6 are subject to particularly strong teaching, and this was observed during the inspection. The school has also made some changes to the curriculum to strengthen areas where pupils did not do as well as expected. Although there were no differences between the overall grades achieved by girls and boys in 2002, girls, who were very much in the majority, did better at the higher levels. Evidence from this inspection suggests that the work set in most classes is challenging the able pupils well, and there is no discernible difference between the performance of girls and boys. Pupils make satisfactorily progress overall and pupils with special educational needs make good progress because of the good support that they receive.
110. By Year 6, most pupils have a confident grasp of number operations and respond quickly to the teachers' questions. Most pupils in the middle ability group, for example, double, add and subtract numbers related to angles. When working with tricky number problems, most pupils in the mixed group of high achieving Year 5 and 6 pupils explain how they had arrived at their answers. Many

- pupils are working at higher than expected levels in construction. They used a protractor to draw arcs for different types of triangles and worked out for themselves how to construct a kite. They named the properties of the triangles confidently.
111. Standards are not as high as expected nationally by the end of Year 2, and this is borne out by teachers' assessments of the pupils' present capabilities. This partly reflects the higher number of pupils who find mathematics difficult in the current Year 2, but also the inadequacies in past teaching that were noted by Her Majesty's Inspectors in the progress report issued at the start of the year. Work seen during the inspection indicates good improvement in Years 1 and 2. Pupils made good progress in the lessons seen and standards were broadly similar to those found nationally. In Year 1, for example, pupils ordered numbers from 0 to 20, and higher attaining pupils suggested number sentences for simple subtraction sums. As a result of good teaching, pupils in Year 2 round numbers to the nearest ten, with higher achieving pupils working confidently with numbers up to 100. They read and write times accurately for both analogue and digital clocks. With some ground still to make up, standards are likely to be close to average levels by the end of Year 2, but still below them.
 112. Teaching seen during the inspection ranged from unsatisfactory to very good, but was mainly good. The very good teaching seen in Years 4 and 6 was extremely well planned and structured. Pupils made very good progress because they understood what they had to do. Concepts were explained very clearly and pupils' thinking was advanced by the challenging nature of the teachers' questions. This step-by-step learning meant that pupils of all levels of attainment, including those with special educational needs, could keep up with the lesson and achieve success. Lessons that were taught well and satisfactorily had many positive features. Teaching was purposeful and pupils benefited from the explanations, questions and the work set for them to do. Teachers' management of pupils and relationships with them were good in all lessons. As a result, most pupils worked hard and behaviour was usually very good.
 113. Occasionally, however, pupils did not have enough thinking time and were not expected to give full enough answers. Work did not always take enough account of the range of ability within the class, so that, at the end of the lesson, some pupils did not have a firm understanding of the work set. Teachers did not always pick this up as they checked pupils' learning during the lesson. As a result, they were not sufficiently aware of the need to adapt the next lesson in order to iron out any difficulties that pupils were experiencing before moving on to the next step. Opportunities to give pupils more practice by setting relevant homework were not always taken. Marking is usually done conscientiously, but does not always set targets for pupils to work towards. The unsatisfactory teaching was a result of weak subject knowledge. A mathematics game was not thought through sufficiently and did not achieve its purpose. Time was wasted when pupils spent time drawing and confused explanations impeded pupils' learning.
 114. Mathematics is used satisfactorily in other subjects, notably science. Pupils' skills in handling data are extended quite well in information and communication technology lessons, but the reverse does not happen often enough. Computer programmes are not used much in mathematics lessons. The leadership of the subject is good and this is seen, for example, in the way that strengths and weaknesses in the school's provision have been analysed and are being acted on. A particular strength of provision is the way that visually impaired pupils are integrated into lessons. Their teachers and assistants adapt materials skilfully and support pupils throughout so that they can play a full part. Class teachers also play an important part by involving pupils during discussions and responding to them warmly.
 115. Evidence from this inspection is that the school is in a sound position to improve standards in mathematics. The school understands that more successful matching of work to pupils' individual needs will help to achieve this.

SCIENCE

116. There has been satisfactory progress in science since the previous inspection. Standards of attainment have been broadly maintained, teachers are more confident in teaching the subject, and do so well, and there is improved analysis of assessments. However, there remains much

work to do.

117. Observation of lessons and a scrutiny of pupils' work indicate that by the end of Years 2 and 6, standards are likely to be close to the national average. This judgment differs from the National Curriculum test scores for last year. In 2002, the teachers' assessments for seven-year-olds were very high with nearly every pupil gaining the appropriate standard, although there were too few at the higher level 3. The current Year 2 pupils will have to make considerable progress to repeat that success as their current work is about average. In 2002, the scores for eleven-year-olds reversed a three-year upward trend to be markedly down on previous years. The school has analysed the results very carefully but can find no reason for the dip in scores, which in all reflects about six pupils underachieving. Current pupils are working well and are likely to improve on last year's scores. They may well also benefit from the smaller teaching groups for science, which the school has arranged for Years 5 and 6. In the long term, most pupils are achieving satisfactorily, although more pupils should achieve the higher levels at both the end of Year 2 and Year 6.
118. Pupils with special educational needs have no specific targets for science in their individual education plans. These are mainly linked to English skills and behaviour. Science contributes positively to helping these to pupils meet their targets by giving opportunities for concentration and improving their presentation skills. Thus, these pupils are making satisfactory progress, as are pupils who speak English as an additional language. From a very low starting point they are quickly learning the very technical vocabulary of science and how to 'be a scientist'. Whilst teachers take care to explain new words to all pupils, they do not sufficiently take into account the needs of these pupils who have limited technical vocabularies and English cultural experience.
119. Pupils in Years 1 and 2 cover the full National Curriculum and teachers give appropriate emphasis to learning the skills of 'being a scientist'. They learn how sound is made and how it travels. In the mixed Year 1/2 class the teacher skilfully allowed pupils to experiment with the instruments before they had to record what they had found. She also challenged the higher attaining pupils by asking them to use a mathematical diagram to record their results. Earlier work on plants and animals showed that pupils understood life cycles and how to sort animals into groups. By the end of Year 6, pupils have developed into good scientists. They know how to organise experiments, how to predict and record, and what to look for. Their knowledge of parts of plants and humans is sound and they sort living things well. They have a clear understanding of what living things need in order to grow. Pupils' written work is beautifully presented with many excellent illustrations and this is a great strength of science in the junior class.
120. Teaching is good through the school, although there is some variation between classes. In all classes there is consistency of planning because each pair of years teaches the same topic at the same time. Most teachers have good subject knowledge and they use support staff and resources very well, especially in Years 1 and 2. The quality of planning is variable and insufficient emphasis is placed on setting work at appropriate levels for all pupils. In some classes, they all do the same task, while in the best planning, teachers have carefully prepared, suitable tasks for different abilities. Teachers make good use of new technology by using microscopes to view yeast or CD ROMs to gather information on food types. Because it is usually presented in a lively and interesting way, most pupils really enjoy their science work. They pay close attention to explanations and work diligently when asked. They learn to work together in pairs and groups and this enhances their personal development. It is quite early to comment on the likely effect of the four classes for science in Years 5 and 6, but experience shows that creating an extra class allows teachers more time to concentrate on individual pupils and is thus beneficial to pupils' learning.
121. The leadership of the subject is satisfactory. There is improved monitoring of teachers' planning, teaching and pupils' learning. Teachers receive helpful advice. The subject's action plan is weak because it does not focus sufficiently well on raising pupils' attainment and improving the quality of teaching. With greater focus on attainment and progress, the school has the capacity to improve standards in science.

ART AND DESIGN

122. Standards of attainment in art and design are at the expected levels at the end of both Years 2 and 6 and pupils, including those with special educational needs, achieve satisfactorily. This reflects the judgement made at the last inspection and satisfactory standards have been maintained.
123. In Year 2, pupils are developing good drawing skills. They use different types of pencil well to shade. They observe closely at first-hand, for example before they begin their portraits. Their drawings of faces are reasonably accurate, although the proportions are not always right. Previous work shows that the pupils in Years 1 and 2 have explored the use of a range of media, including paint, oil, pastels and collage. The pictures created by last year's Year 2 pupils following a visit to 'Tropical World' are particularly striking. The fish are colourful, detailed and have a sense of movement. The tropical plants are drawn carefully and look lush.
124. Work by pupils in Year 6 is very carefully executed. The standard of some of the work on display is of high quality. The chalk pastel pictures done in the style of Monet, for example, show good technique, as do the observational drawings of artefacts. There are fewer paintings on display for pupils in Years 3 to 6, and this partly reflects the lack of facilities. There are no sinks in classrooms and this limits the type of work done. Much of the work shows strong links with design and technology. Hats and shoes made in these lessons are attractively and appropriately decorated. There is a little evidence of sculpture, but a very impressive piece has been made from natural materials by Year 6 pupils. However, there is no clay in school but opportunities exist for pupils to mould and shape objects using other materials.
125. Teaching was only observed in Years 1 and 2 and was of good quality. No judgement can be made about the quality of teaching in Years 3 to 6. The teaching seen emphasised the development of sketching and shading skills well. Pupils tried hard and made good progress in the lesson. The very good subject knowledge of the subject leader was used to good effect in the planning and management of both lessons. The monitoring of attainment and progress is unsatisfactory.
126. The quality of the art and design curriculum is better than it was at the last inspection and is satisfactory. All teachers now follow the national guidelines and provision is more even throughout the school. The new subject leader, however, influences the work of pupils in Years 1 and 2 more than the work of pupils in Years 3 to 6. The development of art and design has had a low priority in recent years and is still too dependent on the interest and enthusiasm of individual teachers, who are responsible for some very good work. Too little money for materials, time for training and a lack of sinks in classrooms are impeding the development of the subject. Some use is made of computer programs but, overall, the use of information and communication technology to support learning is unsatisfactory. Good use is made of visits to art galleries in Year 6.

DESIGN AND TECHNOLOGY

127. Since the previous inspection report, standards have remained broadly similar and subject management remains unsatisfactory because teaching and pupils' work are not monitored sufficiently well.
128. The school alternates lessons in art and design with design and technology each half term. During the inspection only Years 3 to 6 were learning design and technology and it was possible only to view two lessons, both in Years 5 and 6. From this limited evidence and observation of the quality of work on display, pupils' attainment at the end of Year 6 is likely to be appropriate for their age and they make sound progress. Pupils with special educational needs and pupils who speak English as an additional language also make sound progress. They concentrate well and enjoy the practical elements of the lesson but find evaluation of their designs difficult because their English skills are limited. There was insufficient evidence to make a judgement about standards or progress in Year 2.
129. The work on display is good. The Year 3 'pop-up' books and cards showed that pupils have

tackled the task in an imaginative way, including one very good card of a lady with a pleated skirt. The Year 6 work on hats demonstrated how pupils linked their work with the art of Cézanne. They used different materials for different effects well. However, all initial hat shapes were of a 'straw boater' type and this was a limiting factor. Pupils really enjoy their lessons because they are presented in a lively and interesting way. They showed good concentration during a Year 6 demonstration of bread making and behaved very well when examining and tasting different types of bread in the mixed Year 5 and 6 class. In the lessons observed, the quality of teaching was satisfactory overall, but the use of information and communication technology to support learning is unsatisfactory.

130. Management of the subject is unsatisfactory. The recently appointed subject leader does not see teachers' planning until after the topic has been taught. This practice does not give her the opportunity to provide colleagues with any guidance. The subject action plan is unsatisfactory because it does not focus on raising attainment and improving pupils' progress in learning. Assessment is unsatisfactory because it is too informal. Teachers pass on broad statements about what pupils have done. The lack of specific evaluations about, for instance, how well pupils planned their project, or how well they used the tools, has inhibited their progress.

GEOGRAPHY AND HISTORY

131. Standards of attainment in history are in line with national expectations at seven years of age and at 11 years of age. Pupils make satisfactory progress overall and pupils with special educational needs, including visually impaired pupils, make good progress learning alongside their peers.
132. Pupils in Years 1 and 2 have investigated artefacts such as Victorian household items. They successfully drew and labelled pictures of the articles. Pupils have a clear understanding of the passage of time and compare homes of today with those in the past. They understand how to complete a time line of life from babyhood to adulthood. Although work is usually neat and well presented, it does not always reflect the same care as in work produced for English. Pupils have visited Cusworth Hall to gain first hand experience of life in the past.
133. In Years 3 to 6, pupils' learning has benefited from visits to the Jorvik Viking Centre and the Archaeological Research Centre in York. They showed sound knowledge and understanding in their learning as a result of these experiences and have improved their knowledge of the background and times of these exhibitions within their lessons. In a Year 3 lesson, pupils offered sensible reasons for the Viking invasions and this lesson made relevant links to geography. A visually impaired pupil successfully found the relevant Scandinavian countries on her tactile globe and showed other pupils. In Year 6, pupils had a secure knowledge of the decade of the 1940s and showed interest in their new work on the 1950s. Discussion with pupils revealed that they have a good understanding of sources of evidence and their importance. The presentation of their work during the lesson was very good. A beautifully presented Year 6 homework project of a Victorian diary is displayed. This shows exceptionally good research of the period, with good use of an appropriate style and very good organisation of the work. Older pupils have the skills to investigate artefacts in great detail and to make very good use of their findings to reach conclusions about people's lives in the past. The presentation of work is inconsistent but some, such as a word-processed book of the Jorvik visit by Year 4 pupils or written presentations of investigations by pupils in Year 6, is very good.
134. Pupils behave well in lessons and attitudes are usually good. Relationships are good and pupils show interest, listen carefully and answer questions eagerly. Sometimes, the pace of lessons is too slow and there is not enough variety in presentation to motivate all pupils. This can result in some pupils becoming bored. In one case it slowed enough to alter a valuable planned section of the lesson and so adversely affected learning.
135. It was not possible to judge the quality of teaching of history in Years 1 and 2 as no lessons were observed. However, teaching in Years 3 to 6 is satisfactory. Teachers make good use of visits and are fortunate to have a range of places to visit within the locality. Artefacts are well used and visitors from the local community talk to the pupils about life or events in the past. Pupils are

involved in role-play to help them to understand the perspectives of others and the impact of past events on their lives. The marking of pupils' work, although positive, does not usually focus on historical objectives or help pupils to develop their knowledge and understanding further.

136. It was not possible to judge standards of attainment or the quality of teaching in geography as this was not taught in the majority of classes during the inspection. A very limited amount of pupils' work was available from Years 3 to 6.
137. In Year 4 books, there was evidence of clear planning of work which was matched well to pupils of different abilities. Pupils planned holiday destinations for particular families and gave reasons for their choices. There were strong links to literacy within these examples as pupils wrote imaginary letters to their families describing a desert or a rainforest. There was also evidence of high expectations seen through the marking and presentation of work. However, in Year 3, all of the work in the small sample was copied and there is no evidence of different work for different abilities. Some work remains unmarked.
138. An exciting and very effective geography lesson was observed in Year 2. This lesson began with a 'phone call' from Barnaby Bear in Bergen. The teacher's use of dramatic role-play and her first hand knowledge of the location led to rapt attention and very good learning. There were good links to literacy as the teacher reminded the pupils about clearly structuring their questions for Barnaby and to ensure that their handwriting was neat enough for him to read. Pupils were clearly motivated and most behaved very well. The lesson ended with a surprise 'arrival' of a late postcard from Barnaby. The perfect timing had the effect of gathering the pupils to hear the postcard and to reinforce their learning.
139. There has been satisfactory improvement in both subjects since the previous inspection report. Although the leadership of both subjects has improved, there are still areas for further development. The school has planned to raise the profile of geography and history in the early part of 2003 by monitoring and evaluating the quality of teaching, the purchase of further resources and graded assessment of pupils' work. Planned work now follows the scheme of work more closely than when the school was inspected previously, and pupils are more aware of what they are learning and what it will lead to. There is now a budget allowance for both subjects and purchases of resources are being planned for next term. There is still an unsatisfactory use of information and communication technology in both subjects, although there are also plans to improve this. The school has the capacity to improve attainment in these subjects further.

INFORMATION AND COMMUNICATION TECHNOLOGY

140. There has been very good improvement in standards and provision since the school was previously inspected. The curriculum is now taught fully and resources and facilities have improved markedly. Teachers are more confident in their teaching because they have received some training and as a result, pupils' standards have risen and they are making good progress from a low starting point.
141. By the end of Years 2 and 6, standards are likely to be broadly similar to those expected nationally. In Year 2, pupils confidently start up the computer and select the correct program. They use the simple features of word processing well and have a growing understanding of how information is stored and successfully find files with some direction from the teacher. They use databases well to create graphs from the information they have gathered. They have successfully experimented with using a programmable toy and make it follow a predetermined pathway.
142. In Year 6, pupils are tackling quite sophisticated database work and are learning to bring more than one selection criteria together using 'and' and 'or'. They have used a programming language to create interesting pictures and have used their knowledge of angles well to decide how much turn to use in the program to create the result that they want. Word processing is good and is used in a variety of ways, sometimes to support work in other subjects. For example, autobiographies written by pupils in Year 6 are presented to a very high standard. All pupils have made good progress because, at the last inspection, they had very little experience with computers, some aspects of the curriculum were not taught and standards were very low.

143. Pupils with special educational needs make good progress. They concentrate hard at the tasks they are given and are highly motivated. Pupils with visual impairment have difficulty when there is no sound coming from the computer. In a Year 3 lesson, one of these pupils was not involved in the lesson at all because she couldn't read the worksheet and she had no access to the visual computer output. Ways need to be explored to fully involve these pupils in lessons. The few pupils with English as an additional language also make very good progress because they are keen to take part in learning and most computer words are well known throughout the world.
144. In Years 1 and 2, teaching is satisfactory, whilst, in the junior years, teaching is satisfactory overall with significant variations depending upon the individual teacher's confidence and understanding. There are examples of very good teaching. The quality of teaching in one lesson in Year 3 was unsatisfactory whilst it was very good in a mixed Year 5 and 6 lesson. This inconsistency inhibits progress for some pupils. Despite initial training, some teachers still lack confidence in their own ability. One positive move by the school is to use the experience of one teacher to teach both Year 6 classes. Most teachers plan thoroughly and prepare good resources for their pupils to use, as in a Year 2 class where the teacher provided interesting data for the lesson. In a mixed Year 5 and 6 class the explanation was brief and the teacher involved the pupils through good questioning which brought out their knowledge. Unsatisfactory teaching involved lengthy explanations in which pupils were barely involved and planning which was neither detailed enough nor provided higher attaining pupils with sufficient challenge.
145. Teachers make good use of word processing to produce signs and posters around the school. However, apart from the subject leader, they make insufficient use of computers to extend pupils' learning in other subjects.
146. The subject leader has done a good job since the previous inspection. Good resources and equipment have been purchased and he has initiated training for all staff. He has started a good programme of monitoring and evaluation of teaching and has also compiled three useful files of examples of pupils' work. The school should quickly decide what standard these examples represent so that all staff can use them to guide their grading of pupils' work. The layout of the computer suite can cause teachers difficulties because they cannot see what all the pupils are doing.
147. The key issue from the previous inspection report to raise attainment in information and communication technology has been addressed successfully. The school is in a good position to develop the role of information and communication technology further in support of pupils' learning in subjects across the curriculum.

MUSIC

148. At the time of the previous inspection, there was too little evidence for a judgement to be made about standards of attainment. These are now satisfactory at the ages of seven and 11. Whole-school singing in assemblies is mediocre but is better in infant assemblies than in those for juniors. Singing has not had a high profile for Years 3 to 6 in the past and the recently appointed subject leader is working hard to improve its quality. In a hymn practice for junior pupils, the quality of singing improved well as a result of her prompting, but much remains to be done.
149. Attainment and progress by the age of seven are satisfactory for all pupils including those with special educational needs. There are examples of above average attainment. For example, in a very well taught lesson in Year 2, pupils sang with a sense of shape and melody. They remembered newly introduced elements into a song well and were able to maintain a steady pulse. They repeat simple rhythmic patterns successfully and their interest in the lesson was enhanced by the teacher's striking sketch of Beethoven. This led to a good discussion in which pupils developed a good level of understanding of the problems caused by Beethoven's increasing deafness. Pupils in Year 1 understand clearly that the word 'tea' has one beat while 'coffee' has two beats. They successfully developed rhythmic patterns based on these two words. Pupils in Year 1 and 2 use simple percussion instruments competently to maintain a pulse and to create

simple rhythmic patterns.

150. Attainment and progress in Years 3 to 6 are satisfactory. Pupils in Year 5 successfully maintained their own part in a two-part round and understand the meaning and purpose of 'ostinato'. In groups, they planned a short rap co-operatively and performed their compositions successfully, although some accelerated and lost the basic pulse which created difficulties in performance. A singing lesson for all Year 3 pupils was satisfactory, although having over 30 pupils in a small classroom was not an ideal learning environment. Pupils echoed successfully when concentrating and singing was largely tuneful. Two pupils with visual impairment were successfully integrated into learning in this lesson.
151. Pupils' attitudes to music vary according to the quality of the teaching. Where learning experiences are imaginatively planned, pupils concentrate well and contribute enthusiastically. This was the case in the lessons for Years 2 and 5. Where learning activities are more routine, pupils' interest and concentration are satisfactory, but they are inclined to chatter between activities so that the pace of learning slows.
152. The quality of teaching is good in Years 1 and 2 and satisfactory in Years 3 to 6 and ranges from very good to satisfactory. The very good lesson in Year 2 was very well paced and resourced. The clear lesson structure and teacher's very good skills enabled the pupils to make very good progress. The lesson included a number of different musical activities and these were linked together very effectively. On the other hand, in the satisfactory lesson in Year 3, there was only one learning activity and, at the end of the day and in an over-crowded space, pupils found it difficult to maintain concentration and were inclined to chatter between songs.
153. The subject leader has only been in post since September. She is enthusiastic and anxious to develop the subject. She has updated the policy for music and teaching and learning are now underpinned by nationally recognised schemes of work. Resources have been improved and instruments are now stored centrally so that they are available to all staff. The subject leader has formed a small recorder group and, after only a few weeks, the group contributed well to a junior assembly. There is no other instrumental tuition although this possibility is being explored. Pupils now come into and leave assembly to music, but no reference is made to it so as to improve their musical and cultural awareness. Some information and communication technology resources are available to support learning in music, but their use is inconsistent. The subject leader has not yet had the opportunity to monitor and evaluate the quality of teaching and learning but this is planned for later during this school year. Resources for learning are satisfactory.
154. Music has not been a significant feature in the school in recent years. Pupils have few opportunities for performance and their experience of live music from visiting musicians or visits to concerts, for example, is minimal. If attainment and the range of pupils' experiences in music are to improve, then the school understands that it will need to be given a higher profile in school life.

PHYSICAL EDUCATION

155. Attainment in physical education is at the level normally found for pupils aged seven and 11 including those with special educational needs. All pupils make sound progress overall. This is an improvement since the school was inspected previously for pupils in Years 1 and 2 when attainment was judged to be unsatisfactory. The school has good arrangements for swimming and some 90 per cent of the school's pupils normally swim the expected 25 metres by the time that they leave the school.
156. Pupils throughout the school understand the importance of warming up before physical activity and of cooling down and relaxing afterwards. Pupils in Year 2 are capable of imaginative responses in creating movements to represent different fireworks. They used percussion instruments well to create an atmosphere for their performances. Pupils in Year 1, in a good gymnastics lesson, successfully ran, jogged, hopped, skipped, walked and crawled. They understood the difference between 'frog jumps', bunny jumps' and 'crab crawls' and were inventive in devising different ways of moving along the floor on three points.

157. By Year 6, some pupils have gymnastics skills which are well above average because of specialised coaching in school. For most pupils, attainment in physical education is at the level normally found, although good coaching in games means that some pupils have above average ball skills. By Year 6, pupils have satisfactory catching and throwing skills, with a few being above average. In Year 5, pupils are capable of a good range of balances including good handstands, although a number find it difficult to balance on one leg. There was good evidence of improvement in control as the lesson proceeded. Pupils in Year 3 have sound gymnastics skills and are developing good ball control skills for soccer as a result of good teaching.
158. Progress in learning in physical education is underpinned by positive attitudes, which are good overall. Where the quality of teaching is very good, pupils' responses are very good and, as a result, very good progress is made. Imaginative learning activities and enthusiastic teaching evoke very good responses from pupils so that progress is impressive. Pupils have a good awareness of the importance of safety and support each other well. Pupils with visual impairment are included in learning very effectively, and, with good support, play a full part in lessons.
159. The quality of teaching is good overall and ranges from very good to satisfactory. In very good lessons, teachers have very high expectations for pupils' effort and behaviour and these expectations are realised because pupils respond with enthusiasm and a high level of commitment. Very good opportunities are taken to allow pupils to demonstrate successful techniques so that other pupils can raise their standards. This was the case in a very well taught gymnastics lesson in Year 3 and, in a very good dance lesson in Year 2, learning was enhanced by the teacher's imaginatively prepared resources. In a satisfactory games lesson in Year 6, the teacher was new to the school and her relatively insecure class control adversely affected the pace of the lesson so that learning was satisfactory.
160. The subject is led by an experienced and enthusiastic teacher who is keen for pupils to have good quality experiences in physical education. His soccer practice after school was attended by over 40 pupils - boys and girls - and they were developing good ball skills. Boys and girls play soccer against other schools and so experience competitive play. There are opportunities for external coaching in rugby. The gymnastics club run by the headteacher and a parent enables about 20 girls to develop levels of skill and confidence that are well above those normally found. Resources have been improved since the school was inspected previously and are now good. The school benefits from a reasonably sized hall, good hard play areas and a useful adjacent field. The subject leader oversees all planning and ensures that the National Curriculum is fully covered. He is scheduled to monitor the quality of teaching and learning during the course of this school year. He is available to support colleagues in their planning and teaching.
161. Pupils are given a satisfactory introduction to physical education overall, although there are some areas which are of high quality. Attainment has improved since the school's previous inspection, and the school has the capacity to raise attainment further.

RELIGIOUS EDUCATION

162. Standards are at the expected levels for pupils following the locally agreed syllabus at the end of Years 2 and 6 and pupils make satisfactory progress. This is an improvement since the previous inspection when standards were unsatisfactory as a result of an unsatisfactory curriculum and shortcomings in teaching. The curriculum is now satisfactory. It is based on the locally agreed syllabus and draws on nationally approved subject guidance. Teaching is good and promotes satisfactory learning and progress for pupils overall, including those with special educational needs.
163. Pupils in Year 6 reflect deeply and sensitively on the needs of others and write sensitive prayers based on the story of the Good Samaritan. Pupils in the Year 5 and 6 class express their ideas about what 'loving thy enemy' means satisfactorily. Several pupils are articulate and not afraid to speak out. Boys express some particularly interesting ideas. They are aware of the complexities of 'turning the other cheek', relating it to their own lives. Previous work shows that pupils'

understanding of Buddhism is developing satisfactorily. Work from last year's class includes some effective writing following visits to places of worship. After visiting a mosque, for example, one pupil wrote 'We were amazed. It was a very unusual shape. It was completely different to my imaginary picture'. Pupils' work in religious education is often well presented and provides a good vehicle for practising writing and 'desk-top publishing' computer skills. Good work by Year 4 pupils on Jesus' crucifixion was presented well in the form of a newspaper report and word-processed.

164. Pupils in Years 1 and 2 have a satisfactory knowledge of Christian festivals and traditions and learn about Jesus' work through the telling of Bible stories. Last year, for example, they learned about Jesus' special friends and about miracles, such as the raising of Jairus' daughter. They are beginning to learn about other faiths. The charismatic story telling by the Year 2 teacher engaged pupils' interest well and helped them to learn about Diwali. The use of illustrations done by the teacher added greatly to the children's enjoyment and understanding of the story.
165. Teaching in the few lessons seen ranged from satisfactory to very good, but was good overall. The very good teaching stood out because the teacher had high expectations, setting an excellent atmosphere for reflective thinking. Stories were generally well told, although the lack of suitable illustrations adversely affected the drawings done by a class of younger pupils, which were sometimes inappropriate. Teachers of older pupils used questioning well to make them think and to develop their answers to questions. The responses of these pupils were mature and well considered.
166. The leadership of the subject is satisfactory. Teachers' planning is checked to ensure that it follows the school's guidelines. However, the monitoring of pupils' progress to plan future learning is unsatisfactory. Resources are satisfactory, although there are no specific computer programs for the subject. Visits to places of worship are used well to enhance learning. The subject makes a good contribution to pupils' personal development.