

INSPECTION REPORT

Paston Ridings Primary School

Peterborough

LEA area: Peterborough

Unique reference number: 110778

Headteacher: Mr T Snitch

Reporting inspector: Peter Howlett
23744

Dates of inspection: 30th June – 3rd July 2003

Inspection number: 247046

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and Infant
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Paston Ridings Paston Peterborough
Postcode:	PE4 7XG
Telephone number:	01733 762742
Fax number:	01733 703514
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Stubbings
Date of previous inspection:	December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23744	Peter Howlett	Registered inspector	Information and communication technology Geography Educational inclusion	What sort of school is it? How high are standards? How well are pupils taught? What should the school do to improve further?
9970	John Acaster	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
15011	Marion Wallace	Team inspector	Foundation Stage Religious education Physical education Special educational needs	
4350	Clive Whittington	Team inspector	English Art and design	How well is the school led and managed?
32595	Gillian Williams	Team inspector	Science Music History	
19410	Andrew Mathews	Team inspector	Mathematics Design and technology English as an additional language	How good are curricular and other opportunities offered to pupils?

The inspection contractor was:

Bedford Primary Inspections
2 Grange Lane
Cople,
Bedfordshire
MK44 3TT

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a larger than average primary school for boys and girls aged four to eleven. The number on roll has fallen steadily since the last inspection because pupil mobility is higher than the national average. Currently, there are 378 pupils attending full time from reception to Year 6 with broadly equal numbers of boys and girls. The school is in a pleasant site located on the north-eastern side of Peterborough. It serves an area of fairly high density housing with a mixture of private owned and rented council accommodation. There is also a Travellers' site in the catchment area and nine children from this site attend the school. There is evidence of some degree of social deprivation in the area and many pupils come from disadvantaged backgrounds. Nearly a third of the pupils are eligible for free school meals which is higher than the national average. Ninety per cent of the pupils are of white UK heritage, while the remainder represent diverse cultural and ethnic backgrounds. About five per cent of the pupils come from homes where English is not the first language, although only two pupils are at an early stage of learning English. There are two refugees in the school. The proportion of the school population (22 per cent) identified as having special educational needs for a variety of learning and behavioural difficulties is close to the national average. Seven pupils have a statement of special educational need. Many pupils enter school with levels of attainment below those typically found nationally, particularly in language skills. The school is part of the local education authority's Excellence in Clusters Project which is aimed at raising pupils' achievement.

HOW GOOD THE SCHOOL IS

Paston Ridings is a good school and it provides a good education for its pupils. It is a happy, harmonious and supportive place where pupils feel secure and valued. The good quality of much of the teaching and pupils' good attitudes and behaviour help to create an effective environment in which pupils can learn and flourish. Pupils achieve well in English, mathematics and science and by the end of Year 6 standards are above average in mathematics and science and average in English. The headteacher provides very strong and effective leadership and is well supported by the governing body and senior staff. The day-to-day management of the school is good. The school gives good value for money.

What the school does well

- The school has been particularly successful in helping pupils achieve well in the national tests.
- The very strong and effective leadership of the headteacher has a significant impact on the work of the school.
- The quality of teaching is good overall which leads to purposeful learning in nearly all lessons.
- Pupils' relationships are very good and their attitudes and behaviour are good.
- The school provides good levels of care for all its pupils and supports their personal development well.
- The school has very good relationships with its parents and the community.

What could be improved

- Standards in art and design across the school, in music in Years 3 to 6 and in history and geography in Years 1 and 2.
- The provision for children in the reception classes.
- The role of co-ordinators in raising achievement and improving the quality of learning in their subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the last inspection in December 1997. Standards are higher in English, mathematics and science. Teaching is better and pupils' behaviour and relationships have improved. The school has strengthened its partnership with parents and its links with the community. It

has successfully addressed the key issues from the last inspection: standards in writing are now satisfactory; standards in reading are higher by Year 2; standards in geography by Year 6 have improved; more able pupils achieve well and assessment is better. The school is well placed for further improvement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	C	C	A
mathematics	B	C	A	A*
science	A	B	A	A

Key	
Top 5 per cent of schools	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

In 2002, the proportion of Year 6 pupils achieving the expected Level 4 was average in English, above average in science and well above in mathematics. The school exceeded its published targets for English and mathematics. The overall improvement in results since the last inspection is better than the national trend. In English, there has been a steady improvement in results at a slightly higher rate than the national trend of improvement whilst in mathematics and science the improvement in results has been rapid. There has also been a steady improvement in results in the national tests at the end of Year 2 in reading and writing and a substantial improvement in mathematics since the last inspection. Results in the national tests for seven year olds in 2002 were above the national averages in reading and writing and well above average in mathematics. In comparison with similar schools, results in all three tests were very high.

Children make satisfactory progress in reception but most are unlikely to achieve the expected standards by the start of Year 1. Pupils make good progress in English, mathematics and science in Years 1 to 6. In English, standards are average in Year 2 and Year 6. In mathematics and science, standards are average in Year 2 and above average in Year 6. Pupils' achievement in information and communication technology (ICT), physical education, design and technology and religious education is satisfactory and standards are at expected levels at the end of Years 2 and 6. In history and geography, pupils make insufficient progress in Years 1 and 2 but make better progress in subsequent years, so that standards are in line with expectations by Year 6. In music, standards are similar to those found nationally by Year 2 but are below average by Year 6. In art and design, pupils' achievement is unsatisfactory and standards are below expectations across the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like school and have positive attitudes for learning.
Behaviour, in and out of classrooms	Good. Pupils are polite and courteous. Most behave well in class, respond well to their teachers and settle down to work sensibly. Behaviour around the school is good and in assemblies very good.
Personal development	Good. Pupils enjoy taking on responsibilities and their personal development is

and relationships	good. They show respect for the feelings and opinions of others and relationships throughout the school are very good.
Attendance	Unsatisfactory. Pupils' attendance rate is below the national average despite the good efforts of the school.

TEACHING AND LEARNING

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

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

Overall teaching is good. During the inspection, 88 lessons were seen. Of these, two-thirds were at least good and nearly three in every ten lessons were very good or better, including two excellent lessons. Four lessons were less than satisfactory, including one poor lesson. Teaching of English, mathematics, science, ICT and religious education is good. A strength in teaching is the high priority given to helping pupils acquire literacy and numeracy skills. Other strengths include very good management of pupils, good planning and organisation of lessons and effective use of resources and learning support staff. These factors help pupils achieve well. Learning support assistants work closely with teachers and together they give good support to pupils with special educational needs, those at an early stage of learning English and Travellers children. The teaching of higher attaining pupils is good in English and mathematics and in science in Years 3 to 6. However, these pupils are not sufficiently challenged in science in Years 1 and 2 and in ICT. Some teachers' limited knowledge of art and design and music places a ceiling on pupils' achievement. Teachers in reception do not always match tasks sufficiently well to children's capabilities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is enhanced by good provision for personal, social and health education and for extra-curricular activities and by very good links with the community. The school rightly gives high priority to teaching literacy, numeracy, science and ICT but there is insufficient emphasis on art and design and music.
Provision for pupils with special educational needs	Good. Pupils receive good support and this is reflected in the good progress they make. The early identification of educational need is a strength and the support is planned to suit pupils' individual needs.
Provision for pupils with English as an additional language	Good. Most are fluent bilingual speakers and achieve as well as other pupils. The school provides good individual support for the few pupils at early stages of learning English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school provides very well for pupils' social development. Moral development is well promoted. Spiritual and cultural provision is generally satisfactory but the promotion of multi-cultural awareness is a weak feature.
How well the school cares for its pupils	Good. Arrangements for ensuring pupils' welfare are very good. Procedures for assessment are satisfactory overall: they are good in

	English and mathematics but unsatisfactory in many other subjects.
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The school has continued to strengthen its partnership with parents which are now very good. For their part, parents and carers think very highly of the school. Most support it well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher's clear vision and high expectations strongly shape the work of the school, promoting the school's positive ethos and good achievement. The school is well managed and runs smoothly. The headteacher is well supported by the senior staff. Strategic planning is good and clearly focused on school improvement.
How well the governors fulfil their responsibilities	Good. The governing body fulfils its responsibilities well. Governors are well informed, give good support and play a full part in shaping the direction of the school. All statutory duties are met.
The school's evaluation of its performance	Satisfactory. The school makes effective use of assessment information to raise achievement in the core subjects. Teaching is regularly monitored by the headteacher but there is insufficient monitoring of curriculum provision by subject co-ordinators.
The strategic use of resources	Good. The school makes good use of its resources. The school finances are used carefully to support its educational priorities. It pursues best value principles well.

Resources are good and the accommodation is of a very good standard. The school has earmarked funding to improve its poorly equipped library. ICT resources are very good. There is an adequate number of teachers and a very good number of learning support staff.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is well led and managed. • Children like to come to school. • Behaviour is good. • Teaching is good and their children make good progress • The school expects their children to work hard, do their best and become mature and responsible. • The school works closely with parents and staff are approachable. 	<ul style="list-style-type: none"> • Children do not get the right amount of homework.

The inspection team agrees with the positive views of the parents. Homework is used satisfactorily to support pupils' learning and good use is made of homework in Year 6 to help prepare pupils for their National Curriculum tests.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, levels of attainment on entry to the reception classes are below those typically found nationally. Many children enter school with poorly developed social skills and particularly weak speaking and listening skills. Children make satisfactory progress in their learning overall with good progress in learning to read, developing their numeracy skills and in learning to swim. However, by the time they leave reception, most children are unlikely to achieve the standards expected in any of the six areas of learning¹ that constitute the Foundation Stage² curriculum.
2. There has been a steady improvement in results in the national tests at the end of Year 2 in reading and writing and substantial improvement in mathematics since the last inspection. Results in the national tests for seven year olds in 2002 were above the national averages in reading and writing and well above average in mathematics. In comparison with schools in similar contexts, results in all three tests were very high. The proportion of pupils achieving at least the expected Level 2 was well above the national average: all pupils achieved at least this level in mathematics and nearly all in reading and writing.
3. The school has been particularly successful in helping Year 6 pupils achieve well in the national tests. The overall improvement in results since the last inspection is better than the national trend. In English, there has been a steady improvement in results at a slightly higher rate than the national trend. For example, results were below average in 1998 and average in 2002. In mathematics and science, the improvement in results has been rapid, rising from below average in mathematics and well below in science in 1998, to well above average in both subjects in 2002. In 2002 the proportion of pupils achieving the expected Level 4 was average in English, above average in science and well above in mathematics. The school exceeded its published and challenging targets for English and mathematics. In comparison with schools in similar contexts the school does very well; in 2002 results were well above average in English and science and very high in mathematics.
4. Standards of work seen indicate that pupils achieve well from their low starting points. Pupils make good progress over the time they are in the school because the teaching is good and the management of the school is firmly focused on raising achievement, particularly in the core subjects³. By the end of Year 6, pupils' achievement in English, mathematics and science is good. Standards in English are in line with national expectations and standards in mathematics and science

¹ personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; creative development.

² The Foundation Stage covers the period children attend school prior to the start of compulsory education.

³ The core subjects are English, mathematics and science.

are above average. Inspection evidence and the provisional results from the 2003 national tests show that a high proportion of pupils reach expected levels in the three subjects.

5. High attaining pupils do well in the core subjects. In lessons, the work is generally matched well to their capabilities, except in science in Years 1 and 2. The national tests in 2002 for Year 6 pupils indicate that high attaining pupils achieve particularly well in mathematics and science: the proportion of pupils achieving the higher Level 5 was well above average in both subjects. Although the proportion of pupils achieving this level in English was below the national average, it was still well above similar schools' average. In Year 2, the higher attaining pupils do very well in mathematics and reading where the percentage of pupils reaching Level 3 is above average in reading and well above in mathematics. In writing, the proportion is in line with the national picture but well above average for similar schools. In science, teachers' assessments indicate that the percentage of pupils reaching the higher level is below average.
6. Pupils with special educational needs make good progress in their learning, achieving well for their capabilities in the national tests in English, mathematics and science by Year 6. The school identifies pupils' educational needs at an early stage, using a range of school based and national tests. Pupils receive appropriate support based on their individual education plans that contain clear targets, identifying areas for improvement. Pupils make good progress in working towards their targets. These targets are reviewed regularly and programmes of work are adjusted accordingly. For example, Year 2 pupils on the school's register of pupils with special educational needs were observed making good progress in learning to use capital letters and full stops in sentences. Pupils with a statement of special educational needs make good progress because they are well supported by teachers and support staff.
7. Pupils with English as an additional language achieve well because they are fully integrated into lessons and have positive attitudes to their learning. Most are fluent bilingual speakers and achieve as well as other pupils with some achieving above average standards by the end of Year 6. The school provides good individual support for the few pupils at early stages of learning English, including two refugees. The small number of children from Traveller background achieve as well as their peers. The results of the 2003 national tests for Year 6 pupils confirm that the employment of a learning mentor as part of the Excellence in City (EiC) programme⁴ to work with disaffected pupils is effective in raising their achievement. All but one of the targeted group of six pupils, including one from a Traveller background, achieved at least the expected Level 4 in all three tests. There are some differences in the performances of boys and girls in tests. In English, girls do better than boys, reflecting the national picture. In mathematics and science, boys do better than girls in the Year 6 tests to a much greater extent than that found nationally. The school has responded appropriately to these

⁴ Excellence in Cities (EiC) is a major programme introduced by the DfES to improve educational achievement and promote social inclusion in disadvantaged areas. The school was nominated by the local education authority to be a member of the Peterborough group of schools called 'Excellence in Clusters Project'.

differences in performances. No significant differences were noted during the inspection.

8. Standards in English have improved since the last inspection. Pupils achieve well in developing their literacy skills and standards are at expected levels by the end of Years 2 and 6. Pupils enter the school with poorly developed skills in speaking and listening. The school provides a wide range of opportunities for speaking and listening and these skills are generally satisfactory; pupils answer in complete sentences by Year 2, while Year 6 pupils listen well to others' opinions and talk confidently to explain their own. Overall standards in reading are sound. Year 2 pupils know different strategies to read unknown words and have a good knowledge of phonics. A few pupils talk confidently about what they read, favourite authors and books in general. Most Year 6 pupils are fluent and confident readers but are unable to develop a good understanding of those skills necessary to use a reference library because of the inadequacies of the school library.
9. The school has addressed successfully the key issue on improving standards in writing which are now satisfactory, A very good range of writing is covered throughout the school, which includes writing for different purposes, such as advertising, note-taking, letters, persuasion and information; and imaginative writing, both stories and poetry. As a result, pupils make clear progress. For example, pupils in Year 2 produce descriptive newspaper reports on a storm at sea. Year 6 pupils' writing is well organised and factual accounts are soundly structured with events clearly connected. Many pupils write with good imagination, making appropriate use of writing techniques to make their writing interesting. Presentation and handwriting is sound and pupils give appropriate attention to spelling, punctuation and grammar.
10. Standards in mathematics have improved by Year 6 since the last inspection. Pupils achieve well in numeracy because of good teaching and pupils' positive attitudes. Pupils make good progress in the development of their number work in Years 1 and 2 and standards are average by the end of Year 2. However, pupils' understanding of time is a weak aspect of their knowledge and there is little evidence of their use of graphs. In Years 3 to 6, pupils are making consistently good progress in lessons and benefit from being set by ability for numeracy lessons. By the end of Year 6, pupils have an above average understanding of number, a good knowledge of data handling and use a variety of graphs to record this data. They are confident in other aspects of mathematics such as probability work and the use of co-ordinates.
11. Standards in science have improved by Year 6 since the last inspection. Pupils in Years 1 and 2 make satisfactory progress and standards are average at the end of Year 2. However, much of the science recorded by Year 2 pupils is on worksheets which gives little scope for pupils to record their own findings or to work at their own level. In consequence, higher attaining pupils are not achieving as well as they could. Standards are above average at the end of Year 6. In Years 3 to 6, teachers provide a good balance between the acquisition of scientific knowledge and the development of investigative skills. Pupils make good progress, and some more able pupils make very good progress by the end of

Year 6. They have a good range of knowledge and understanding. In investigations, pupils can set a fair test, predict an outcome, describe the method, list the equipment used, chart the results and draw conclusions. Pupils present their work carefully, writing accounts with accurate use of scientific vocabulary, drawing illustrated diagrams and constructing tables and graphs.

12. Standards in ICT are in line with national expectations by the end of Years 2 and 6. The school is successful in ensuring that its pupils have opportunities to develop a range of ICT skills. Most pupils reach expected standards for example, in word-processing, data handling, using the Internet and controlling devices. However, the school is less successful in helping pupils achieve above expected standards because higher attaining pupils are not always sufficiently challenged. The school also needs to make more use of ICT to support pupils' learning in other subjects.
13. Achievement in other subjects is variable, reflecting the school's rightful emphasis on raising standards in English, mathematics, science and ICT. Pupils' achievement in religious education is good and in design and technology and physical education satisfactory. Standards in these subjects are at expected levels at the end of Years 2 and 6. In history and geography, pupils of all abilities in Years 1 and 2 make insufficient progress because too little work is carried out. However, pupils make better progress in subsequent years, particularly in Year 6 so that standards in these subjects are in line with expectations by Year 6. In music, standards by Year 2 are similar to those found nationally but as a result of insufficient opportunities for the full range of musical experiences in the junior years, standards are below average by Year 6. In art and design, teachers' subject knowledge is not good enough and pupils' achievement is unsatisfactory across the school.

Pupils' attitudes, values and personal development

14. Pupils' relationships and behaviour have improved since the previous inspection. Very good relationships now permeate the school and pupils' behaviour is generally good. Most pupils continue to show good attitudes towards the school and their work and their personal development remains good. Pupils' attendance, satisfactory at the time of the previous inspection, has been falling over recent years and is now running at about one per cent below the national average. This is unsatisfactory.
15. Almost all pupils are proud of their school and enjoy the lessons they receive. They readily name favourite subjects, such as mathematics. They think the work is pitched at about the right level of challenge. They very much like the friendliness and support of their teachers. They are pleased with the happy atmosphere. They appreciate the facilities provided, such as swimming in the summer and the new computer suite. Many enjoy the extra-curricular activities. Parents returning the questionnaires were almost unanimous in agreeing that their children like coming to school.
16. Pupils' attitudes to their work are good overall but in lessons they vary widely, from excellent to unsatisfactory. Pupils generally listen well, try hard, and enjoy working

together. When teaching is very good, pupils are constantly challenged to think and contribute their ideas. For example, in a very good Year 1 literacy lesson, pupils discussed eagerly with their partner what sort of writing text was projected in front of them, and in their responses they were able to give reasons for their selection. Pupils are quite used to coming out to the front of the class to write key words on the slide. The class, very maturely, could pick out what a word was meant to be although it was mis-spelt, and pupils continued to offer their suggestions, building on those of others, as their efforts would be valued as “a good try”. In science lessons, pupils often enjoy and are good at making predictions when teachers draw them actively into the learning process. Where learning is not so securely guided, or made relevant, pupils tend to lose momentum and focus; work becomes sloppy. Pupils with special educational needs are keen to learn, working with good levels of concentration and independence in lessons. The small number of pupils with English as an additional language have very positive attitudes and participate fully in all activities.

17. Behaviour is generally good. It is often very good, as most pupils are very friendly and open, treating visitors, for instance, politely and offering help. Because pupils enjoy learning and respect the conventions of the school overall, behaviour in assemblies is always very good. Likewise, movement round the school is very orderly. Lunchtime behaviour in both halls is very sociable and pleasant. Football, and other forms of play activity, are vigorously pursued by many, but attractive, quieter corners are also much occupied. Most pupils, with the support of adults and responsible friends at hand, are clearly very happy in their leisure. In lessons, pupils are generally attentive and sustain their concentration well. A minority of pupils have short attention spans or other particular difficulties in their learning. The good availability of learning support assistants in each classroom is generally effective in quietly keeping them on track, and the progress of learning in the school is not generally affected by waywardness or disobedience. Because behaviour is managed alertly and positively within an ethos of friendliness, unkind or oppressive behaviour is not common. There have been five fixed-term exclusions in the past academic year.
18. Relationships throughout the school are very good. The staff co-operate very well together and treat pupils with affection and respect. Pupils match these attitudes with corresponding trust. They generally show a good sense of empathy and tolerance towards one another. Pupils who are placed in buddy relationships are usually particularly solicitous and kind. Pupils with special educational needs are happy and secure and they relate very well to their classmates and adults. This very good relationship gives pupils the confidence to join in with all school activities.
19. Personal development is good overall. Pupils show increasing confidence. On entering the reception classes many children lack personal and social skills and are not used to self-expression. By the end of Year 6 most are very ready to explain and help. During their school life most pupils are able to enthuse about recent experiences, and are curious to know more. They acquire a sound technical vocabulary through which to express ideas. They are used to challenge. They are practised in thinking themselves into the experiences of others, such as

those in the blitz, and consequently reflecting on their own feelings. In a Year 5 literacy lesson, when a character in the poem professed not to care, a pupil observed, "I always say I don't care when I'm in trouble, but I do inside". Many pupils enjoy volunteering and exercising opportunities for responsibility within school. They do this well.

20. Attendance is unsatisfactory, chiefly because some parents take an insufficiently positive view of the importance of complete school attendance. Measures taken by the school during the past year as part of its involvement in the EiC programme appear to be leading to an improvement in overall attendance, unauthorised absence and in the incidence of lateness. Unauthorised absence is very small, and persistent lateness is now a feature of only a few families with particularly difficult home circumstances. When children do not attend as they should, parents are unfortunately jeopardising the good achievement that the school promotes so successfully.

HOW WELL ARE PUPILS TAUGHT?

21. Overall, the quality of teaching and learning is good, enabling pupils to achieve well during their time at the school. This is an improvement since the last inspection when teaching was satisfactory. Teaching in lessons observed ranged in quality from excellent to poor. During the inspection 88 lessons or parts of lessons were seen. Of these, nearly two-thirds were at least good in contrast to a half at the previous inspection. Nearly three in ten lessons were very good or better, including two excellent lessons, in contrast to only four per cent at the previous inspection. Four lessons were less than satisfactory, including one poor lesson, a proportion similar to the previous inspection. In Years 1 to 6, teaching of English, mathematics, science, ICT and religious education is good. There are shortcomings in teaching and learning of music, art and design, history and geography, although teaching observed in history lessons was good overall. The quality of teaching provided for pupils with special educational needs and with English as an additional language is good.
22. Teaching and learning are satisfactory in the two reception classes. Teachers are well organised, give clear instructions and have a very good relationship with all children. This helps children develop their confidence and positive attitudes to learning. Teachers make effective use of learning support assistants and the quality of this support is consistently good. Teaching of mathematics is good because lessons are conducted at a brisk pace and teachers use a variety of ways to reinforce children's learning. However, there are some shortcomings. Teaching of language and literacy is satisfactory, but, in this and other areas of learning, teachers do not always match tasks sufficiently well to children's levels of attainment. Teachers rely too heavily on worksheets, limiting opportunities for children to develop their curiosity and creativity. Although their management of children is good, teaching is less effective in the computer suite when teachers are not always firm enough.
23. In Years 1 to 6, the following features were found in most lessons and where teaching was excellent or very good, these features were very strong indeed:

- teachers use a variety of teaching methods to help pupils make good progress in acquiring key skills;
 - teachers' good planning and organisation of lessons allow pupils to work efficiently and ensure that all pupils are fully involved in tasks;
 - the learning intentions of the lessons are explained clearly to pupils so they know what they are expected to learn;
 - teachers' effective management of pupils' behaviour creates a positive ethos for learning;
 - teachers' effective use of support staff helps pupils access the curriculum well;
 - pupils respond well to teachers' high expectations.
24. A positive feature in most lessons is the high priority that teachers give to helping pupils acquire basic skills. Teachers focus on teaching specific skills and lessons build well upon pupils' prior work. Pupils enter the school with poorly developed literacy skills but make good progress because of the good quality teaching. Teachers provide a wide range of opportunities for speaking and provide focused teaching in phonics and reading. Teachers ensure that pupils undertake a very good range of writing activities and give due attention to technical aspects of spelling, punctuation, grammar and presentation. Many English lessons are imaginative with teachers using a range of opportunities for first-hand involvement such as 'hot-seating', drama sessions and paired and group discussions. Teachers' good subject knowledge in mathematics enables them to teach numeracy skills very effectively. They provide opportunities for pupils to use their mathematical knowledge in a variety of relevant contexts. In science, teachers promote investigational skills effectively using carefully chosen practical activities and resources, although opportunities for pupils to set their own investigations are limited. Teaching of ICT skills is effective where teachers are competent in their use of new technology and have a secure knowledge of the programs they use.
25. Lessons are well planned, organised and prepared. Weekly and daily planning in literacy and numeracy provides effective guidance for teachers. In other subjects, teachers plan a sequence of lessons for each half term which in general helps ensure that lessons build upon pupils' prior learning. Teachers in the same year group plan together, ensuring parity of learning opportunities. Nearly all individual lessons are well prepared. Lessons are well structured: opening with a clear introduction and followed by well-managed group or individual tasks. They nearly all are conducted at a brisk pace which maintains pupils' attention.
26. Lessons have a clear focus and direction because teachers know what it is they want pupils to learn. Nearly all lessons open with teachers making the aims for the pupils' learning explicit. This leads to pupils having a better understanding of their own learning. Generally, teachers start the lesson with appropriate balance between instructions, demonstrations, explanations and questioning. Teachers give clear explanations as to the purpose and the requirements of the tasks before expecting pupils to complete the given tasks. Generally, lessons end with a useful discussion of what has been learned.

27. In nearly all lessons, the management of pupils is at least good. Teachers often plan for pupils to work together in groups and in pairs for some part of the lesson. For example, in science, small groups of pupils work co-operatively to devise their own tests, evaluate results and come to a conclusion. Very good relationships are a very strong feature of most lessons and this results in most pupils enjoying lessons and working hard. The way that teachers manage their pupils creates a very positive ethos for learning and pupils work productively on individual or group tasks. Relationships are sufficiently warm and trusting to allow, for example, pupils to self-assess how well they have met the objectives of the lesson. They give the pupils confidence to contribute to discussions and to explore their own thinking orally.
28. Teachers deploy support staff effectively. Learning support assistants work closely with teachers and give good support to individuals and groups of pupils. All teachers and classroom staff provide a good level of support that effectively contributes to pupils' achievement. Pupils with special educational needs are supported for literacy, numeracy and other curriculum areas depending on their particular need. The teachers use questions well to check pupils' learning and understanding and match work appropriately to their attainment. Learning support assistants work alongside these pupils and in addition, some pupils are withdrawn from lessons for additional support with the special educational needs teacher. The very good relationships and continual reinforcement of learning contribute to the good progress pupils make. Pupils work towards their targets within the classroom alongside their peers and in withdrawal support groups. The specialist teaching is good. For example, a group of Year 2 special educational needs pupils understood and could explain the activities of Elvis in the story 'The rock pool' because the teacher used questions well to target all members of the group, helping them reinforce their learning and understanding of the story. She gave positive support, encouraging pupils to extend their speaking skills. Prior to the writing session, the teacher identified all the individual writing targets for pupils. Teachers plan carefully for pupils with English as an additional language who need additional support and ensure that the work is appropriate and builds progressively upon their previous learning. As a result of careful planning and good teaching, these pupils make good progress and develop good self-esteem.
29. Teachers use a variety of teaching methods and look for appropriate links between subjects. For example, in a very good history lesson in Year 5, the teacher made very good use of pupils' visit to Peterborough Cathedral to develop pupils' literacy skills in using the information they had gathered to write a leaflet to persuade the public to support a restoration fund. In Year 6, pupils' learning is enhanced by visiting teachers who give excellent presentations and help to bring alive the Old Testament with the use of songs, rhymes, actions and role-play. Homework is used satisfactorily to support pupils' learning and good use is made of homework in Year 6 to help prepare pupils for their National Curriculum tests. Teachers' questioning skills are good. They make effective use of questions to develop pupils' thinking and assess their understanding. They use questions well to elicit contributions from pupils of different capabilities. Classrooms are bright, cheerful and well organised.

30. There are some shortcomings in teaching. Some teachers' limited knowledge of art and design and music constrains the range of learning opportunities that can be offered and this places a ceiling on pupils' achievement. For example, a poor lesson in Year 4 was characterised by the teacher's lack of expertise and her limited expectations for the pupils. Teachers miss opportunities to develop pupils' literacy skills in history and geography in Years 1 and 2 because they make too much use of worksheets. A weakness in some lessons is the absence of different tasks for pupils of different capabilities. In history and geography, pupils often undertake the same activity. Whilst this approach is suitable for most pupils in ICT lessons because they are not over-dependent upon adults for guidance, higher attaining pupils are not sufficiently well catered for. Where teaching in geography was unsatisfactory, the teacher made little effort to make the learning relevant to the pupils and pupils did not respond with their usual enthusiasm. Teachers mark work conscientiously, but their efforts are not always effective because they do not consistently indicate to pupils what they need to do next in order to improve, or pupils ignore what has been written.

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

31. Overall, the quality and range of learning opportunities are satisfactory and the curriculum is well supported by a good number of activities outside lessons. Whilst the curriculum successfully meets all statutory requirements, including those for religious education and personal, social and health education, there are still some weak aspects in provision. The curriculum is not leading sufficiently to the appropriate development of pupils' skills, knowledge and understanding in art and design through the school, in history and geography in Years 1 and 2 and in music in Years 3 to 6. However, the school has improved its science curriculum which now has a good emphasis on developing pupils' investigative skills. The curriculum for the children in the reception classes is satisfactory but opportunities for pupils to develop their curiosity of the world around them and their creativity are limited.
32. The National Strategies for Literacy and Numeracy have been introduced effectively across the school and pupils are using these skills well in other subjects. This cross-curricular work is carefully planned by teachers and has contributed to improvements in all years, with noticeable improvements in writing. Since the previous inspection, the provision for information and communication technology (ICT) has improved. The school is aware of the need for the further development of the use of ICT to support pupils' learning in other subjects. However, computers are used regularly in numeracy lessons to reinforce pupils' previous learning.
33. The school has made a considerable effort to improve and develop its personal, social and health education programme. The subject co-ordinator has worked hard to devise a good quality programme of learning opportunities which include sex education and attention to drug misuse. Good use is made of outside agencies, such as the school nurse, police and fire officers, to support pupils' learning. The school also organises a bi-annual safety day to reinforce the pupils' awareness of the potential dangers in everyday life. When occasions arise, pupils have opportunities to discuss issues that affect them personally. The school does

not have regular 'circle time' sessions as staff rightly feel that the informal arrangements meet the needs of the pupils well. The overall provision is good and is leading to positive relationships that are a defining feature of the school's ethos. This helps to make the school a happy, harmonious and supportive place where pupils feel secure and valued.

34. Curriculum planning is secure in most subjects. There is a rolling programme of evaluating the effectiveness of pupils' learning experiences in the core subjects. For this, co-ordinators have release time to monitor the standards of pupils' work and the way that their specific subject is being taught. As a result of this monitoring work, modifications are made to the units of work in each year group, to build on the strengths and address any weaknesses that have been highlighted. The curriculum for literacy, numeracy and science is also carefully adapted to ensure that gaps in pupils' learning identified in National Curriculum tests and Years 3, 4 and 5 end-of-year assessments are addressed. In this way the pupils' learning experiences are constantly being refined and improved. However, programmes of study in art and design, history, geography and music need reviewing. The time allocation for each subject is generally appropriate. However, the school does not plan well for pupils waiting for their session in the swimming pool. Consequently, the school is not always using time allocated to physical education effectively.
35. The school provides good equality of access for all pupils. It has introduced 'setting' by prior attainment in English and mathematics, in order to match work more closely to pupils' needs. These setting arrangements have a positive impact on the quality and pace of learning for both higher attaining and the less able pupils. The teachers are becoming increasingly skilled at matching work to the different groups and teaching assistants provide well-focused support to ensure that pupils of all abilities are included, supported and valued. The good levels of communication between all the adults in school ensure effective continuity across all years. Pupils with special educational needs or with English as an additional language are well supported and successfully integrated into teaching groups. Similarly, the needs of Traveller pupils are carefully met, enabling them to make good progress and develop positive self-esteem. The school fully meets the requirements of the new Code of Practice for pupils identified with special educational needs. The provision within and outside the classroom is good. Pupils have access to all areas of the curriculum and range of learning opportunities. The school is at an early stage in developing its provision for gifted and talented pupils. As part of the Excellence in Cities (EiC) programme, a nominated member of staff is undergoing training as a co-ordinator. Although there has been some staff familiarisation and the setting up of identification and assessment procedures, as yet these have had little significant impact on provision.
36. The school has developed very good links with the community and these, together with the high quality support from governors, make an important contribution to the pupils' learning. The school takes an active part in the community through its links with the local church, supporting charities and organising courses for parents. As part of this commitment it makes the ICT suite available to the community one afternoon a week for a course run by Peterborough's adult services. It also has good links with local nursery and playgroups and the two secondary schools to

which the majority of Year 6 pupils transfer. However, curriculum links with these two secondary schools are not well developed in English and mathematics, although a good start has been made in science, where pupils will continue a topic that they start in their last term of Year 6. The school was nominated by the local education authority to be part of the local group of primary and secondary schools that form the local cluster for the EiC programme. Although at an early stage of development, there is evidence that it is having a positive effect on the school's provision and a discernable impact on pupils' attendance and achievement. One outcome of this project is an agreement by the cluster group to focus on one shared priority, namely teaching and learning styles.

37. The school has a good range of activities outside lessons, and these include football, netball, cross-country, recorder, drama, choir and craft activities. These activities are very popular with the pupils and provide good opportunities for different ages and genders to work and play together.
38. The school continues to make good provision overall for pupils' personal development. It now provides very well for their social progress. Moral development continues to be well promoted. Spiritual and cultural provision is generally satisfactory but these remain relatively underdeveloped areas and, in particular, the promotion of multi-cultural awareness is a weak feature. The school has not appointed an overall co-ordinator for developing spiritual, moral, social and cultural inputs into its curriculum and accordingly the provision has tended simply to happen.
39. Pupils' social development is very good because it strongly reflects the school's primary objective of creating a warm, friendly, caring, secure and stimulating environment promoting successful teaching and effective learning. The school's ethos is geared to promoting openness and friendly co-operation. There is a strong sense of community, with common, inclusive values. Even before prospective pupils formally enter the school, the 'link club' gives them a taster of Foundation Stage activities and they meet a 'buddy' from Year 4 who befriends them. Such pairing arrangements are a recurrent feature of school life. In the Foundation Stage pupils are sensitively drawn into the need to take turns and be patient, to put up a hand when wanting to attract attention, and to share. Increasingly through the school, pupils are expected to express and justify their own opinions, and to participate productively in joint tasks. The school provides a wide range of enjoyable corporate experiences, such as assemblies, extra-curricular activities, visits and school productions, which foster social maturity. Some opportunities exist for exercising responsibility and leadership, and pupils are consulted from time to time, but no formal arrangements have yet been made to promote citizenship.
40. The school's provision for moral development is good. Pupils are made aware, through assembly themes and the consistent attitudes of staff, of a strong moral heartbeat of the school. All pupils receive equal opportunities and respect. A sense of fairness is derived from basic procedures, even to matters as simple as the daily rota by which each year group is allowed first into lunch. Rewards highlight virtuous attitudes and behaviour. Unpleasant actions receive swift and firm discouragement.

41. Provision for pupils' spiritual development is satisfactory. School assemblies often provoke self-reflection. A memorable instance occurred in a joyful presentation on kangaroos, when the instincts of pupils' 'baby joeys', seeking reassurance, were amusingly enacted by two pupils in front of the whole school, using quilted pouches. "Whom do you turn to for support, where do you go?" asked the presenter, more seriously, and pupils thought, producing some touching answers. Occasionally, lessons also produce special moments. Reception class children gasped with astonishment and awe when the teacher produced a double-page picture showing a wolf-like creature jumping onto an ice floe in the midst of a barren Arctic landscape of white and blue. Much of the very good teaching observed seeks to elicit pupils' responses, values them, and builds them together into a sense of joint discovery as the lesson proceeds. A very good Year 2 religious education lesson, for example, on the 'messages' created by badges and uniforms, got pupils to think about what jobs people in different uniforms might have, and what people might be able to learn from their own school jumper. Why was there an oak tree on the badge, like the one outside the classroom window, and why the acorns? Pupils quickly sensed the symbolism. They intuitively responded that the oak represented their community, and the acorns themselves, and the metaphor took root, without need for further nurture, when the teacher exclaimed that "we hope you'll all grow into trees". When acts of corporate worship occur, they are treated meaningfully.
42. Provision for cultural development is broadly satisfactory. Many references are made to contemporary life. Year 5, for instance, has examined weddings. The whole school has had exposure to the emergency services, including a helicopter, on '999 Day'. A cross-curricular theme of World War II has produced many poems, pictures and models. Pupils make visits to sites of historical, religious and artistic significance. A recent arts week brought good professional enrichment to the cultural curriculum. Coverage of foreign and minority cultures is less strong. Elements are present, but do not stand out, or celebrated, to the same extent. In particular, pupils are not yet, through visits, and exploring traditions and achievements, well prepared for life in a multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school continues to maintain a good standard of care for all its pupils. Some improvements have been made since the previous inspection. Procedures for assessing pupils' progress, and for using this information to modify lessons so as to match the needs of all pupils, are now better than they were before when they were judged to be a key issue. Arrangements for ensuring pupils' welfare have improved. They are now very good. The school provides satisfactory educational and personal support and guidance. Its monitoring of these matters is also satisfactory.
44. The steps taken by the school to ensure the health, safety and welfare of pupils are very good. Much effective care is taken over pupils' security and the quality of their school life. Procedures for child protection, and for maintaining on-going knowledge among all staff and governors, are very thorough. Health and safety awareness is well embedded in lessons, for example, in swimming. The general

purposes committee of the governing body annually undertakes the school's risk assessment and it is alert to opportunities for improvement. Appropriate professional safety checks are regularly made of equipment. First aid arrangements are good. Scrupulous attention is paid to cleanliness. In recognition of the home circumstances of some pupils, a breakfast club helps to provide a good start to the day and specific efforts have been made to improve the quality of school lunches.

45. Procedures to support pupils' personal development are good. Most staff know their pupils well. The very good provision of effective learning support assistants throughout the school also enables teachers to be more effective in developing the wide range of abilities found among pupils. Teachers are conscientious in their wish to assist all pupils both personally and educationally. Pupils who have particular difficulties are well supported by a range of measures, which may include regular sessions with the learning mentor and guidance from the local education authority behaviour support manager.
46. Procedures for monitoring and improving pupils' attendance are good. Registration is prompt and swift. Absences are closely monitored by the learning mentor. Unauthorised absences are followed up on the first day. Lateness is similarly monitored. The school has initiated incentives for improved attendance. The importance of regular and prompt attendance has been given a higher profile this year among pupils and parents, but further scope exists to discourage the taking of holidays during term time.
47. The school promotes good behaviour well. Under the dedicated leadership of the headteacher, staff show very good examples of care and commitment, shaping the ethos of the school. Teachers and support staff are generally very alert in quietly discouraging misbehaviour. In the vast majority of cases, pupils respond with respect and appreciate the consequent happiness of the school community. Pupils are encouraged to care for one another, and have particular responsibilities for being kind to a 'buddy' at different times. The school's clear framework of rules, backed up by a graded system of rewards and sanctions, is effective. Oppressive or unkind behaviour is dealt with at the top very firmly.
48. The school provides good support for pupils with special educational needs. The school keeps detailed records and documentation and all staff are committed to pupils in their care. Class teachers are knowledgeable about individual pupils. They recognise difficulties pupils might encounter and ensure they receive the appropriate support and guidance. Learning support assistants give good support. From an early stage, assessments are used effectively to assess attainment, monitor progress and set targets for further development. Teachers and support staff make ongoing notes on attainment and progress. Informative records of each pupil enable teachers to track progress over time, to identify any problems and plan future targets effectively. All pupils identified with special educational needs have their own individual education plan written by their class teacher and supported by the co-ordinator. Pupils' individual targets are reviewed regularly. The co-ordinator meets regularly with the support staff to review progress. There are regular meetings and very good links with outside agencies.

The school works closely with the local secondary school to ensure pupils settle well into the secondary school when they transfer.

49. The school provides good support for pupils with English as an additional language, including refugees. The special educational needs co-ordinator carefully monitors the progress of these pupils and ensures that the support they receive is appropriate to their needs. She links effectively with individual teachers when monitoring pupils' progress and assessing their future needs. When appropriate, specialist language teachers from the authority work with individual pupils who have specific needs. As a result of this careful monitoring and well-focused support, pupils are involved fully in lessons and their needs are met effectively through specially targeted work or specific support. Pupils from a Traveller background are supported well and take a full part in the life of the school. The work of the learning mentor supporting disaffected pupils is effective in promoting inclusion.
50. Procedures for assessing pupils' attainment and progress are satisfactory but there are shortcomings. There are strengths in the school's assessment arrangements. However, there are also gaps in its assessment procedures and in how it uses the results of assessments. Educational support and guidance is less effective than it might be because the use of assessment is not yet fully utilised across all subjects in driving up achievement.
51. In the reception classes, the arrangements for initial assessments of children's attainment are based on a combination of standardised tests and teacher observations and are good. There are sound procedures for monitoring children's progress over the year. Teachers keep appropriate records of children's individual progress in the areas of learning and set termly targets. At the end of the year, the school reassesses the children using similar standardised tests to get a clear picture of progress over the year. However the use of this assessment information to guide planning of activities is less well developed. Because teaching plans do not always reflect assessment information effectively, there is not always a close match of work to pupils' levels of attainment.
52. In Years 1 to 6, assessment procedures in English and mathematics are good. In science, they are also good in Years 3 to 6. The statutory requirements for national assessments at the end of Years 2 and 6 are met. In English and mathematics, pupils' progress is tracked systematically from Year 1 to Year 6. Pupils are assessed at the end of each year using a mixture of standardised tests and the results of these assessments are used effectively to plot pupils' progress against National Curriculum levels. In science, pupils' progress in Years 3 to 6 is monitored through assessments at the end of each unit of work. These assessments provide useful information that is passed on annually from class to class, giving guidance on the levels of pupils' attainment. Management makes use of the information to assess pupils' progress against end of year predictions and to identify underachieving pupils so that they can be given extra help. However, the current tracking system needs further development. The school records outcomes annually and does not set interim targets. Annual targets are set for each year group and management checks that progress is being made towards these

targets through a termly analysis of a sample of pupils' work. The school does not yet have a rigorous system to track individual pupils' progress towards these end-of-year predictions at stages throughout the year.

53. The school makes effective use of assessment information in English, mathematics and science. The school uses the information to 'set' pupils for English and mathematics and teachers use it to organise different teaching groups within the class. Pupils have individual learning targets in English and mathematics that are reviewed each half term by the teacher and pupils. In lessons, teachers use assessment information satisfactorily to set work at appropriate levels. Information gained from annual standardised tests is analysed closely by the subject co-ordinators and management team to provide a comprehensive view of the progress of individual pupils and class groups at the end of an academic year. Areas for improvement identified as a result of this analysis by the school, such as boys' writing, the performance of girls in science and mathematics in the Year 6 tests and that of higher attaining pupils in science in Year 2, have been addressed. For example, the booster classes in mathematics and English, arranged in preparation for the 2003 Year 6 national tests, were set by gender. The school plans to evaluate the effectiveness of this strategy in due course. Assessment information is used effectively to support the performance management system with targets for raising the attainment of underachieving pupils included in teachers' individual targets.
54. In ICT, assessment practices are satisfactory. However, in most other subjects they are not good enough because teachers do not systematically record their assessments of pupils' achievement and skills. They mainly record when a unit of work has been completed by the pupils. Ways of improving assessment, such as end of unit testing, are being considered by the school so that pupils' progress and attainment in the foundation subjects can be judged more accurately. In ICT assessment is satisfactory because individual progress is checked against key objectives. However, in ICT and other subjects, assessments of attainment are not made in relation to National Curriculum levels, making judgements about overall standards difficult. A consequence of the lack of effective assessment measures is that there is not always a close match of work to pupils' levels of attainment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. The school has continued to strengthen its partnership with parents and carers. Links have now become very good. For their part, parents and carers correspondingly think very highly of the school. Most support it well.
56. The school has built up a very good reputation in the area. Though the pre-inspection meeting was poorly attended, a high percentage of parents and carers responded to the inspection questionnaire. The responses obtained across the full range of questions indicate a very strong measure of approval for what the school achieves. Hardly any parents disagree. Without exception, parents think pupils are expected to work hard. Parents believe the teaching to be good and strongly think that their own child is making good progress. They are positive that the school is well led and managed. Almost all feel that the school is welcoming and very

approachable. Parents overwhelmingly think that the school works closely with them. To an unusual extent, parents are happy with the homework arrangements and with the activities provided outside lessons. The inspection team largely agrees with these opinions.

57. As implied by the very positive views held, the school is highly effective in promoting links with parents and carers. It listens and acts. It is careful to communicate well. Parents and carers are promptly told if anything untoward arises, and are phoned immediately should children unexpectedly fail to arrive at school. The school provides a good standard of information, and usually takes care to ensure that it is presented in a parent-friendly way. The prospectus, for instance, sets out much information clearly and is illustrated by amusing pictures. The governors' annual report is similarly comprehensive and cheerful. Newsletters are varied and vivid. They often list children who have received special certificates. Parents are invited to share in many occasions, though this does not as yet extend to award assemblies. In particular, the school seeks to help parents to understand what their children are to be learning. For example, at the Foundation Stage, parents are given information to acquaint them with the six areas of learning. For those concerned with older pupils, the literacy, numeracy and computer courses, free, with crèche, on site, have been well attended during the past year.
58. Information regarding pupils' progress is good overall. Parents can follow this informally through their child's daily reading record, which is full of notes made by those frequently hearing reading. A meeting is held each term for parents to hear of, and discuss, the activities and progress of their child. Parents are offered the alternative of attending in afternoon or evening sessions. A few straightforward targets for their children in the main subjects are discussed, and results reviewed. The standard of written reports at the end of the academic year is generally good. The areas of learning are fully addressed for parents of children in the Foundation Stage. In reports for pupils in Years 1 to 6, comments about English and mathematics are often extensive, and focus on pupils' attainment, with targets and pointers towards improvement. Briefer reporting takes place in other subjects. All are computerised. However, the language used is not always easy to understand, containing educational idioms and terms not suited to the average lay reader. The school takes trouble to explain clearly to parents the meaning behind the five-point effort and achievement grades running through the reports.
59. Parents of pupils on the school's register of special educational need are appropriately consulted. The school has established very good partnership links with parents of these pupils. It values parental support and parents are involved in regular reviews concerning their children's progress. All parents are invited to attend meetings to discuss the achievement and progress of their children and are often involved in target setting. Parents of pupils with English as an additional language are consulted appropriately. The headteacher has built up particularly close working relationships with the Traveller families. As a result, they ensure their children attend school regularly and take a full and active part in the school. Children in the Foundation Stage, and their parents, are well prepared prior to commencing school.

60. Overall, parents and carers make an effective contribution to the work of the school. Most parents are supportive of the school's expectations as expressed in the home-school agreement and do their best to ensure, for example, that their children attend promptly and consistently. Most are encouraging and support their children's learning as far as possible. When consulted, parents have made comments concerning such matters as homework and a school dress code. These have been very helpful in guiding improvements. Some parents help with school activities, such as swimming in the summer. The parent-teacher association is very active in promoting the school's ethos. It annually raises good sums of money, making a significant difference to resources in several areas of the school, including the addition of delightful play equipment. The governing body now has a full complement of parent governors. A few parents and carers fail to match up to the general standard. In particular, more holidays are being taken during school term time. This sets progress back for their children, makes more difficulties for the teachers, and damages the reputation and effectiveness of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The school is well led and managed. The headteacher, who provides very strong and effective leadership, has a clear vision for the school, based on developing a rich ethos for learning. His aim is to create an inclusive environment where all pupils are valued and aims to help them believe in themselves and their own abilities, so that they have those high aspirations necessary which will enable them to succeed. He is 'high profile' around the school, promoting positive behaviour and supporting the teaching staff. His dedication and commitment are appreciated and noted by many connected to the school – staff, parents, governors and pupils. With the support of the deputy headteacher, governing body and a developing role for the senior management team, he has created an environment in which the school community largely shares a common purpose. Standards are improving and the attitudes and behaviour of the pupils are good, and often very good.

62. The school's aims direct its work and the nature of the relationships. The headteacher places a strong emphasis on recognising and valuing the achievement of children and promoting the school ethos. For example, provision for pupils with special educational needs is well supported and pupils' interests are foremost when planning the budget and funding allocation. He knows the school well. He monitors teaching and the quality of pupils' learning effectively and knows what is going on in classrooms and the playground. Teachers' planning is monitored regularly and the results of national and school based tests are analysed and used effectively. Performance management processes are very effective and support the development of the teachers and all other members of the school staff. In all this he is ably supported by the deputy headteacher, who adds his own personality to the process. The school's inclusive nature has been recognised by its achieving an Investors in People Award.

63. The management's clear foresight and understanding of the school's strengths and weaknesses are reflected in the school improvement plan, a thorough and detailed document that provides a clear focus for the forthcoming work of the school. It takes a long-term view of school development, with key priorities identified, analysed and reviewed each year. Its main aim is to raise standards and it is underpinned by careful analysis of data to identify key areas of priority. The plan is drawn up by the headteacher, staff and the governing body. Many of the areas for development identified during this inspection have already been identified by the school. The senior management team contributes effectively to school development. They are a relatively new team and they meet regularly. Part of the management team's monitoring of the school is to analyse the school performance documentation, as well as National Curriculum test results, in order to identify strengths and areas for development and inclusion on the school improvement plan. A recent development has been the establishment of key stage co-ordinators. An internal appointment of co-ordinator for the junior years has been made. She has a clear vision for the future in terms of her management role. However, the headteacher is currently caretaker co-ordinator for the Foundation Stage until the new co-ordinator for reception and Years 1 and 2 classes commences in September.
64. The role of staff in monitoring and evaluating the work of the school needs strengthening. This is, in part, due to staff changes with a subsequent reshuffle of curriculum responsibilities. There is considerable variation in the effectiveness of subject co-ordinators in fulfilling their roles and there is insufficient regular monitoring of curriculum provision and standards by co-ordinators. The co-ordinators for English, mathematics, science, ICT and religious education lead developments in their subjects well. In addition, the co-ordinators in the core subjects monitor and evaluate provision effectively, although there is limited monitoring of teaching. Other co-ordinators have not had the opportunity to monitor provision in this way. Some have undertaken scrutiny and sampling of work in their subjects, but this has been inconsistent across subject areas. Co-ordinators in some subjects, like design and technology, history and geography, have not been in post for sufficient time to have had an impact on developments. In physical education and music, interim arrangements are in place pending permanent co-ordinators for the next academic year. In art and design, the co-ordinators themselves are lacking the basic knowledge of the curriculum, and are unable, therefore, to ensure the standards of what is taught. The school is aware of this as an area for development and it appears as a priority in the school improvement plan.
65. Management of provision for pupils with special educational needs is good and the school provides a good quality of education for these pupils. The co-ordinator is in her first year of responsibility for this area and shows good commitment to enhancing provision. She is well supported by a caring team of learning support assistants. There is a clear action plan for the development of provision. The school successfully manages the requirements of pupils with English as an additional language. The co-ordinator who is responsible for these pupils carefully monitors their progress and ensures that appropriate resources are deployed to meet their needs. The school has good links with local support agencies who provide specialist help when required for both sets of pupils.

66. The governing body fulfils its role well, members are increasingly committed and are suitably involved in the life of the school. The governors fulfil all their duties well and all statutory duties are met. They support the school's mission and the headteacher's vision of an inclusive school. They have a clear picture of strengths and areas for development, as well as where the governing body itself needs to improve in its role of becoming more informed and involved. Governors are well informed through reports received by the different committees, and by direct involvement in daily life. Several governors are regular visitors to the school, including to classrooms. Governors play a full part in finalising the school improvement plan and monitoring its progress. The chair of governors has a clear view of what the school should do in the future. He recognises its many strengths, particularly the role played by the headteacher, as well as areas in need of development. The school 'buys into' the local authority programme for governor training, and the governing body rightly appreciates this as a priority which will enable all to fulfil their various responsibilities.
67. The school's strategic use of resources is good. The school improvement plan has a three-year horizon. Financial priorities are discussed among staff and governors. Likely income derived from numbers of pupils on roll is taken into account when shaping priorities, as are several other factors deriving from local circumstances. The general purposes committee weighs such matters carefully before making budget recommendations to the governing body. It has, for instance, planned strategically for reducing the carry-forward surplus in its accounts. The committee has also successfully adopted an entrepreneurial style in managing its marketing, expenditure and contracts, by raising its public profile, obtaining better quality and making valuable commercial savings. On the other hand, there is no evidence of formal evaluation by the committee of major items of educational expenditure, and success criteria in the improvement plan are often not crisp enough for evaluation in terms of pupils' added achievement. Nevertheless, evidence exists that spending on special educational needs produces good results. It is clear that the effectiveness of teaching staff is greatly enhanced by the generally very competent help received from the school's higher-than-average complement of learning support assistants. The use of resources, and of time, is generally good throughout the school.
68. The school pursues best value principles well. It compares the prices and quality of its major purchases and services with those of others before contracting. It reflects upon its educational outcomes in comparison to others. It challenges inferior services. It has itself risen to meet challenge this year in relation to competition from other schools. In a competitive environment it seeks to show that its pupils do very well in very pleasant surroundings. The school has consulted both parents and pupils by questionnaire and word of mouth, making alterations accordingly. For example, adjustments to the lunch-hour, including the use of 'play pals', have directly sprung from pupils' wishes, and all are pleased with the results. Further scope exists for embedding best value principles inside the educational processes across the school. Financial monitoring and routine are effective. Members of the general purposes committee monitor expenditure monthly, with significant variances highlighted. Day-to-day financial control is very efficient and unobtrusive. The last auditors' letter was very satisfactory and all the minor items

raised have been addressed. Grant expenditure is carefully planned and recorded.

69. There is an adequate number of appropriately trained teachers and a very good number of effective learning support staff. Support staff are used as specialist help for pupils with special educational needs, general classroom assistance and to support pupils' learning. Effective procedures are in place for the induction of new staff and governors. The school is well furnished with learning resources although the school library itself is poorly equipped. ICT resources have improved considerably since the previous inspection, and are now very good. Resources provision is good in all the core subjects, as well as in music, history, religious education and design and technology. In all other subjects resources are satisfactory. The resources needs of the Foundation Stage are satisfactorily addressed. A good range of materials assists pupils with special educational needs throughout the school.
70. The accommodation provided by the school is generally of a very good standard. It is also attractive, well-maintained and kept spotlessly clean. However, the covered outdoor play provision in the Foundation Stage is too cramped and, as currently furnished, the school library gives the same impression. Classrooms are of at least adequate size, airy and well lit and there are two attractive halls. A well-equipped ICT suite has been added since the previous inspection. The school has many areas for individual and small group work. Good displays of pupils' work, reminders of visits and other learning materials frequently decorate corridors and classrooms. The hard play areas and school field are of a good size. They have been recently improved by such things as games equipment and seats, and are attractive. The school has its own heated outdoor pool for use during the summer.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The headteacher, governors and staff should now:

(1) Raise standards in art and design across the school by:

- developing a clear scheme of work so that learning in lessons builds on those skills already acquired;
- improving teachers' subject knowledge in order to raise their expectations of what pupils should achieve;
- providing training for the subject co-ordinators so that they, in turn, can train staff in the full requirements of the curriculum.

(Refer to paragraphs: 30,31,34,54,125,126,127,128)

(2) Raise standards in history and geography by Year 2 by:

- reviewing schemes of work for Years 1 and 2 to ensure a more appropriate coverage of the National Curriculum and the development of skills;
- planning tasks in lessons that meet the different learning needs of pupils;
- developing a system of assessment which enables pupils' achievements to be assessed and recorded.

(Refer to paragraphs: 30,31,34,54,136,138,139,140,144,145,146)

(3) Raise standards in music by Year 6 by:

- raising teachers' subject knowledge and skills with in-service training;
- improving the quality of singing and composition;
- developing a system of assessment to record pupils' achievement;
- providing extended opportunities of work for higher attaining pupils.

(Refer to paragraphs: 30,31,34,54,156,159,160)

(4) Improve the range of learning opportunities in reception by:

- ensuring that teachers make better use of assessment information to match work more closely to children's individual learning needs;
- ensuring a stronger focus on developing children's speaking, listening and communication skills;
- providing more opportunities for first hand experiences and making less use of worksheets;
- developing resources further for outdoor play;
- making better use of role play, music and art activities to develop children's creativity.

(Refer to paragraphs:31,51,73,79,83,87)

- (5) Strengthen the role of co-ordinators in raising achievement and improving the quality of learning in their subjects by:
- developing the expertise of co-ordinators in using a range of measures to monitor standards and evaluate provision;
 - providing co-ordinators with suitable opportunities to undertake monitoring and evaluation tasks.

(Refer to paragraphs:64,100,111,127,133,139,145,152,159,165,171)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Plan work in science in Years 1 and 2 and in ICT across the school that meets the needs of the higher attaining pupils. In addition, plan the more extensive use of ICT to support pupils' learning across the curriculum.

(Refer to paragraphs: 5,12,30,32,96,116,119,138,150,164)

- Continue efforts to improve pupils' attendance.

(Refer to paragraphs:20,46)

- Improve the school library by increasing the space and the number and range of books.

(Refer to paragraphs:69,92)

- Improve provision for developing pupils' awareness of multi-cultural aspects of society.

(Refer to paragraphs:42)

- Develop measures for the assessment and recording of achievement and skills in the foundation subjects so that pupils' progress can be tracked against key objectives and National Curriculum expectations.

(Refer to paragraphs:54,127,133,139,145,152,159,165,171)

- Develop procedures for the evaluation by the governing body of major items of educational expenditure and develop the success criteria in the school improvement plan in terms of their impact on pupils' achievement.

(Refer to paragraphs:67)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	88
Number of discussions with staff, governors, other adults and pupils	53

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	24	30	28	3	1	0
Percentage	2	27	34	32	3	1	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	378
Number of full-time pupils known to be eligible for free school meals	114
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	83
English as an additional language	No of pupils
Number of pupils with English as an additional language	20
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	32
Pupils who left the school other than at the usual time of leaving	37

Attendance

Authorised absence

	%
School data	6.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	21	20	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	20	21
	Girls	19	19	20
	Total	39	39	41
Percentage of pupils at NC level 2 or above	School	95 (89)	95 (92)	100 (89)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	21	21
	Girls	18	19	18
	Total	38	40	39
Percentage of pupils at NC level 2 or above	School	93 (89)	98 (94)	95 (92)
	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	20	24	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	19
	Girls	18	19	22
	Total	36	38	41
Percentage of pupils at NC level 4 or above	School	82 (72)	86 (78)	93 (90)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	18	19
	Girls	17	13	19
	Total	32	31	38
Percentage of pupils at NC level 4 or above	School	73 (74)	70 (84)	86 (92)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
190	5	0
5	0	0
4	0	0
2	0	0
1	0	0
1	0	0
0	0	0
7	0	0
0	0	0
0	0	0
4	0	0
0	0	0
0	0	0
0	0	0
3	0	0
2	0	0
118	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	23.6
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	22
Total aggregate hours worked per week	457

FTE means full-time equivalent.

Financial information

Financial year	2002/03
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	£
Total income	938395
Total expenditure	924892
Expenditure per pupil	2447
Balance brought forward from previous year	35,825
Balance carried forward to next year	49,328

Recruitment of teachers

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	378
Number of questionnaires returned	160

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	26	4	0	0
My child is making good progress in school.	73	24	0	2	1
Behaviour in the school is good.	54	41	3	1	1
My child gets the right amount of work to do at home.	53	35	11	1	1
The teaching is good.	69	30	0	1	1
I am kept well informed about how my child is getting on.	57	34	9	1	0
I would feel comfortable about approaching the school with questions or a problem.	68	29	3	0	0
The school expects my child to work hard and achieve his or her best.	71	29	0	0	0
The school works closely with parents.	55	41	4	0	0
The school is well led and managed.	71	27	1	0	1
The school is helping my child become mature and responsible.	66	31	1	0	1
The school provides an interesting range of activities outside lessons.	48	41	6	1	4

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

71. The school's provision for children in the Foundation Stage is in two reception classes currently catering for 41 children. Children are admitted to the reception classes in the September following their fourth birthday. There are two qualified teachers in the reception and each class is supported by a learning support assistant.
72. Children and parents are well prepared prior to commencing school; the arrangements enable them to make a smooth transition into full time education. Parents and children visit the school for four afternoon sessions. They are welcomed and supported by Year 4 pupils who each take responsibility for one child during their preparatory visit. This link arrangement makes a significant contribution to helping young children familiarise themselves with their teachers and the school. The majority of children have attended nursery schools and play groups before they start school. However, attainment on entry is below average with attainment very low and particularly weak in social skills and in speaking and listening. Four children have been identified with special educational needs and one child is at an early stage of learning English.
73. Provision is satisfactory but not as good as at the last inspection. Teaching is satisfactory overall in reception with instances of good teaching in mathematical development. Children make satisfactory progress in their learning overall with good progress in learning to read and in numeracy skills. The quality of support from the learning support assistants is consistently good. Children identified with special educational needs are well supported and have appropriate individual education plans, helping them make good progress. The child with English as an additional language has settled in well to school routines and is making good progress. Assessment arrangements on entry are good. Initial observations and standardised assessments are made in both reception classes. All assessment information is collated and contributes to the ongoing assessment procedures carried out during the year. All children have their own record of achievement folder and termly targets for communication, language, literacy and mathematical development. Whilst teachers assess and record individual progress in the areas of learning, their use of this information to guide planning is less well developed. Planning is satisfactory and covers all areas of learning, but it needs to reflect assessment information more effectively so that there is a closer match of work to pupils' levels of attainment. Planning does not always reflect the poor attainment of some pupils on entry. In particular, there needs to be a stronger focus on developing children's speaking, listening and communication skills. The school is in the process of developing resources and provision for outdoor play which is currently a weak area of provision. The headteacher is currently caretaker co-ordinator until the new Foundation Stage co-ordinator joins the school in the next academic year.

Personal, social and emotional development

74. Children's achievement is satisfactory but they are unlikely to achieve all expected aspects in this area of learning. They enjoy coming to school and happily leave their parents and carers. All staff create a secure environment and children settle into school routines well because teachers establish very good relationships. Each class has clear rules and expectations for behaviour. The class are awarded 'Well done' certificates for lining up and walking smartly into assembly. There are appropriate opportunities for children to develop a sense of responsibility. Children are encouraged to clear away their own cartons during the morning drinks session and they take turns returning the register to the office. They take responsibility for their work placing it in the appropriate place. Children have positive attitudes to learning but their concentration levels are limited. The majority of children have a short concentration span and need constant adult guidance and intervention. Levels of concentration often slip during the late morning and in the afternoon sessions. Children play alongside each other but only a few more capable children are cooperating and playing with each other. Children's ability to work on their own is limited. For example, children slow down when working on their activities without close adult supervision and very few initiate their own ideas.
75. Teaching is satisfactory. Adults establish a supportive relationship with all children and help them develop their confidence and a positive attitude to school. They use questions well to develop awareness and knowledge but they need to direct appropriate questions to all children. Expectations on behaviour are clear. Teachers deal swiftly with any immature behaviour once identified, but it is not always spotted immediately.

Communication, language and literacy

76. Adults work hard to help children in both classes and as a result children make satisfactory progress in their learning. Nevertheless, standards are below expected levels by the time children leave reception. A few children will achieve the expected levels but the majority are unlikely to do so in all aspects of this area of learning. Standards are below average in speaking and communicating but close to expectations in reading.
77. On entry to school, children's language and communication skills are often restricted. Speaking skills are poor and their vocabulary is very limited. When asked a question many children give one word answers or respond with non-verbal communication. They do not interact with each other or use conversation to negotiate plans and activities. A few children talk about their work and activities experienced during the weekend but many are unable to give reasons for their answers. Overall, children make satisfactory progress. The child with English as an additional language makes good progress, listening and responding to instructions. Children with special educational needs make good progress, listening to instructions and responding to the class procedures.

78. Children make good progress in learning to read. Higher attaining children are well on their way in reading and read with some expression. Average and lower attaining children recognise and read simple words and phrases. Some children can explain how to tackle difficult words but a significant number are unable to explain how to do this, replying 'I ask someone'. A few children can recognise some key letters and sounds and are able to suggest objects and names that start with the same sound. Average and lower attaining children are unable to talk about what they have read and a significant number are unable to talk about how the story will continue. Children have a positive attitude to books and reading but knowledge of a range of books is limited. Children are unable to talk about favourite books and many are unable to identify the author or illustrator. Many children are unable to recognise rhyming words in the text. An analysis of their work indicates that some more capable children write simple sentences and can sequence story pictures, cutting and positioning in story order. They use finger spaces between the words and use capital letters and full stops for example, ' We are going to the train'. Lower and average attaining children can trace over adult writing. Most children can write their own name.
79. Teaching is satisfactory. Teachers give clear instructions and have a very good relationship with all children. Learning support assistants make a good contribution, supporting teachers and children. Teachers do not always match sufficiently tasks to pupils' levels of attainment and do not reinforce learning for long enough. The challenge set is too high for some children and not high enough for others. For example, many lower attaining children found it difficult to identify rhyming words used in the text, while a more able child found his reading book relatively easy and could cope with more challenging text. There are appropriate opportunities for children to take books home regularly and opportunities for parents to comment on progress.

Mathematical development

80. Children make good progress in their number work but overall standards are below those typically found by the time children leave reception. Higher attaining children should achieve expected levels but the majority are unlikely to. More capable children can count up to 20 and down to 0. They can continue number patterns and understand the concept of one more and one less. They work out simple addition and subtraction such as 4 strawberries and 4 blackcurrants = 8. Average children need adult support when counting and making a repeating pattern. Lower attaining children do not understand the idea of one more or one less. Some children are developing a sound understanding of positional language. Some know and can use terms such as side, bottom and middle and can for example, place the teddy bear above the rectangle. Other children do not yet understand positional language. For example, they place the teddy bear on the circle when asked to place it below the circle. Children make satisfactory progress in their ability to recognise shapes, although some children are still unsure about recognising basic geometric shapes. Pupils' ability to use language

to compare quantities is less well developed as is the use of mathematics to solve simple practical problems.

81. Teaching is good. Teachers maintain an effective pace and reinforce learning with simple counting songs that help to reinforce number work. They use simple graphs to help children see different quantities for example, the number of children wearing shoes with buckles, laces or slip-ons.

Knowledge and understanding of the world

82. Children make satisfactory progress overall but standards are below average. The majority of children are unlikely to achieve the expected level in all aspects of this area of learning. Children enjoy using the computers and there are sound opportunities to access computers in the computer suite but computers are not always used as much as they could be during class sessions. Most children are working on the late steps towards expected levels and a few more capable children are in line to achieve these levels by the time they enter Year 1. More capable children can click and drag, moving shapes and words on the screen to complete a nursery rhyme. Average and lower attaining children need adult guidance to complete this task. Children's sense of place and time is not well developed. Some know the days of the week, others are not sure and many confuse days of the week with months of the year. Some can talk about events that happened during the weekend and what they did yesterday, while others are unable to talk about events in the past. A few higher attaining children are starting to understand that there are hot places and cold places in the world. Children have developed some understanding of how to protect themselves during very hot weather. More able children know that they should apply sun cream. There are appropriate opportunities for children to design and make models with wheels using Lego.
83. Teaching is satisfactory. Teachers are well organised and management of children is good. Pupils make satisfactory progress in learning about the world around them but teachers use too many worksheets and there is more emphasis on drawing and writing than on first hand experiences. Opportunities for children to develop their curiosity are limited and need to be developed to ensure good quality learning. Tasks are not always adapted to match the individual needs of all children. Teaching is less effective in the computer suite when teachers are not always firm enough and work is not well matched to the range of capabilities.

Physical development

84. Children make satisfactory progress in all areas of physical development except swimming where progress is good. Standards are below average because by the time children leave the reception, the majority are unlikely to achieve all the expected levels of learning. Children gain water confidence and enjoyment through the weekly swimming lesson during the summer term. They walk, jump and splash their faces in the water and some put their faces under the water. They are encouraged to move through the water in a variety of ways supported by arm-

bands. Swimming provides a good opportunity for children to develop their manipulative skills in dressing and undressing, although lower attaining children need help. During games sessions children show a sound ability to use space. They travel around the hall aware of themselves and others and co-operate well, playing simple circle games. Most children are at the early stage of learning to throw and catch a beanbag and small ball and their ability to concentrate on a task is still developing. A few throw and catch a ball competently but a significant majority lack confidence using small games equipment. Some children have a sound awareness of the effect of exercise on good health but most children are unable to talk about the effect of exercise. Opportunities for children to develop their physical skills during the outdoor play sessions are limited. Children develop their co-ordination and strength, riding scooters and tricycles but there are no opportunities for children to develop their jumping, aiming and balancing skills and opportunities to develop climbing skills are very limited. Children develop their ability to grip and use pencils, crayons and paint brushes effectively.

85. Teaching is satisfactory overall with instances of good teaching when children use the swimming pool. Teachers give appropriate teaching points, helping children to learn to propel themselves through the water. During games sessions, teaching is satisfactory but teachers miss opportunities to develop pupils' skills in movement. The school is aware of the need to develop the outdoor play area.

Creative development

86. Although children make satisfactory progress, standards are below average in this area of learning. By the time children leave reception, the majority are unlikely to achieve all the expected levels of learning. Analysis of their work reveals that children have opportunities over the year to work with a range of materials and experience different methods. There are sound opportunities to use paint and more able children make a collage of their favourite meal and pencil drawings of their family. They print with painted hands and paint sunflowers. Opportunities to mix paint and explore colour are less well developed as are opportunities to choose particular colours for a purpose. During the music session children learn simple songs and actions. More capable children know and sing the words of a song while the majority know some of the words and join in with the actions. They develop their listening skills listening to a variety of songs. Opportunities for children to explore sound and use a range of musical instruments are less well developed. There are too few occasions when children are encouraged to use their imagination and many of the activities tend to be teacher directed and led. Both classes have a role play area but children are rarely observed using their imagination in role play activities.
87. Teaching is satisfactory and there are appropriate opportunities to use materials. Children need more adult intervention to challenge and extend their awareness and creativity, especially in role-play activities. In musical sessions, children are expected to learn the words of songs but there is a need to provide more 'hands-on' experience of using instruments and exploring sound for themselves.

ENGLISH

88. Standards in the different aspects of the subject are in line with national expectations at the end of Years 2 and 6. This is an improvement since the last inspection, where standards were unsatisfactory in the infants and standards in writing were unsatisfactory across the school.
89. Trends in results over the past four years in the national tests at the end of Year 2 show a steady rise in standards. The 2002 test results in both reading and writing were above the national average. The percentage of pupils achieving higher levels in reading was above the national average, while writing was in line. Teacher assessments indicated that standards in speaking and listening were below the national standards.
90. The results of the national tests at the end of Year 6 show a steady rise since the last inspection in line with the national trend of improvement. In 2002 results were in line with the national average with pupils having made satisfactory progress since the results in the national tests at Year 2. The 2002 results were well above average when compared to those of similar schools. Unvalidated results for 2003 are broadly similar to those of last year. The Year 2 tests for this group of pupils were below the national average, indicating that they have made good progress through the juniors to reach their present standards of attainment.
91. Pupils enter the school with poorly developed skills in both speaking and listening. The school has concentrated on providing a wide range of opportunities for speaking and listening and these skills are generally satisfactory. The Year 2 teacher assessments in 2002 showed that pupils' speaking and listening skills were below average. The school has worked successfully to improve this, with pupils listening attentively, both to their teacher and to others in the class, and most now answer in complete sentences. Within the juniors, pupils are given a number of chances to develop their speaking and listening skills. These include working in pairs, 'hot-seating', drama and discussion. The pupils respond very well to all these opportunities, listening to others' opinions and talking confidently to explain their own.
92. Overall standards in reading are sound for pupils at the end of Years 2 and 6. Pupils in Year 2 know the different strategies used to read unknown words, but are less good in using these. Most pupils have a good knowledge of phonics as a result of appropriately focused teaching. A few pupils talked confidently about what they were reading, and books in general, and could talk about favourite authors. By Year 6, many pupils are ready for a wider experience of reading and are given good opportunities to develop their own interests and, as a result, are fluent and confident readers. There is a good range of reading books. Books are taken home regularly, many parents listen to their children read and some comment and sign their child's reading records. However, the reference library is small, there are insufficient books and it is underused by the pupils. Because of this, pupils are not able to develop a good understanding of those skills necessary

to use a reference library, such as knowledge of a book-classification system. Some pupils in Year 6 are uncertain about which section of the library is used for reference books.

93. The school has addressed successfully the key issue from the last inspection on improving standards in writing. Standards of writing are satisfactory, and there are a high proportion of pupils in Year 2 who achieve highly. A very good range of writing is covered throughout the school, which includes writing for different purposes, such as advertising, note-taking, letters, persuasion and information; and imaginative writing, both stories and poetry. Pupils in Year 2 produced some very descriptive newspaper reports on a storm at sea. In Year 6, teachers make effective links with history and pupils have written well about the blitz and Ancient Greece. There are good examples of information writing in Year 4 on jumbo jets and extended writing in Year 3 ('The Moving Statue' stories). In the hall, there is an informative display of handwriting, showing how this develops through the school from the youngest children's emergent writing to a fluent, confident style in Year 6. Most Year 6 pupils' writing is well organised. For example, stories have a clear beginning, middle and ending and factual accounts are soundly structured with events clearly connected. Many pupils write with good imagination, making appropriate use of writing techniques to make their writing interesting. Pupils of all abilities are set tasks, which fully extend their understanding and skill. Presentation is sound, and due attention is paid to spelling, punctuation and grammar.
94. The improvement in the literacy curriculum since the last inspection, the school's success in addressing the key issue from that inspection on improving the teaching of basic skills and the hard work by staff (teachers and support staff) are responsible for this rise in standards.
95. The National Literacy Strategy has helped teachers to focus on those specific steps of learning necessary for pupils to develop their understanding. Learning objectives are shared at the beginning of lessons and often referred to at the end, by the teacher asking the pupils, for example, 'What do you think you have learned today?' Pupils use these objectives as titles for their work, ensuring that they have good knowledge and understanding of what they are learning. Targets are set to show what they must do next to improve, in some cases this is very effective in showing the pupils what they must achieve to reach the next level. The quality of assessment in lessons is good and day-to-day assessment is consistent in informing planning. Regular marking is very thorough, with praise and reinforcement of what has been done, such as, 'Well done! You have answered the questions in full sentences, and suggesting further points for learning. However, it is often ineffective, as there is little evidence that pupils note what has been written and sometimes instructions – such as, 'rewrite this' – have been ignored.
96. The standard of teaching in English throughout the school is good. No unsatisfactory teaching was seen during the inspection. This good quality teaching has a direct impact on pupils' learning, and is mainly responsible for the rise in standards across the school. Time constraints are given to add pace. Teachers

expect high, but realistic, standards. In many lessons the teacher's enthusiasm is infectious and there is obvious enjoyment. Many lessons are really imaginative, and the use of first-hand involvement such as 'hot-seating', brief drama sessions and opportunities for pupils to move around. During a lesson in Year 4, for example, pupils moved into different groups depending on their opinions regarding low flying aircraft. As discussion continued, they moved to join other groups as their opinions changed. Constant reinforcement is given through praise and encouragement and this is very effective in building the pupils' confidence. For example, 'Well done. You've worked really hard today. I'm really pleased.' Questioning skills are generally good and in most lessons observed this extended the pupils' learning. There are few examples of the use of ICT observed during the inspection in English. Pupils are occasionally given the opportunity to copy out what they have already written onto a computer, and in one lesson pupils were doing their extended writing directly onto a computer.

97. Pupils are invariably enthusiastic during their lessons and these attitudes have a very positive impact on their learning. During lessons, almost all pupils show good attitudes and behaviour. Pupils concentrate on their tasks and have good relationships. They work hard and enjoy learning. Many teachers structure their lessons so that learning is fun. Pupils with special educational needs receive generally good support and make good progress appropriate to their abilities. Their tasks are often specially targeted and sometimes a support helper ensures that they are able to achieve within the same work set for others. Potential behavioural difficulties are dealt with promptly and sensitively, without disrupting the flow of the lesson. Pupils with English as an additional language are also supported well, and even those who still receive specific help were fully involved in the lessons and made good progress. The contributions of all pupils are valued in lessons.
98. Assessment procedures are good. Pupils' progress is tracked systematically from Year 1 to Year 6. The results of assessments are used effectively to plot pupils' progress at the end of each year. However, the school does not yet monitor sufficiently well pupils' progress within the year to ensure all pupils make appropriate progress towards their end of year targets. Formal assessments are used well. There is careful analysis of test results to provide an overview of the progress of individual pupils and class groups at the end of the academic year. Areas for development, such as improving boys' writing, are also identified.
99. Literacy makes a good contribution to the pupils' spiritual, moral, social and cultural development. In Year 5, pupils were observed studying a poem about a boy who was in trouble with the police, having stolen a watch. Pupils in one class discussed how he felt, offering such suggestions as 'brave', 'excited', 'confused', and 'a bit dizzy'. In the parallel class one pupil admitted that, 'I always say, "I don't care", when I'm in trouble, but I do really'. During lessons in other classes, pupils worked co-operatively, sharing tasks and discussing what they were required amicably. All classrooms have literacy displays which reinforce and celebrate what has been done.

100. The co-ordinator makes a positive impact on the subject. He is enthusiastic, monitors planning and pupils' work and knows the subject's strengths and weaknesses. As yet insufficient opportunities have been provided for him to observe teaching, although an increase in this role is planned. This commitment to improvement, coupled with what has already been done, gives every confidence that standards in English will continue to rise. The quality and quantity of resources (apart from those within the reference library) are good and these are used appropriately by both teachers and pupils. Enthusiastic pupils (and staff) attend the drama club.

101. In order to raise standards the school should consider the following:

- improve the school library by increasing the space and the number and range of books;
- further develop the role of the co-ordinator to allow him to observe more teaching and to talk with pupils about their work;
- monitor pupils' progress towards end of each year targets;
- develop the marking of pupils' work by ensuring that they read – and respond to – comments made by the teacher.

The school improvement plan shows that the first two of these areas are in hand.

MATHEMATICS

102. Standards are average at the end of Year 2 as they were at the time of the last inspection. Standards are above average at the end of Year 6 and higher than at the time of the last inspection.

103. Over the last four years, the trend in results in the national tests for Year 2 pupils has been above the national trend of improvement. In the 2002 national tests, results were well above average when compared to all schools and very high when compared to similar schools. There was very little difference between the attainment of boys and girls.

104. Over the past four years, the trend in results in national tests for Year 6 pupils has also been above the national trend of improvement. In 2002, results were above the national average with pupils having made good progress since the results in the national tests at Year 2. The results when compared to those of similar schools were very high, being in the top five per cent in the country. The attainment of boys was significantly higher than girls and the proportion of pupils attaining the higher levels was also well above average. In the 2003 national tests, unvalidated results indicate that the proportion of pupils achieving the expected Level 4 or above was similar to last year but that the percentage of pupils achieving the higher Level 5 was lower.

105. Inspection findings indicate that pupils' attainment at the end of Year 6 is above average. However, although overall standards are slightly lower than the previous year, this particular group of Year 6 pupils has again made very good progress

since the Year 2 tests. Attainment for the present group of Year 2 pupils is average. The main reason for the dip in standards since the previous year is the larger than average proportion of pupils with special educational needs in this year group. In both Year 2 and Year 6, there is no appreciable difference between the attainment of boys and girls.

106. By the end of Year 2, pupils make good progress in their number work. This aspect of their mathematics is taught well, with teachers planning carefully and building effectively on the pupils' previous learning. The planned activities are challenging and interesting and pupils enjoy the challenge and work hard. Pupils are developing a good knowledge of fractions and show a good understanding when multiplying and dividing by ten. Pupils are familiar with the two, five and ten times tables and use these confidently. Teachers carefully develop pupils' mathematical vocabulary because this is well emphasised in lessons. Whilst pupils handle data confidently, there is little evidence of their use of graphs to illustrate this data. Pupils' understanding of time is a weak aspect of their knowledge, with a significant minority of pupils still being confused by the position of the hour and minute hands, such as in quarter past and quarter to the hour. Pupils in Year 1 are making good progress because the teaching is consistently good and there is a very strong emphasis on the development of pupils' number skills. In lessons seen, pupils showed very good skills in using a hundred number square to find the sum of two double-digit numbers.
107. In Years 3 to 6, pupils make consistently good progress in lessons and benefit from being set by attainment for numeracy lessons. This enables teachers to plan more effectively for a narrower ability range. Pupils make good progress because lessons are carefully planned, the teaching is challenging and expectations of the work pupils are going to do in lessons is high. By the end of Year 6, pupils have an above average understanding of number, have an improving knowledge of place value and use brackets accurately in their calculations. They have a good knowledge of fractions, percentages and decimals and clearly understand the relationship between the three. Most pupils have a good recall of tables but there are some weaknesses in the way they use this knowledge. For example, pupils know that $8 \times 8 = 64$ and use this knowledge to calculate 8×80 and 80×80 . However, pupils are less sure of 8×0.8 and 0.8×0.8 . Pupils have a good knowledge of data handling and use graph work, such as scattergrams, line graphs and pie charts effectively to record this data. They are confident in their probability work and in the way they use co-ordinates in the four quadrants. Pupils construct triangles accurately, using protractors. However, not all pupils are secure in their knowledge of standardised measurements and their relationships. For example, some pupils are unsure of the relationship between grams and kilograms and metres and millimetres. Pupils are responding well to the teaching of basic algebra. Most of the upper set are able to draw a straight line graph of the equation $x + y = 9$, with a higher-achieving pupil able to calculate where the graph of $x + y = -1$ would cross the x and y axis.
108. Pupils in Year 3 maintain above average standards in all aspects of their work. Lower attaining pupils in particular are making significant progress. Pupils have above average skills in their number work and use and apply their number

knowledge well in their mental mathematics. They can tell the time, both in analogue and digital, and have developed an above average understanding of Venn diagrams. Standards are above average in Year 4, where pupils have good knowledge and understanding in their number work, such as in the relationships between fractions and decimals. They use negative numbers confidently and are developing a good knowledge of two-dimensional and three-dimensional shapes. They are making satisfactory progress in their graph work but a significant minority of pupils experience difficulty in their numbering of the x and y axis. Although below average pupils in Year 4 are making good progress, a significant minority still have difficulties with their number bonds up to 20. Pupils' attainment in Year 5 is average overall. Whilst pupils' knowledge of their number work is good, a significant proportion of pupils do not have quick recall of their tables and this is slowing their ability to calculate mentally and leading to inaccuracies in their division work. In other areas, pupils are making good progress.

109. Teaching is good overall through the school, with some very good lessons seen. Teachers have good subject knowledge and teach the basic skills very effectively. In all lessons the management of pupils is good and this results in a very good pace to learning. Learning support assistants work closely with the teachers and give good support to individuals and groups of pupils, ensuring that all pupils take a full part in the lesson and achieve appropriately. Teachers often plan for pupils to work together in pairs in some part of the lesson. Pupils are used to this, benefit from the interaction and, as such, these strategies planned by the teachers impact positively on pupils' spiritual, moral, social and cultural development. Teachers mark pupils' work carefully and make supportive comments. This marking, however, does not consistently indicate to pupils what they need to do next in order to reach their targets. Homework is used satisfactorily to support pupils' learning and good use is made of homework in Year 6 to help prepare pupils for their national tests. The use of pupils' numeracy skills is carefully planned in lessons such as science and ICT and this enables pupils to use their mathematical knowledge in a variety of relevant contexts. Traveller pupils and those who have special educational needs are carefully planned for, well supported and make good progress in lessons. Similarly pupils with English as an additional language take a full and active part in all lessons and receive well-focused support. As a result these pupils often achieve high standards by the end of Year 6.
110. Pupils are enthusiastic and understand clearly their termly targets. These enable pupils to reflect on their learning and, together with teachers, identify areas where they need extra help. Pupils respond well to the concluding part of lessons and are honest in their appraisal of how well they have done in a lesson. This gives valuable information to teachers so that they can plan future lessons to build on pupils' strengths and address their weaknesses. Pupils work hard in lessons and, during the year, have produced a large volume of work. This has enabled them to practise their skills successfully and make good improvements. Pupils enjoy using ICT in lessons and most of the programs they use are carefully matched to the work they are doing. Occasionally, such as in a Year 4 lesson, the program used by the pupils is not sufficiently challenging and the benefits minimal.

111. The co-ordinator leads the subject well and has been instrumental in the successful implementation of the National Numeracy Strategy through the school. She sets a very good example in the classroom and has been instrumental in raising standards through the school. This has been brought about by the monitoring of pupils' work at regular times through the year and visiting classrooms to see teaching and learning in action. At present, she does not have opportunities to talk to pupils about their work and as such is missing a valuable opportunity to gain more information about pupils' knowledge and understanding. There is careful analysis of national test results and this information is used well to inform teachers' planning so that strengths are developed and weaknesses addressed. An analysis of the assessments taken by Years 3, 4 and 5 pupils will be carried out by the end of term so that teachers will have this information when planning their work for the next school year. The results of assessments are used effectively to plot pupils' progress at the end of each year. However, the school does not yet have a sufficiently rigorous process to track pupils' progress through each year so that any remedial action can be taken to ensure all pupils make appropriate progress through each school year. The resources for the subject are now good and are used effectively by teachers.

112. In order to raise standards the school should consider the following:

- track the progress pupils make towards their end-of year targets in all year groups;
- create opportunities for the co-ordinator to talk to pupils about their work.;
- ensure teachers' marking indicates to pupils what they need to do to achieve their targets;
- improve pupils' knowledge of multiplication tables in Year 5 and their ability to use this knowledge in a variety of forms in Year 6.

SCIENCE

113. Standards at the end of Year 2 have been maintained since the last inspection and are in line with those found nationally. Standards at the end of Year 6 are above average. Standards have risen in Years 3 to 6 since the last inspection as a result of improvements to the curriculum and more rigour in assessment procedures.

114. Results of teacher assessments in 2002 show that while nearly all Year 2 pupils achieved the expected Level 2, few pupils were assessed as attaining the higher Level 3, a proportion that fell below the national average. Teacher assessments for 2003 show that the proportion of pupils assessed as attaining Level 2 is lower than the previous year but more pupils were assessed as reaching Level 3. Nevertheless, the proportion of pupils achieving at the higher Level 3 is less than average.

115. There has been a significant improvement in the national test results for Year 6 pupils since the last inspection. In the 2002 national tests, results were well above the national average with pupils having made very good progress since the results

in the national tests at Year 2. When compared with the performances of similar schools, results which were also well above average. Unvalidated results in the 2003 national tests indicate that almost all of the pupils achieved the expected Level 4 or above but that the percentage of pupils achieving the higher Level 5 was slightly lower than the previous year.

116. Standards in the current Year 2 are average. Pupils know that it is important to eat a healthy diet. In the topic on forces, they understand that the height of a ramp affects the distance travelled by a toy car released from the top. In investigations, pupils can predict an outcome, set a fair test with adult help and draw simple conclusions. Pupils in Years 1 and 2 make satisfactory progress in acquiring knowledge and understanding and in developing their skills. For example, in Year 1 there is sound evidence of the development of scientific investigations, with pupils being asked to predict and record results. In Year 2, pupils can carry out a sound investigation into how changing the height of a ramp effects the distance travelled by a toy car. Pupils can record their work in simple tables, bar graphs and reports. However, too much of the science recorded by Year 2 pupils is on worksheets which gives little scope for pupils to record their own findings or to work at their own level. In consequence, higher attaining pupils are not achieving as well as they could.
117. Standards in Year 6 are above average. In Years 3 to 6, there is a good balance between the acquisition of scientific knowledge and the development of investigative skills. Consequently, pupils make good progress, and some more able pupils make very good progress by the end of Year 6. In their work on food chains, Year 6 pupils know about producers, consumers, predators and prey. They understand the changes brought about by burning and evaporation. They know that microorganisms cause illness yet can be helpful because they are used in vaccination. By using filtering, pupils understand how to obtain clean water from river water. In investigations, pupils can set a fair test, predict an outcome, describe the method, list the equipment used, chart the results and draw conclusions. For example, they tested three brands of kitchen towel for absorption and strength. Small groups of pupils worked co-operatively to devise their own tests, coming to the conclusion, after evaluating all the groups' results that one particular brand of kitchen towel gave best value for money. Pupils use accurate scientific vocabulary very well in their reports of their investigations. In their investigations, pupils make good use of their numeracy skills when compiling collected data, representing it graphically and drawing upon this to make conclusions. Pupils present their work carefully; writing accounts, drawing illustrated diagrams, and constructing tables and graphs.
118. In Years 1 and 2, the quality of teaching is satisfactory with some good teaching. Teachers in the same year group plan lessons together to ensure consistency between classes. Explanations are clear and pupils are encouraged to contribute their ideas in a discussion. Good questioning enables pupils to develop their understanding. In a Year 1 lesson, pupils were asked to explain everything that a plant needs to grow successfully and then encouraged to record their observations of different plants. Year 2 pupils looked at the differences between themselves by drawing round their hands and measuring their hand spans. Pupils enjoyed these

activities and set about their tasks enthusiastically. There were good levels of conversation and co-operation as pupils discussed their work and their choices. Adults supported the pupils effectively, talking to the pupils about their work, evaluating the levels of their understanding and using questions skilfully to help them complete their work.

119. Teaching in Years 3 to 6 is good. All lessons observed were in the range satisfactory to very good. Lessons are well planned and pupils have access to appropriate resources. Explanations are clear and effective questioning enables pupils to develop their knowledge and understanding. Practical activities are well matched to the lesson objectives and well structured so that pupils are directed to appropriate outcomes. For example, in a lesson in Year 3 where pupils were asked to investigate which materials made shadows, a selection of appropriate materials were provided by the teacher so that different intensities of shadow could be produced. Where lessons are very good, the teachers' own enthusiasm and secure subject knowledge gives the pupils confidence to contribute to discussions and to explore their own thinking orally with the teacher. Skilful questioning by the teacher helps pupils re-examine and clarify their thinking. This was especially evident when pupils were devising their own fair tests. However, there are few opportunities for the investigations to arise from pupils' own explorations. This has been recognised by the co-ordinator and will be addressed during the coming year. Teachers make sound use of new technology. For example, in a Year 5 lesson on the fertilisation of plants, the teacher gave a lively presentation using a plant life cycles program. Good use is made of overhead projectors, especially when teachers are explaining how to compile results. However, there is limited use of ICT to support pupils' learning as software resources are limited. Year 6 teachers make effective use of a science revision program in preparation for the end of year national tests. Teachers make good use of assessment information in lessons. Teachers find out what pupils already know at the start of a science topic and build this into the planning of future lessons. Objectives are set at the start of the lessons and revisited at the end, to ensure that appropriate learning has taken place. Teachers mark work positively, noting aspects where there is misunderstanding in order to address those aspects in the following lesson.
120. Pupils' attitudes are good. They are enthusiastic about their learning and work co-operatively in small groups. Pupils with special educational needs and those with English as an additional language make progress at the same rate as other pupils because they are fully included in all lessons.
121. The subject is very well led by the co-ordinator. She has carefully evaluated provision through scrutiny of teachers' planning and the analysis of samples of pupils' work. She has started to observe science lessons and plans to further develop this aspect of her monitoring role. Good in-service training since the last inspection has improved teachers' skills, ensuring that they are more confident and knowledgeable. Good assessment procedures, along with a focus on full coverage of the science curriculum in Years 3 to 6, has led to much improved standards. The way that she has analysed, effectively, standards and identified areas for development is very noteworthy. Pupils' progress is carefully tracked and

their results are analysed with a view to improving the quality of the curriculum and maintaining the good results in the national tests at the end of Year 6. The co-ordinator has examined the difference between the performance of boys and girls, with the boys performing slightly better than the girls in the national tests. Her analysis of the answers given by boys and girls in the 2002 tests showed that, while girls were secure in their knowledge in all areas of the curriculum, the boys were not only secure but were better able to apply their knowledge in questions which required problem solving. This analysis has led to Year 6 teachers focussing on giving girls more opportunities to apply their subject knowledge. Recent analysis of standards in Years 1 and 2 has identified the need for a review of the curriculum to ensure complete coverage of the subject and to build in extended learning opportunities for the more able pupils. A review of assessment procedures in Years 1 and 2 shows that there is a need for additional guidance. Therefore, the co-ordinator is planning to introduce end of study unit testing in line with assessment procedures in Years 3 to 6. Resources are good and well used.

122. In order to raise standards the school should consider the following:

- provide opportunities for the more able pupils in Years 1 and 2 to achieve the higher National Curriculum levels;
- improve opportunities for pupils to raise questions and set their own investigations;
- further develop links between science and ICT.

ART AND DESIGN

123. Standards have declined since the last inspection and are below expected levels at the end of Years 2 and 6.

124. Although few lessons were observed, judgements are also based on an analysis of pupils' work in art books and in displays of art around the school. From these it is apparent that standards of attainment are below the national expectations in both juniors and infants.

125. There is considerable evidence of work displayed around the school, mostly two-dimensional with a little clay work. However, nearly all is of poor quality, illustrating the lack of skills which should be appropriate to the particular year groups. An exception is the fabric printing done by pupils in Year 5.

126. Teachers' subject knowledge is poor and this results in low expectations in much of the work seen. For example, a poor lesson in Year 4 was characterised by the teacher's lack of knowledge in the subject and her limited expectations for the pupils. During a good lesson observed in Year 6, the pupils were unable to achieve to the expected standard because they did not have the necessary skills, which should have been developed earlier in the school, to build on. The pupils have studied the work of a variety of famous artists and good efforts are made where possible to make cross-curricular links, such as in Year 3 where art is linked to the science topic on light and shadows. In Year 6, art has been linked to

the history topics of the Ancient Greeks and the Second World War. Links are made with ICT where appropriate ('repeating patterns' in Year 4 and 'Colour Magic' pictures in Year 3, for example).

127. The subject co-ordinators have insufficient time to develop the subject, although they have increased the range of resources. The pupils have benefited from an arts week and there is an attractive, recently produced mural near the swimming pool. The last inspection stated that there was no assessment scheme; this is still the case.

128. In order to raise standards, the school should consider the following:

- develop a scheme of work where each lesson builds upon those skills already learned.
- provide a sustained programme of staff development to improve the breadth and depth of what is taught at all the relevant levels;
- improve teachers' subject knowledge in order to raise their expectations of what pupils can achieve;
- provide training for the subject co-ordinators to enable them to train staff in the curriculum and opportunities to monitor and evaluate standards and progress.

DESIGN AND TECHNOLOGY

129. Standards are in line with national expectations at the end of Years 2 and 6 and have been maintained since the last inspection.

130. Pupils in Years 1 and 2 have a number of carefully planned opportunities for developing their design and technology skills. Pupils select and use materials appropriate for their activities, and are beginning to address the problems of designing and making both static and moving objects. Careful planning by teachers ensures that appropriate skill development is taking place in basic cutting, pinning and gluing processes. As a result, pupils are developing a good understanding of the behavioural characteristics of a range of materials. Pupils in Year 2 know it is possible to join pieces of materials together and in making puppets they explore the use of marking out and stitching. Some pupils show particularly good skills in their sewing. Pupils in Year 1 are developing their understanding of the importance of design and the appearance of the finished product. For example, Year 1 pupils chose different coloured materials when they designed and made a flower for a Christmas card.

131. Pupils continue to make satisfactory progress through the juniors and their design aspirations become more sophisticated. Teachers build appropriately on pupils' previous knowledge and skills. For example, pupils in Year 3, as part of their work on sandwich making, tasted different breads before making a loaf from their own recipe. There were good links with mathematics in this work when pupils recorded their findings on the popularity of the different breads. Most pupils show a good sense of chronology in the making process. However, their evaluations refer mostly to the look of the finished product, rather than the underlying strengths and

weaknesses of its construction. As result, many evaluations are not developing the pupils' ability to reflect critically on aspects of their work that needs improvement. The design and evaluation process in Year 4 is well established. In a particularly well-planned lesson, pupils worked together in pairs to evaluate each other's money containers that they had designed and made in previous lessons. These evaluations were then shared with the whole class before pupils evaluated their own purses. As a result, pupils gained a much deeper understanding of the strengths and weaknesses of their own products. Year 5 pupils show a good understanding of how mechanisms can be used to make things move in different ways. This was clearly seen in the way that they incorporated cams into their moving vehicles. Year 6 pupils have good planning skills. The shelters they designed as part of their history projects on World War II were the result of carefully drawn series of plans of different elevations. The resulting structures showed satisfactory skills in cutting and joining.

132. The quality of teaching is satisfactory overall and this closely reflects the satisfactory progress that pupils make as they move through the school. However, teaching observed during the inspection was sometimes very good and during these lessons the pupils made noticeable progress in the acquisition and development of their skills. Teachers use questioning very well; for example, a mixture of well focused questioning and demonstration enabled Year 2 pupils to learn how to sew using a back stitch. This new skill was then well applied to the fabric puppets they are making. Teachers plan carefully for pupils of all abilities, and as a result of this, all pupils, including those with special educational needs and those from minority ethnic backgrounds, make at least satisfactory progress. The school has adopted the national scheme of work and this is enabling teachers to focus more directly on the development of pupils' knowledge and understanding. The curriculum has strengthened links with other subjects. For example, Year 4 pupils showed a good understanding of electrical circuits when deciding which type of switch they were going to use when constructing their torches. Pupils are enthusiastic about the subject and enjoy its challenge. Pupils work well together and benefit from sharing ideas and reflecting on each other's work. As such, the subject makes a good contribution to pupils' spiritual, moral, social and cultural development. In lessons, pupils behave well and show good levels of concentration
133. The co-ordinator gives satisfactory leadership. She has created a central resource area which is well stocked and easily accessible. Whilst she monitors teachers' planning and makes informal visits to classrooms to see pupils' ongoing work, she does not at present have time to talk to pupils about their work to gain an insight into the development of their skills, knowledge and understanding. As such, her expertise is not being used to the full. Links with ICT are under-developed although the school is looking into ways of using computers to control the moving models made by the older pupils. The subject benefits from an annual design and technology week which takes place towards the end of the school year and allows pupils to become fully immersed in all aspects of the subject. At present, the school does not have a programme for the assessment of pupils' work or an ongoing record sheet which clearly identifies the development of their skills and knowledge in the different years.

134. In order to raise standards the school should consider the following:

- create opportunities for the co-ordinator to monitor the quality of provision and pupils' work;
- develop an appropriate assessment and recording system;
- develop the use of computer control programs in the work of the older pupils.

GEOGRAPHY

135. Standards at the end of Year 2 are below those typically found nationally. Standards have improved in the junior years since the last inspection and are in line with expected levels by Year 6.

136. The range and quality of written work in Year 2 is unsatisfactory. Analysis of pupils' work shows that they do not cover geographical topics in sufficient depth, the range of work undertaken is limited and there is a lack of systematic development of recording skills. Year 2 pupils are beginning to develop a basic understanding of their local area and can identify some human and physical features. However, they have insufficient knowledge of human and physical features of places beyond their own locality. Map skills are not well developed. For example, pupils do not construct many maps of real or imaginary places.

137. Year 6 pupils make good progress in developing their knowledge and understanding. No lessons were seen in Year 6 but the analysis of pupils' work and discussions with pupils show that the development of pupils' geographical knowledge and understanding is satisfactory. They have for example a sound knowledge of the features of rivers and understanding of how rivers shape the landscape. They show awareness of environmental issues and how climatic conditions affect both physical and human features of the landscape. They can record and set out work in a number of ways, use the Internet to research for information and develop their mapping skills appropriately. In other year groups progress is more variable, linked to the quality of teaching. In Year 3 there is some improvement from the low standards in Year 2 but the range of work remains limited. Year 4 pupils make satisfactory progress in using and interpreting maps in their study of the village of Sedburgh. They interpret maps of different scales, using four-figure grid references to locate and identify features on Ordnance survey maps.

138. There is too much variation in the quality of teaching, reflecting the lack of effective monitoring. The analysis of pupils' work indicates that teachers in Year 6 have high expectations, plan a good variety of work, make good use of the subject to support literacy skills and sound use of ICT to support pupils' learning. Conversely, in Year 2, teachers' expectations of what pupils can do are too low and they do not take sufficient opportunities to develop pupils' literacy or ICT skills. In some years, there is little evidence of the development of other skills such as extracting information from pictures, photographs or information books. Overuse of worksheets often results in insufficient opportunities for pupils to develop their

writing skills. Although there is some good teaching there are weaknesses in lessons. In the three lessons seen, teaching ranged from good to unsatisfactory. Lesson planning is satisfactory with clear learning intentions, but does not always take sufficient account of pupils' different learning needs. Features of the good lesson include clear expectations, good pace, effective questioning and good use of resources to stimulate pupils' interest. In addition, the teacher planned appropriate tasks for pupils, sufficiently challenging for more able pupils and simplified for those with special educational needs. Where teaching was unsatisfactory, the teacher made little effort to make the learning relevant to the pupils who did not respond with their usual enthusiasm.

139. The subject has not been a focus for development for some time. The co-ordinator has been in post for a term. She has a sound overview of what needs to be done to improve provision but has had little opportunity as yet to influence developments. The co-ordinator has audited resources and her current priority is to review the outdated scheme of work. There is a whole-school system in place for recording pupils' progress. However, assessments are not related to National Curriculum levels and as a result the school does not have secure information on standards in the school.

140. In order to raise standards the school should consider the following:

- develop a scheme of work that ensures a more appropriate coverage of the National Curriculum and the development of skills;
- plan tasks in lessons that challenge the higher attaining pupils and are matched to the levels of attainment of the less able;
- develop a system to assess and record pupils achievements in terms of the National Curriculum levels;
- provide opportunities to monitor standards and provision.

HISTORY

141. Standards at the end of Year 2 are below national expectations and show a decline since the last inspection. Standards have been maintained in Years 3 to 6 and are broadly in line with national expectations by the end of Year 6.

142. Pupils in Years 1 and 2 do not make sufficient progress over time, with very little difference in the standard and amount of work covered between the two year groups. Pupils' historical knowledge and skills are weak. In Year 2 there are insufficient opportunities for the study of a specific topic over a period of several weeks. For example, the study unit 'The lives of famous people' is taught in a series of one-off lessons with a different famous person studied in each lesson. Focussing on fewer historical personalities would enable pupils in Year 2 to study each of their lives in more depth and begin to understand more about the times in which they lived. The standard of recording is poor. Written work in Year 2 is scanty, often poorly presented and lacking in depth. Worksheets are often used as the basis for recording in both year groups with no evidence of variation in the work set for pupils of different capabilities. However, much of the work in history is

taught through oral discussion and drama. In a Year 2 history lesson about the reasons why the Americans celebrate the 4th July, pupils gave good oral responses in the discussion about the Boston Tea Party, demonstrating an empathy with the settlers who were forced to pay taxes to the English king. Pupils then compared the Independence Day celebrations with festivals they celebrate such as Bonfire Night and Christmas.

143. By the end of Year 6, pupils have built up a reasonable amount of factual knowledge and understanding. Many Year 6 pupils produce well-structured written work and show that they are developing a sound awareness of primary and secondary sources when gathering evidence. This was noticeable in their study of evacuees and rationing during World War 2, especially in their comparisons about life then and now. Pupils in Years 3 to 6 make good progress in developing their historical knowledge and understanding because each year pupils study their history topic units in sufficient depth. For example, pupils in Year 4 study the Tudors, making sound comparisons with what life was like then and life today for both rich and poor people. Pupils in Year 5 develop their understanding of local history by studying and visiting Peterborough Cathedral. Written work is well presented and pupils use a variety of ways to record information including writing accounts, recounts, analysis of source material, pictures, charts and diagrams. Topics begin with what pupils already know, and conclude with an evaluation of what they have learned.
144. The quality of teaching observed during the inspection was good overall with some very good lessons. Lessons are well planned and teachers use resources well. Teachers' subject knowledge is secure and they conduct lessons at a brisk pace. In a very well taught lesson in Year 5, the teacher made very good use of the subject to develop pupils' literacy skills in writing a leaflet about Peterborough Cathedral. The teachers' clear explanations and effective questioning enabled pupils to understand how to use the information they had gathered about the Cathedral and its history to persuade the public to support a restoration fund for the damage caused by a serious fire. Teachers' enthusiasm encourages pupils to enjoy learning about events and people in the past and their attitudes to learning are good. However, there is very little evidence of teachers matching work to pupils' capabilities. In the lessons observed, similar work was set for the whole class with a resultant lack of challenge for higher attaining pupils. Pupils with special educational needs make satisfactory progress. Pupils for whom English is an additional language make the same progress as other pupils. A review of the history curriculum in Years 1 and 2 is needed, to enable teachers to focus not only on acquiring knowledge but also on the development of pupils' historical skills. The use of ICT to support pupils' learning is not sufficiently developed and was not evident during the inspection.
145. The co-ordinator has only recently taken over the combined co-ordinator role for history and geography. She has undertaken an audit of the resources and has begun to monitor teachers' planning. She has a sound overview of what needs to be done and priorities for the future include observing lessons, monitoring pupils' work and improving ICT software resources. Resources are good, and include collections of artefacts which are used well. These resources are easily accessed

and support all aspects of the curriculum. However, there are presently no whole-school systems in place for the regular assessment of pupils' progress and, as a result, assessment information is rarely used to inform future planning. The co-ordinator also plans to work with the new assessment co-ordinator to develop a system for assessing and recording pupils' achievements.

146. In order to raise standards the school should consider the following:

- undertake a review of the schemes of work for Years 1 and 2, so that there is a clear difference in the way topics are taught in the two year groups;
- provide greater challenge for the more able pupils from Years 1 to 6 by matching work to capability;
- develop a useful system to assess and record pupils' achievements;
- monitor standards and provision.

INFORMATION AND COMMUNICATION TECHNOLOGY

147. Standards are in line with national expectations by the end of Years 2 and 6. These judgements are similar to those at the last inspection. However, pupils' skills are now more secure and they are competent in a wider range of skills. The school is successful in ensuring that most of its pupils achieve expected standards but less successful in helping pupils achieve above those standards.

148. By Year 2, pupils can, with guidance, log on to a computer, open a specific program, save and retrieve their work. They use mouse techniques appropriately, for example to 'drag and drop', and are familiar with the basic functions of a keyboard. For example, they know the function of the shift key, space bar and return key and use a number of keys on the keyboard to write sentences. Pupils' word processing skills are sound, writing stories and accounts of reasonable length with correct spacing and punctuation. The more able are becoming confident in amending text, for example using the delete key, caps lock and arrow keys, and know how to change the way the text looks by changing fonts and experimenting with different layouts. However, less able pupils work slowly finding the letters on the keyboard and this limits the range and quantity of work produced. Pupils are aware that information can be presented in a variety of forms and that computers may use words, pictures and sounds to convey that information. Analysis of their work shows that by the end of Year 2, pupils can use drawing and painting software to produce colourful illustrations for their written work but make insufficient use of a database to enter information and draw graphs to help interpret their findings. Year 1 pupils can with guidance record the results of their experiments on plants onto a chart to generate a bar graph.

149. Junior pupils' word processing skills are similar to those expected. Year 6 pupils are competent in experimenting with the layout of poems, stories and topic work by changing fonts, size, colour, type text with appropriate accuracy and insert pictures from a clipart library into text. Pupils make appropriate use of the Internet. Year 3 pupils know how to send emails with attachments. Year 6 pupils can access websites and use search engines on the Internet for research in history

and geography. Pupils collect geographical information and represent their results in a variety of forms such as graphs and pie charts and can enter data into spreadsheets. Pupils in Year 5 can search databases for information, soundly developing skills in forming search queries, and can apply their knowledge of spreadsheets to calculate costs, using simple formulae. In Year 6, pupils have insufficient opportunities to build further upon experience in using spreadsheets and databases and consequently their skills in data handling have not appreciably improved. The standard of Year 6 pupils' work using a multimedia program (a program which combines text, graphics, animation and sound effects) to create a presentation for a specific audience, is sound. However, features of this program are not developed in sufficient depth and consequently there is little evidence of pupils working at above expected levels. Year 4 pupils can plan and record sequences of instructions to control the movement of devices on a computer screen but opportunities for control and monitoring activities are limited.

150. Teaching is good overall, ranging from very good to satisfactory in observed lessons. In the best lessons, teachers provide stimulating and interesting learning opportunities that the pupils respond to with enthusiasm. Teaching is effective because lessons build well upon pupils' prior work and teachers focus on teaching specific skills. Teachers are competent in their use of new technology and have a secure knowledge of the programs in use. Lessons are well planned and organised. However, a weakness in most lessons is the absence of graded tasks for pupils of different abilities. Generally, teachers start the lesson with appropriate demonstrations, explaining the purpose of the lesson and the requirements of the tasks very clearly before requiring all pupils to complete the same tasks. This approach is suitable for most pupils because they have sufficient competence to work productively on their own and are not over dependent upon adults for guidance. Teachers and support assistants are vigilant in helping those pupils where support is needed. Pupils with special educational needs are well supported and make appropriate gains in their learning. Although teachers are good at adjusting the pace of the lesson to ensure that average and lower attaining pupils can keep up, higher attaining pupils are not as well catered for. These pupils are not always sufficiently challenged. Most pupils with English as an additional language are fluent bilingual speakers and achieve as well as other pupils. The few pupils at early stages of English language acquisition are appropriately supported, although it would be useful if teachers provided these and other pupils with additional help sheets.
151. The school has improved its use of ICT to support pupils' learning in other subjects since the last inspection. ICT is used satisfactorily to consolidate and extend pupils' numeracy skills. However, more needs to be done to develop the use of ICT in literacy. Although Year 6 pupils use ICT to support their work in geography and science, its use is not evident sufficiently in most other year groups. Teachers miss opportunities in science and geography to use data handling programs. In history and geography, pupils make occasional use of the Internet and CD Roms for research. There is limited use of ICT to support pupils' learning in music, art and design and in design and technology. The school is aware of the need to increase the use of ICT in lessons for pupils with special educational needs.

152. The subject is well led and managed. The deputy headteacher leads developments effectively and has a clear understanding of what needs to be done to raise standards further. Good progress has been made in developing the subject since the last inspection. The range and quality of learning experiences are much improved. Resources are very good and there is a new well-equipped ICT suite and computers in all classes. Procedures to monitor pupils' progress are satisfactory; assessments of their attainment of key skills are now regularly made and provide records of what pupils can and cannot do linked to the units of study. However, these measures need further adaptation to enable the school to monitor overall standards because assessments are not closely linked to National Curriculum levels. Teachers do not have any agreed benchmark against which to assess the level that pupils achieve because it does not have a portfolio of pupils' work assessed against National Curriculum levels.

153. In order to raise standards the school should consider the following:

- help teachers plan better for the needs of the higher attaining pupils;
- provide help sheets for lower attaining pupils;
- develop the use of ICT to support pupils' learning across the curriculum;
- develop arrangements for the assessment of achievement and skills so that pupils' progress can be tracked against National Curriculum expectations.

MUSIC

154. Standards in Year 2 have been maintained since the last inspection and are in line with national expectations. Standards in Years 3 to 6 are below national expectations and show a decline since the last inspection.

155. Pupils make satisfactory progress in Years 1 and 2 and by the end of Year 2 standards are satisfactory in most aspects of the subject. Pupils can sing and speak songs and rhymes, they can play tuned and untuned instruments, understand pitch, explore their ideas and feelings about pieces of music and know how sounds can be made in different ways. However, they have had insufficient opportunities to compose and perform their own music and to begin to write their music down.

156. Progress is unsatisfactory in Years 3 to 6 mainly due to the lack of teachers' specialist knowledge about musical composition and their reluctance to sing with their pupils. By the end of Year 6, pupils can sing together but show a lack of musical expression. Singing is not normally taught in lessons by the teacher, instead pupils sing along with taped songs from the commercial scheme that teachers use to support their planning and teaching. Pupils join in with the singing but, without direct teaching, the quality is sometimes poor. Singing is better when the musical line is taught directly by the teacher, as was observed, briefly, in a singing practice for pupils in Years 3 to 6. However, pupils sang with little expression or spirit. There were also missed opportunities to improve the quality of the performance, for example, by concentrating on the difficult high notes, holding notes to the ends of the lines or asking the pupils to stand up to sing.

Pupils can explore sounds and compose simple compositions. However, they do not all play tuned and untuned instruments with control and rhythmic accuracy. Using resources provided with the commercial scheme of work, pupils listen to music and explore their own ideas about its purpose and effect. Year 6 composed sound effects for a piece entitled 'The Spooky House'. Pupils represented their sounds with symbols onto a simple score, however, there was no evidence of more advanced compositions with pupils' creating simple melodies or understanding musical notation. Pupils do not have music exercise books to record their ideas for musical compositions and there is little recorded evidence of composition work

157. The quality of teaching observed during the inspection was satisfactory. In a satisfactory lesson in Year 2, pupils made satisfactory progress in learning to identify changes in pitch. The teacher encouraged their learning and enjoyment with a well chosen activity so that by the end of the lesson pupils could apply their knowledge to a further piece of music and correctly identify changes of high, middle and low pitch. In a lesson in Year 5, pupils worked together on compositions for a 'Journey to the Sun'. The teacher used correct musical terms throughout but some of the pupils were uncertain of their meaning. Some pupils were unable to choose appropriate instruments, for example, one group chose to bang a large drum loudly to represent moon dust. Pupils also had difficulty in writing down their compositions using symbols on a simple score. Most groups relied on one pupil in the group acting as conductor. The use of ICT to support their learning is underdeveloped.
158. Pupils' attitudes are satisfactory. They listen well and like to discuss the activities that are planned for them. When given the opportunity, pupils participate enthusiastically when composing but need more guidance with writing their music down and evaluating their compositions. Pupils with special educational needs and those pupils for whom English is an additional language make the same progress as other pupils. Planning for pupils of differing levels of attainment is insufficient.
159. There has not been enough improvement since the last inspection especially in Years 3 to 6. However, teachers follow a commercial scheme of work that does provide a sound structure, as well as excellent resources which include a variety of recorded music from different countries and cultures. The subject is being co-ordinated by an interim co-ordinator until a new co-ordinator takes up her role from September. The co-ordinator has identified weaknesses in teachers' skills and subject knowledge, particularly in playing the instruments correctly and composing pieces of music. An action plan includes improving the quality of singing and having in-service training days to improve teachers' expertise. Assessment arrangements are unsatisfactory, relying on recording coverage of the commercial scheme of work. Although music was played during some of the assemblies when pupils enter and leave assemblies, no reference was made to the pieces of music during inspection week. The school has a good range of tuned and unpitched percussion instruments and four electronic keyboards. The instruments are in good condition. There are no visiting specialist teachers and pupils do not learn to

play keyboards or orchestral instruments at the school. There is one small recorder group in Year 4, but no other recorder teaching.

160. In order to raise standards the school should consider the following:

- raise teachers' subject knowledge and skills with in-service training;
- improve the quality of singing by direct teaching methods;
- develop a system of assessment to record pupils' achievement from Year 1 to Year 6;
- provide opportunities within the scheme of work for higher attaining pupils.

PHYSICAL EDUCATION

161. Standards seen are typical of those found nationally by the end of Years 2 and 6. A limited range of activities was observed, namely swimming and games. Direct comparison with the findings of the previous inspection (average at Year 2 and above average at Year 6) is not possible because that inspection observed a different range of activities.

162. By the end of Year 2, pupils make good progress in learning to swim. All pupils can enter and exit the pool safely. They are developing confidence in water because lessons are well planned and pupils are taught in ability groups. More able pupils float in star and mushroom shapes in the water and can retrieve objects from the bottom of the pool. Many pupils still wear buoyancy support but are developing their ability to push and glide from the edge of the pool. Discussions with pupils indicate that they have appropriate knowledge of gymnastics, dance and games. They have a sound understanding and can talk about the effect of exercise on the body.

163. Pupils make satisfactory progress developing their games skills. In Year 3 pupils can strike and retrieve a ball soundly in cricket and rounders games. By Year 6, pupils can explain the basic skills for attack and defence strategies in competitive games. Pupils' skills in Kwick Cricket are average. Their ability to throw, catch, strike and field a ball in a small Kwick Cricket game is sound as is their knowledge of gymnastics and dance. Pupils remember and can discuss the content of their gymnastic and dance sequences. They make satisfactory progress in their swimming although many are unable to swim 25 metres. The confines of the small pool contribute to the rate of progress in swimming, slowing down from good to satisfactory as pupils get older. More able pupils are developing their ability to push and glide on their fronts and backs and develop their ability to swim, using front crawl and back crawl strokes. Lower attaining pupils still need buoyancy support. All pupils have sound knowledge of water safety and can talk about how to rescue someone in difficulties in the water. Pupils' ability to evaluate their own and others' performance and suggest improvements is satisfactory.

164. Teaching is satisfactory overall with some instances of good teaching. A strength in teaching swimming is that pupils are taught in ability groups, with most teachers

maintaining a brisk pace and appropriate levels of activity. Teachers have sound subject knowledge and make teaching points clearly during lessons. They have very good relationships with pupils and this contributes to pupils growing confidence. Pupils with special educational needs are well supported and make similar progress as their peers. Likewise, pupils who speak English as a second language make similar progress as their classmates. Teachers have not developed sufficiently the subject in contributing to development of pupils' numeracy and literacy skills. Arrangements for pupils waiting for their session in the swimming pool are unsatisfactory. Currently, there is no planning for this and pupils' time is not productively used and consequently pupils are not always using time allocated to physical education effectively to extend their knowledge, skills and understanding.

165. The deputy headteacher shares the role of co-ordinator with a newly qualified teacher who, in the next academic year, will assume responsibility for the subject. However, the subject has not been a priority for development in recent years. There has been no monitoring of teaching and learning in the subject. Curriculum planning is satisfactory and ensures sound coverage of all required aspects but it needs up-dating in line with current guidelines. The school is using commercial schemes of work that have not been adapted to suit the needs of the school. Apart from swimming, teachers are not assessing pupils' progress and attainment. Resources are satisfactory but some gymnastic resources are old and need replacing.

166. In order to raise standards the school should consider the following:

- revise curriculum planning to ensure it reflects current national guidance;
- review arrangements for those pupils waiting for their turn in the swimming pool;
- develop appropriate measures to record pupils' progress;
- provide opportunities for the co-ordinator to monitor and evaluate standards and provision;
- undertake an audit of resources for gymnastics.

RELIGIOUS EDUCATION

167. Standards have been maintained since the last inspection and are in line with the expectations of the locally agreed syllabus by the end of Years 2 and 6. Pupils make good progress in their learning.

168. By the end of Year 2, pupils' learning through religious education is developing well. Pupils have a sound understanding of the significance of customs in other religions. Year 1 pupils have a growing awareness of Judaism. They know Jews worship in a synagogue and more able pupils can describe the Torah. Pupils have a sound knowledge of the Christian religion and they write about significant events such as Jesus being born on Christmas day. In Year 2 pupils are challenged to reflect and consider beautiful things in the natural world. They draw and write about something they consider is beautiful. One pupil wrote, 'I like going outside

because I can see pretty flowers and colours.' Year 2 pupils make good progress learning about the significance of badges and uniforms.

169. Progress through the school is consistent. Year 3 and 4 pupils continue to develop their knowledge of Christianity and other faiths. Pupils in Year 3 have developed some understanding of the Sikh religion and are learning the significance of the 5 Ks. More able pupils write about the 5 Ks and know the Kara is a steel bracelet worn to signify eternity. Pupils in Year 4 have a sound understanding of how the Salvation Army was formed and can discuss the badge and explain the symbolism behind the badge. They explain that the cross stands for Jesus and can identify the symbol for truth and reward. Excellent teaching in Year 5 contributes to pupils' good understanding of the significance of stained glass windows in churches and cathedrals. Pupils create their own design for a stained glass window to represent the story of St Oswald's arm. By the end of Year 6, pupils develop their knowledge about religion and their ability to apply it to everyday life. Their knowledge and understanding of major faiths is satisfactory. Pupils have a sound knowledge of events in the Bible, including the contents of the Old Testament. Analysis of their work indicates good links with history. Pupils write soundly about the history and the significance of the Quakers and describe how the Rowntree family looked after the well being of their employees.
170. Teaching is good overall with instances of excellent teaching in Years 5 and 6. Learning is good because the teachers are well organised and plan interesting tasks and activities. Teachers give clear instructions and use questions well to check pupils' understanding and knowledge. There are good links with the biblical text and pupils are encouraged to apply the simple messages to everyday situations. In the better lessons work is planned to match the capabilities of the pupils and learning is reinforced well. Pupils with special educational needs are well supported and make good progress in their learning. Similarly, pupils with English as a second language make good progress in their learning and achieve well. In Year 6, pupils' learning is enhanced by visiting teachers who give excellent presentations and help to bring alive the Old Testament. These vibrant sessions help pupils develop an awareness of the content of the Old Testament. Excellent use of songs, rhymes, actions and role-play helps pupils understand the main messages of the biblical text. ICT is used well to enhance learning and the subject supports the development of literacy skills well.
171. The co-ordinator makes a good contribution the development of the subject. However, although the co-ordinator monitors planning, she does not have opportunities for monitoring teaching and learning. The curriculum is good, but appropriate assessment procedures are not yet in place. The subject makes a good contribution to pupils' personal development and to their cultural awareness. For example, there are attractive displays of all major faiths around the school. The school has developed a good range of artefacts to enrich pupils' learning.
172. In order to raise standards the school should consider the following:
- develop appropriate measures to record pupils' progress;
 - provide opportunities for the co-ordinator to monitor and evaluate standards and provision.