

INSPECTION REPORT

ROSSMORE PRIMARY SCHOOL

Ellesmere Port

LEA area: Cheshire

Unique reference number: 111112

Headteacher: Mrs Janet E Reddy

Reporting inspector: Margot D'Arcy
23158

Dates of inspection: 10th - 13th February 2003

Inspection number: 247081

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Red Lion Lane Little Sutton Ellesmere Port
Postcode:	CH66 1HF
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Jenny Rich
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23158	Margot D'Arcy	Registered inspector	Areas of learning for children in the Foundation Stage Science Art and design	The school's results and pupils' achievements How well are pupils taught? How well the school is led and managed? What should the school do to improve?
14404	Alan Rolfe	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for pupils The school's partnership with parents
23276	Margaret Mann	Team inspector	English Music Religious education History Educational inclusion	How good are the curricular and other opportunities offered to pupils?
11528	Mike Wainwright	Team inspector	Mathematics Information and communication technology Design and technology Geography Physical education Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a smaller than average sized primary school catering for 164 boys and girls aged between four and 11. All pupils speak English as their first language and there are very few from minority ethnic groups. Pupils are mostly taught in classes containing others of the same age. Some English and mathematics lessons in the juniors contain pupils from two consecutive year groups. The proportion of pupils with learning difficulties, including some that are severe, is slightly above the national average. The range of needs includes specific and moderate learning difficulties, emotional and behavioural difficulties, hearing impairment and physical difficulties. The area in which the school is situated is broadly average in terms of social and economic factors. However, just over half of the pupils live outside of the school's immediate locality in areas recognised as socially and economically disadvantaged. Most pupils remain at this school throughout their seven years of primary education. When children begin school in the Reception class, their attainment is generally below that which is expected for their age.

HOW GOOD THE SCHOOL IS

Overall, this is an effective school. Good and better teaching in most departments results in pupils achieving standards that are above and well above average by the end of Year 6. A good curriculum promotes pupils' academic and personal development very well. Although there are strengths in the way the school is led and managed, some teaching weaknesses have not been appropriately identified and dealt with so some pupils are not achieving as well as they should. Overall, however, the school's strengths outweigh its weaknesses and it provides good value for money.

What the school does well

- By Year 6, standards are at least above average in English, mathematics, science, art and design, history and religious education (RE).
- Most of the teaching is good and a high proportion is very good and excellent.
- Good quality learning experiences promote pupils' academic and personal development extremely well.
- Pupils thoroughly enjoy school, behave very well and have very good relationships with staff and each other.

What could be improved

- The standards and progress of Year 2 pupils in writing and mathematics.
- Checks on the quality of teaching and learning.
- The use of assessment information to track pupils' progress.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Satisfactory improvement has occurred since the school was last inspected in November 1997. Almost all of the issues identified at that time have been addressed successfully. The curriculum has improved; teaching and systems for assessing pupils, are better and co-ordinators have a much stronger management role. In addition, standards by the end of Year 6 are much higher than they were and improvements have been made to the provision for pupils' personal development. However, the decline in infant pupils' standards is significant. As at the time of the last inspection, there is still a lack of large equipment to support outdoor learning for children in the Reception class.

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	A	D	B	A
mathematics	B	C	A	A
science	B	E	A	A

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

The table shows the good improvement that occurred to pupils' results in 2002 and how well they achieved in relation to pupils in similar schools¹. In particular, larger proportions than nationally achieved the higher levels in all three subjects. The dip that occurred in test results in 2001 was mainly due to a large proportion of pupils with learning difficulties in the group. Over time, Year 6 test results are broadly in line with the national upward trend, although prior to the dip in 2001 they were rising at a faster rate than nationally. Test data and inspection evidence shows that junior pupils are achieving well in a wide range of subjects. The school makes effective use of assessment information to set realistic and challenging targets for Year 6 pupils to achieve in the national tests.

In contrast, the standards achieved by Year 2 pupils in writing and mathematics are not high enough. Their test results in 2002 were below the national average in reading and writing and well below in mathematics. In relation to similar schools, these results were average in reading and writing, but below in mathematics. Over time, there have been rises and falls between these subjects; test results have not been particularly favourable for the last three years and have not improved at a similar rate to those nationally. Weak teaching accounts for much of the underachievement that has occurred. To a large extent, this has been dealt with, but some teaching weaknesses remain that are preventing pupils from achieving as well as they should.

Reception children are making overall good progress in all aspects of their work². Most will achieve the expected standards by the end of the year.

During the inspection, strengths were seen in junior pupils' standards in many subjects. Strengths were also noted in Year 2 pupils' standards in history and religious education; progress in these subjects is good throughout the school. The weakness noted by the last inspection in relation to standards in ICT has been addressed. By the ends of Years 2 and 6, standards in this subject are now broadly average.

¹ Based on the proportion of pupils entitled to free school meals.

² Personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school. They are keen to learn and participate well in lessons. They present their work neatly.
Behaviour, in and out of classrooms	Very good. This makes a strong contribution to pupils' learning. Pupils are well mannered and show respect for teachers and property.
Personal development and relationships	Good. Pupils are happy to accept responsibility and mix easily with each other and adults. They show a mature awareness of the needs and views of others.
Attendance	Satisfactory overall. Broadly in line with national levels, but has declined since the last inspection. A minority of pupils regularly arrive late.

TEACHING AND LEARNING

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

Whilst there is obvious variation in the quality of teaching and learning in different parts of the school, some good and better teaching was seen in a number of subjects in Year 1 and there was some good geography teaching in Year 2. Teaching in Reception was consistently good and often very good. Here, the teacher's secure knowledge of how young children learn promotes their good achievement. High quality teaching was seen in many junior classes in a range of subjects.

The teaching of English and mathematics is good overall. However, the work planned for Year 2 pupils in writing and mathematics is insufficiently challenging. These pupils do not have enough opportunities to develop writing skills either in literacy lessons or within other subjects. In the juniors, literacy and numeracy skills are being promoted well in specific lessons in these subjects and across the curriculum. The system of grouping junior pupils for teaching according to their attainment in English and mathematics is allowing teachers to plan more effectively to meet their different needs; the result is good learning and rising standards. The teaching of ICT has improved. Teachers work hard to incorporate this subject into many lessons. However, their efforts are sometimes thwarted because, despite improvements, there are still shortages in resources. Overall, strengths in teaching include teachers' good subject knowledge, high expectations of pupils and good relationships with them and effective use of time and different teaching methods. Where teaching is not effective, explanations are unclear, there are weaknesses in managing pupils' behaviour and work does not build on what pupils already know.

Teachers generally adapt work well to suit pupils with learning difficulties or provide them with additional adult support. When these pupils are taught individually or in small groups by the co-ordinator for special needs they make particularly good progress. Support staff also make a valuable contribution to these and other pupils' learning and give good assistance to teachers.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Pupils receive a broad and interesting range of learning experiences. There is a good emphasis on the basics, but opportunities for writing are limited for some infant pupils. A good range of after-school activities enriches the curriculum and supports pupils' personal development very well.
Provision for pupils with special educational needs	Good. Provision is managed well. Effective systems ensure that pupils receive additional support with basic skills, which helps them tackle work in other subjects.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good overall. Pupils have many opportunities to reflect upon and appreciate the world around them. A wide range of learning experiences helps them understand moral issues, gain social skills and appreciate their own and other cultures.
How well the school cares for its pupils	Good. Pupils are valued and cared for. Their academic and personal progress is assessed satisfactorily but better use could be made of the information gained from assessments. Systems to monitor pupils' attendance are not rigorous enough.

The school enjoys a good partnership with pupils' parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher has instigated many improvements, including extending the role of co-ordinators so that most are very effective leaders and managers. However, checks on the quality of teaching have not been rigorous enough. A hardworking deputy and a committed staff team support the headteacher very well.
How well the governors fulfil their responsibilities	Satisfactory. Governors are a committed team who are keen to be involved in the school's work and support its improvement. They have some good ideas about how to do this, but should ensure that the headteacher is regularly involved in making rigorous checks on the quality of teaching and learning.
The school's evaluation of its performance	Satisfactory overall. The school is aware of its strengths, but the underachievement of some infant pupils has not been identified and dealt with quickly enough.
The strategic use of resources	Overall, the school makes satisfactory use of its staff, finances, time, accommodation and resources.

There is a good number of teachers and support staff to meet pupils' needs. The accommodation is satisfactory overall as are resources in most subjects. The school endeavours to get the best value for money from the spending decisions it makes.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school and behave well.• The teaching is good and children make good progress.• Children are expected to work hard and achieve their best.• Homework is appropriate.• Staff are approachable, listen to parents and communicate well with them.• The school is led and managed well.	<ul style="list-style-type: none">• A minority of parents would like more information about their children's progress.

Overall, inspectors agree with parents' positive views. Inspectors find that there are good opportunities for parents to find out how well their children are getting on in school. Written reports are informative, although some could tell parents more about how their children could improve.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the Reception class in the September of the academic year in which they turn five. Most have had some pre-school experience. The school's assessment data of children's standards on entry show that, overall, attainment in the reading and writing elements of communication, language and literacy is generally below what is expected; in writing it is often well below. However, attainment in mathematics is better, being mostly in line with what is expected and sometimes above. The current group's attainment on entry was broadly in line with what is expected for their age in reading, above in mathematics, but below in writing. During their short time in school, these children have made good or better progress in all areas of their work; progress in reading and writing has been particularly good. This is the result of consistently effective teaching. By the end of the year, most of the current group of reception children will have achieved the early learning goals expected for their age in all six areas of learning. This represents an improvement since the last inspection.
2. The results of national tests taken by Year 2 pupils in 2002 were below the national average in reading and writing and well below in mathematics. In relation to similar schools, these results were average in reading and writing, but below in mathematics. Teachers assessed pupils' standards in science and speaking and listening as well below average. The 2002 writing results reflected some improvement on those achieved in 2001 because significantly more pupils reached the higher levels. However, in this subject and in reading and mathematics, large proportions (compared to nationally) did not reach the levels expected for their age. Indeed, results in reading and mathematics showed a significant decline on those achieved in 2001. Even when taking account of this group's below average reading and writing skills on entry (mathematics attainment on entry was considerably better) the 2002 test results in these two subjects reflect little improvement during their three years in the infants. In mathematics, comparisons of attainment on entry and Year 2 test results reflect a decline in standards. In explaining these unfavourable test results, the school has identified two significant factors:
 - weaknesses in teaching; and
 - a high proportion of pupils with learning difficulties in the group that took the tests.

The school felt that the former had been successfully addressed. However, while some improvement has undoubtedly occurred, inspection evidence shows that Year 2 pupils continue to underachieve. Good learning is occurring in the Reception Year and Year 1, but is not being built upon sufficiently in Year 2. The outcome is that standards in basic skills, particularly writing and mathematics, are not high enough by the end of Year 2. The test results of Year 2 pupils over time show that standards have not improved at the same rate as nationally. Results in reading and mathematics have shown sharp falls and rises, whilst, until 2002, writing results have declined each year since 1999. Girls have performed less well than boys in reading and writing, but there is no significant difference in mathematics.

3. The results of national tests taken by Year 6 pupils in 2002 were above the national average in English and well above in mathematics and science. When compared with similar schools, these results were well above average in all three subjects and showed notable improvement on those achieved in 2001. They also reflected the very good progress that had been made by pupils during the junior years; these pupils only achieved broadly average results in the tests they took at the end of Year 2. In particular, significantly larger proportions than nationally achieved the higher levels in all three subjects.
4. Over time, the school's Year 6 test results are broadly in line with the national upward trend. However, prior to 2001, when test results fell significantly, the school's rate of improvement was better than that being achieved nationally. Over time, girls have generally performed better than boys in the tests. The school responded to the dip in the 2001 results by implementing a system of grouping Years 5 and 6

pupils for teaching in English and mathematics, based on their prior attainment. Inspection evidence and the improved 2002 test results shows that this is working effectively. The system has now been extended to pupils in Years 3 and 4 and is proving successful. Year 3 pupils have made very good progress in their first term in the juniors. Their standards are improving rapidly and show considerable recovery from their Year 2 test results.

5. Inspection evidence generally supports the test and assessment results. Junior pupils are achieving very well, particularly in the core subjects of English, mathematics and science. These pupils' basic literacy and numeracy skills are being developed effectively in English and mathematics lessons as well as in other subjects. The picture is not so positive in the infants, however, where progress is inconsistent between Years 1 and 2. Year 2 pupils do not have enough opportunities to develop writing skills and in mathematics they sometimes repeat work done in Year 1. Year 2 pupils' standards in science are somewhat better than the 2002 assessment results, being broadly average. A good amount of practical work is supporting improved standards in this subject, but too many worksheets are used for recording purposes, which do little to stretch higher attainers or provide support for weak writing skills. While inspectors did not find any significant differences between boys' and girls' attainment during the inspection, test and assessment data is clearly pointing this up as an area to be investigated by the school.
6. At the ends of Years 2 and 6, standards are broadly average in design and technology (DT), geography, ICT and music, although standards in singing are above average. In these subjects, pupils make mostly satisfactory progress, with good progress in singing. There was insufficient evidence to judge the standards and progress of Year 1 and 2 pupils in physical education (PE) because no lessons were seen. During Years 3 to 6, progress in PE is satisfactory overall, resulting in broadly average standards by the end of Year 6. Standards in art and design are broadly average by the end of Year 2 and above by the end of Year 6. In history and RE, standards are above average by the ends of Years 2 and 6; progress in these two subjects is mostly good and sometimes better.
7. The attainment of pupils with learning difficulties is often below that expected for their age, but they make good progress. In class, they generally make similar progress to other pupils. When they are taught individually or in small groups their progress is consistently good and often better, particularly in basic literacy skills where they often follow specialised work programmes in addition to the individualised work programmes detailed on their individual education plans (EP's). The school has a policy for the identification and provision of 'able' pupils and has identified some within the juniors. Although these pupils do not have specific individual work programmes, they are suitably challenged in lessons and are making good progress.
8. Overall, there have been some good improvements to pupils' standards and achievement since the last inspection, particularly in the juniors. Year 6 pupils are achieving higher standards in many subjects, including English, mathematics and science. In most cases, standards that were already above average have been maintained. Standards in ICT have improved throughout the school. However, while Year 2 pupils' standards have improved in history and RE, there has been a decline in literacy and numeracy. Despite this being compensated for very effectively in the juniors, it is a weakness that must be addressed. The school has already devised an intervention programme to deal with pupils' underachievement.

Pupils' attitudes, values and personal development

9. Pupils' attitudes to learning, their behaviour and relationships are all very good. Pupils also make good progress in their personal development, which reflects an improvement since the last inspection. These good standards have a positive impact on learning. Children in the Reception class have all settled well to school life. They like school, contribute confidently in lessons and are already developing very good standards of behaviour.
10. In discussions, pupils say that they enjoy school. Their positive attitudes are reflected in lessons where most show very good interest and take an active part in learning. They are enthusiastic and co-operate well with teachers and each other. For example, in a Year 5 DT lesson, pupils readily shared resources and tasks and supported each other well. Most pupils take pride in their work.

Overall, pupils with learning difficulties show good attitudes to work, particularly when the tasks have been designed to capture their interest and allow them to achieve success.

11. The overall standard of behaviour in lessons is very good; in only a few lessons were there instances of inappropriate behaviour. Whilst some of this is linked to pupils with behavioural difficulties, some results from weaknesses in teaching. For example, pupils lose interest and concentration when the teacher talks for too long and are unable to conduct tasks correctly when the teacher's explanations have not been clear. Almost all pupils are aware of what is and is not acceptable behaviour. They like the school's system of rewards and sanctions. Generally, behaviour at breaks and lunchtimes is good. In the dining room and around the school most pupils interact well with each other and with the adults supervising in the playground and dining hall. Pupils treat school equipment with care and respect and there is no evidence of pupil-generated vandalism or graffiti; there is little or no litter around the school. Bullying is rare and there are no recorded sexist or racist incidents. There have been no exclusions in the last academic year.
12. Pupils make good progress in their personal development. Relationships are very good, with pupils listening to and respecting others' views. For example, in a Year 1 literacy lesson, they collaborated well, sharing ideas and helping each other. The very good relationships between teachers and pupils have a positive impact on learning, with pupils eager to contribute to discussions because they are confident that their views will be listened to and valued. Pupils are developing a good understanding of cultures and beliefs different to their own. They are encouraged to reflect on the impact of their actions on others, mainly through studies in RE and personal and social education lessons. For example, in a Year 3 RE lesson where pupils were acting out the characters in the parable of the prodigal son, they were able to discuss the emotions and feelings of the characters, including sadness, joy, loneliness and jealousy, making mature and constructive contributions to the discussion that followed.
13. All pupils show a willingness to undertake additional responsibilities, such as that of classroom monitors. Older pupils assist younger ones in the dining room and help to supervise them during wet playtimes. Residential visits in Years 2, 4 and 6 make a positive contribution to pupils' personal development, promoting their independence, initiative and social skills.
14. Overall attendance is satisfactory, being broadly in line with national averages. However, there has been some decline in attendance levels since the last inspection and a significant minority of pupils regularly arrive late.

HOW WELL ARE PUPILS TAUGHT?

15. The overall quality of teaching and learning is good and has improved since the last inspection. During this inspection, a much higher proportion of teaching (35 per cent) was judged to be very good and six per cent was excellent. There are, however, some distinct variations in the quality of teaching and learning in different parts of the school. Overall, the teaching of reception children is never less than good and is frequently very good. In the juniors, teaching is of a very high standard, with over half being very good or excellent and most of the rest being good, with no unsatisfactory teaching. Teaching for pupils in Years 1 and 2 is satisfactory overall, but while it is often good or better in Year 1 there are some weaknesses in Year 2, particularly in the teaching of mathematics and the writing element of English.
16. In the Reception Year, there are teaching strengths in all areas of learning, although planning for use of the outdoor area has not been developed sufficiently. This good teaching results in children making significant strides in learning and prepares them very well for beginning the National Curriculum in Year 1. The teacher has a good understanding of how young children learn and good knowledge of the recommended curriculum for children this age. Children are eager to be involved in the range of practical, relevant and challenging activities planned for them. These include play activities that are structured to promote learning across the curriculum with a good emphasis on developing basic skills in literacy, numeracy and personal and social development. The teacher receives effective support from a classroom assistant. Both promote very good relationships with the children, which helps them to feel secure and makes them eager to please by working hard. Children's skills of independence

develop well as a result of the responsibilities they are given, including making some choices about their work.

17. Where teaching is most effective, in Years 1 to 6, strengths are seen in a number of key areas, for example, teachers' good subject knowledge. This supports them in planning work at the right level for pupils and helps them to explain new ideas clearly, including demonstrating skills and pose questions that challenge pupils whilst allowing them to achieve success. The interesting activities provided, such as the sound investigation in a Year 5 science lesson and the role play in a Year 1 RE lesson, along with the good opportunities for pupils to work together in different sized groups, capture and sustain their interest, thus promoting more successful learning. The latter is also achieved through the relevant links that teachers create between subjects, which make learning more meaningful. For example, the science work in Year 5 was effectively linked to activities in music that enabled pupils to use what they had learned about sound in science to alter volume and pitch when composing in a music lesson. Another successful lesson in Year 3 linked learning about how the moods and feelings evoked by poetry and music could be communicated through art. Instances such as these were plentiful and promote pupils' very good attitudes to learning, which ultimately boosts standards and achievement. Most teachers expect a lot from pupils, in terms of effort and behaviour and are appropriately rewarded.
18. Where teaching is unsatisfactory, the work set for pupils does not build sufficiently on what they already know so their progress is interrupted. Learning is also impeded when explanations are rushed or unclear or when questions do not involve enough pupils or allow them sufficient time and opportunity to explain their thinking or ask their own questions. Weaknesses in some lessons, including some that were satisfactory overall, involved too much teacher intervention, to the extent that work was completed for the pupils rather than providing guidance that allowed them to do it for themselves. Inappropriate management of pupils' behaviour was another factor that weakened the quality of teaching and learning.
19. In most classes, literacy and numeracy skills are taught well and are promoted effectively in other subjects. Teaching in ICT has improved significantly since the last inspection. Teachers' knowledge of this subject is greatly improved and the use of ICT is frequently planned into learning experiences across the curriculum. Learning in this subject is developing well in response to these improvements, but is hampered by limitations in resources. Teachers' ongoing assessment of pupils, gained, for example, through questioning and marking, is generally good. This helps them in planning lessons that meet pupils' needs and setting them relevant improvement targets. The targets that are set for pupils in English and mathematics are shared with them and are amended each term. This good practice provides pupils with a useful insight into their learning. Overall, homework tasks satisfactorily support the work done in class.
20. Teachers know pupils well and most ensure that those with learning difficulties are given suitably adapted tasks and/or additional adult support. Pupils with behavioural difficulties are generally managed well by teachers, who are firm but understanding and ensure that there is no adverse impact on other pupils' learning. Occasionally the co-ordinator for special educational needs gives close support to small groups of pupils in class. This has a very positive impact on their behaviour, attention and learning. The co-ordinator is often involved in teaching groups or individuals outside of classrooms and does so very effectively. She knows how to motivate these pupils and help them achieve success. Entirely the right balance is struck between praising pupils' efforts and successes to maintain their self-esteem and providing sensitive pointers for improvement. This results in good learning and an eagerness in pupils to do better. Support staff make a good contribution to helping pupils with learning difficulties and also provide effective help to others when working in class.

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

21. The quality and range of learning opportunities for most pupils are good. The school meets the statutory requirement to teach all subjects of the National Curriculum and RE and makes provision for good quality, daily acts of collective worship. Since the last inspection, good improvements have been made to the ICT curriculum.

22. Reception children receive a good and purposeful curriculum that takes full account of the guidance for this age group. The lessons and activities provided are stimulating and suitable for their age and stage of development. Children are encouraged to choose from a wide range of activities, which offer challenge and promote curiosity and independence. However, there is still a lack of appropriate resources to support learning through outdoor activities.
23. The National Strategy for Numeracy has been implemented well throughout the school. Whilst the National Literacy Strategy has been implemented, the school has not adapted this effectively enough to meet the particular needs of some of its pupils and specifically to provide sufficient writing opportunities for pupils in Year 2 so that they can build on skills acquired in Reception and Year 1. This weakness is not evident in the juniors where learning experiences within the daily literacy hour are supplemented by good opportunities to practise writing skills in additional English lessons and to apply and consolidate these skills in other subjects. National support programmes to boost reading skills are being implemented very well and are having a positive impact on standards and progress.
24. The curriculum for pupils with learning difficulties is good. Overall, they share the same learning experiences as others, including extra-curricular activities. Their IEP's provide suitably challenging targets with built-in opportunities for success to raise their self-esteem. Challenging extension activities are provided for higher attaining pupils, although the school has not yet constructed any individual work programmes for those identified as particularly able or talented.
25. All pupils are valued and, overall, are fully included in the learning experiences provided. However, some regularly miss significant parts of lessons, for example in ICT, PE and DT to follow specific work programmes aimed at boosting basic skills. Whilst these programmes are valuable and effective, the organisation of the withdrawal sessions needs reviewing. Presently, the development of skills in the subjects missed is impeded because sessions are scheduled at the same time over the course of a term, which is too long. A good range of extra-curricular activities is provided, including craft, netball, chess and a choir. The popularity of these with pupils reflects their success. The choir makes a particularly effective contribution to pupils' singing skills.
26. The school promotes pupils' personal, social and health education (PSHE) through learning experiences focused on sex education, healthy eating and making pupils aware of the dangers of drugs; citizenship skills are also taught. School events, such as celebrating specific festivals or being involved in the new playground construction project, which is part of an initiative to celebrate the United Nations Year of the Mountain, make a valuable contribution to progress in this area. In relation to this initiative, the school has established links with the Swiss Embassy and, supported by the local Member of Parliament, is finding sponsors for the playground project.
27. Provision for pupils' spiritual development is very good and has improved significantly since the last inspection. Assemblies and RE lessons are particularly noteworthy in promoting this element of personal development. Assembly themes are carefully chosen so that pupils have good opportunities to reflect on how they apply to their own lives and experiences. From the moment the children and staff enter school each the morning, they are welcomed with delightful music, which evokes a spiritual response. Spirituality is also promoted effectively in many lessons. For example, in a Year 6 science lesson, pupils show amazement when they see minibeasts magnified many times. In a Year 3 art and design lesson music plays while pupils work and provides a spiritual atmosphere as the teacher reads a poem to stimulate their creativity. Reception children gasp in delight when a parent visits with a pet rabbit and show awe when they are allowed to stroke it. Very good opportunities are provided for pupils to experience and appreciate the beauty of the world around them. For example, when reception children watch large snails move and in a poetry lesson, pupils are prompted to imagine '*hawthorn blooms*', '*clustering nuts*' and '*falling shadows*'.
28. Provision for moral development is very good. The promotion of moral values permeates all aspects of the school. From an early stage pupils are taught right from wrong. The ethos is one of caring for each other and there is mutual respect between all. High standards are set for pupils' behaviour and these are met. Rules are explained so that pupils understand the need for them. No forms of harassment are evident and pupils are clear that this will not to be tolerated.

29. Provision for social development is very good. There are many opportunities for pupils to take on responsibilities and work together in and out of lessons. Extra-curricular activities and residential visits provide good opportunities for social interaction and developing skills of independence. Pupils are given opportunities to work with pupils from other schools, for instance in a community singing concert. They entertain senior citizens and learn of the need to value and care for the environment. A good range of visitors, together with visits out of school, complement pupils' learning and raise their awareness of the environment and community.
30. Provision for cultural development is good. The school uses the locality and community to develop and extend pupils' knowledge, skills and understanding in many subjects and to celebrate their own culture. For example, pupils visit the local church and the new cinema. In history, they learn about different periods and cultures, such as the lifestyle of people in the 1960s. Lessons in art and design, geography, music and RE are particularly effective in promoting pupils' understanding of the multicultural nature of society. Visitors, such as an African drummer and a member of the Hindu faith help pupils to understand and respect other people's way of life. A good range of books and access to the Internet enable pupils to learn about how people live in other parts of the world. They learn to appreciate their customs, history, ways of worship and artistic and creative traditions. The school makes positive efforts, through its policies and teaching, to promote pupils' understanding of cultural diversity.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The school provides a good standard of care in a friendly and welcoming environment that makes pupils feel happy and secure.
32. Health and safety procedures are satisfactory with, for example, regular checks on the accommodation to assess risks. There are good procedures to ensure the safety of pupils on visits and first-aid procedures are satisfactory. Overall, the arrangements for child protection are good. However, whilst the headteacher, who is the designated person responsible for this aspect, is up to date with training, training for staff has not been undertaken for some time. Some non-teaching staff have not received training in this area.
33. Procedures for monitoring and promoting behaviour are good. There are well-established discipline and anti-bullying policies, which clearly set out the school's expectations. The merit system used to acknowledge good behaviour is popular with pupils. At the beginning of each term pupils are involved in developing their own class rules, which helps them to understand the need for sensible behaviour. The school makes good use of weekly assemblies to acknowledge good work and behaviour and pupils clearly value the awards given. Midday supervisors have received training to manage pupils' behaviour and also allocate merit rewards. While the school involves parents of pupils who are involved in persistently inappropriate behaviour, it does not maintain adequate records of, for example, instances of bullying or poor behaviour. The school has an appropriate policy to promote race equality and safe use of the Internet.
34. Procedures for monitoring and promoting attendance are not effective enough. Registration is taken morning and afternoon and meets statutory requirements. The school contacts parents on the first day of absence if they have not been notified and teachers refer absences of longer than four days to the headteacher. However, teachers do not have any formal guidance on identifying patterns of absence or criteria to raise concerns about absence. Monitoring of attendance relies too heavily on the educational welfare officer's (EWO) periodic inspection of registers. These show that a minority of pupils have poor attendance and that punctuality is an issue for a significant minority. There is no evidence of the school intervention to effect improvements. For example, there are no reward systems to motivate pupils to attend and be punctual. The system of authorising absences lacks rigour, resulting in authorised absences being high compared to national averages.
35. Pupils are provided with a good level of personal support and guidance that is underpinned by teachers' good knowledge of them and the very good relationships between them. Pupils say that they are confident to approach teachers should they have any problems.

36. The deputy headteacher has worked hard to ensure that a wide range of assessments is implemented, with a comprehensive, yearly, timetable of assessments to determine pupils' attainment in all subjects. Pupils' individual 'Gold Books' provide some good examples of how they are progressing. The information from assessments is used to group pupils for teaching and is working particularly well in the juniors in English and mathematics. It is also used to set pupils individual improvement targets in these subjects. Forecasts of pupils' future attainment are based on an analysis of test data and help the school to set the required statutory targets. While these elements are effective and are much improved since the last inspection, assessment information is not being used well enough to determine progress at different stages of pupils' education. For example, while there are some records to show the value added to pupils' attainment from the end of Year 2 to Year 6, with interim information recorded at Year 4, similar information is not recorded to show the value added between the end of the Reception Year and Year 2. Moreover, there is no rigorous analysis of the progress made by different groups of pupils, such as that of individual classes or boys and girls. This hampers the identification of weaknesses (and strengths) and efforts to address them. For instance, the school is insufficiently aware of the clear differences in performance of boys and girls. Similarly, the school does not maintain adequate records of the standards of pupils who leave and join the school other than at the usual time of admission, to allow it to explain the possible impact of this mobility on its tests results.
37. There is early recognition of pupils with learning difficulties. They are provided with IEP's in which specific and realistic targets for improvement are set. Regular assessments are made of pupils' progress towards these. Where necessary, specialist education or health agencies are involved to provide support. Pupils with severe learning difficulties receive the provision outlined in their statement of need.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. Parents' views of the school are very positive. The school's good partnership with parents has been maintained since the last inspection.
39. Parents' involvement in their children's learning is satisfactory. While the school actively encourages parents to be involved in its work, only a minority regularly help out in class. However, parents accompany pupils on school trips and assist in transporting them to out of school activities. Some parents organise the home education learning packs for reception children. There is a small, but active, parents' association that organises social and fund-raising events, the proceeds of which have helped to improve parts of the accommodation and resources. The school encourages parents to discuss any concerns that they may have about their children's academic or personal development and parents say that they feel staff are very approachable.
40. Overall, the quality and range of information provided for parents are good. The school brochure and annual governors' report provide parents with a wide range of information about the school and its activities. Parents receive regular newsletters that give up to date information about school events and what is being taught. Parental attendance at each of the termly parents' meetings to discuss children's progress and the targets that have been set for them is good. The overall quality of written reports to parents about their children's progress is satisfactory, but varies between classes. All provide good information about what pupils know and can do, but not all give guidance for improvement.
41. Parents of pupils with learning difficulties are consulted about the formulation and review of their child's IEP. The parents of those pupils with severe learning difficulties are fully involved in annual reviews of their progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The headteacher is a 'hands on' head who is liked and respected by staff, pupils, parents and governors. She is extremely successful in ensuring very good team spirit and commitment from staff. As noted by the last inspection, the headteacher continues to make regular, informal, visits to classrooms, which provides some insight into the quality of teaching and learning. However, whilst some formal observations have been conducted, this crucial monitoring role has not been sustained.

Consequently, while past weaknesses in teaching were eventually identified and addressed, some have not been identified and, as a result, some pupils are underachieving.

43. Governors made the decision to transfer from the headteacher to co-ordinators the responsibility of making checks on the quality of teaching and learning through analysing pupils' books. Whilst the thinking behind this decision was understandable in terms of addressing the need for the head to delegate more effectively and to tackle the last inspection's point that co-ordinators were not sufficiently involved in monitoring standards and progress, in practice the system has some flaws. For instance, it is often difficult for co-ordinators to reveal colleagues' weaknesses or, indeed, to recognise their own. Co-ordinators' monitoring has not been backed up by formal monitoring from the headteacher, whose overall responsibility it is to monitor teaching and learning. Consequently, whilst the school has moved forward effectively in one aspect of leadership, it has taken a step back in another. While this is an important weakness in leadership, it is offset by strengths in many areas. Despite significant disruptions to staffing, the headteacher has managed to instigate a good number of improvements. These include the standards achieved by Year 6 pupils, better teaching overall and improved provision in important areas such as ICT, assessment and provision for spiritual development.
44. The headteacher is given very good support from a knowledgeable and hardworking deputy. The leadership and management of many subjects are at least good. The recently introduced system of self-evaluation whereby co-ordinators are involved in monitoring standards in their subjects is generally working very well, resulting in most being far better informed and more involved in planning action to secure improvements. The co-ordinator for special educational needs has very good knowledge of this aspect. Her efforts in securing effective provision for these pupils are successful and reflected in their good progress. She feels well supported by an experienced and interested link governor.
45. The headteacher provides governors with good information about the school's work and, overall, most have a clear understanding of its strengths and weaknesses. Governors are a committed and loyal team who give generously of their time and are eager to support the school's improvement. Their keenness to be involved in the strategic management of the school is to be commended, although they have not sought advice from the Local Education Authority before making major decisions that affected the way the school was being led and managed. Governors fulfil their statutory duties satisfactorily.
46. The school's development plan is a satisfactory document to manage change and support school improvement. However, the criteria for measuring success and the financial impact of initiatives are not specified clearly enough to support governors in rigorously evaluating how effective any action has been.
47. The quality of financial management is satisfactory. Additional funding, such as that for staff training and to support pupils with learning difficulties is used well and the school endeavours to get the best value for money from the spending decisions it makes. Last year, the school was carrying too large a surplus in its budget. However, much of this has now been used to maintain current staffing levels and cover the cost of falling pupil numbers.
48. There is a good number of teachers and support staff to meet pupils' needs. Newly qualified teachers are given effective support in their first year of teaching. Administrative staff provide a welcoming first contact for parents and visitors and good support for the smooth running of the school.
49. Classrooms are adequate in size to support effective teaching and learning. These and corridors, are enhanced by stimulating and colourful displays that recognise pupils' efforts and support their learning. The school has a small library, but pupils are often unable to access it because it is used as a classroom for much of the day. This restricts opportunities for them to extend and practise library skills or to use the library as a base for research. Whilst there is a small outdoor area for reception children, this has not been adequately developed and its potential for supporting learning across the curriculum is not capitalised upon enough. As at the time of the last inspection, there is still a lack of large play equipment to support outdoor learning for these children. While resources in most subjects

are at least satisfactory and good improvements have been made to ICT resources since the last inspection, shortages remain in this subject that limit pupils' progress.

50. Although there are some weaknesses in leadership and management, the school's many strengths and success in helping pupils progress from a generally below average starting point to one that is above average by the end of Year 6 shows that, overall, the school is effective and provides good value for money. Moreover, the commitment and dedication of the headteacher, staff and governors show that there is capacity to address current weaknesses and improve further.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. The school should now:

(i) Improve the standards being achieved by Year 2 pupils in writing and mathematics by:

- ensuring that the work they are given is challenging and builds on what has already been learned;
- providing more opportunities for pupils to develop writing skills in English lessons and other subjects, and reducing the amount of worksheets used; and
- providing support and training to improve teaching.

(paragraphs: 2, 5, 15, 18, 23, 61-79)

(ii) Ensure that the headteacher and deputy take a leading role in formally monitoring the quality of teaching and learning by:

- implementing formal classroom observations, the regularity of which to be dictated by need, to evaluate the impact of teaching on pupils' progress; and
- rigorously analysing pupils' work to determine how well it builds on what has already been learned; the extent of challenge; and whether work is adapted sufficiently to meet pupils' different needs.

(paragraphs: 42, 43)

(iii) Make better use of assessment information to track pupils' progress over time, including that of different year groups and classes (depending on organisation), boys and girls and other distinct groups that may be represented in the school.

(paragraph: 36)

In addition to the key issues above, governors should consider the following less important issues for inclusion in their action plan:

- Improve resources in ICT.

(Paragraph: 49)

- Improve the provision for outdoor learning for reception children, including providing more resources for outdoor play and better use of the designated area.

(Paragraphs: 16 and 49)

- Review the organisation of withdrawing pupils with learning difficulties from lessons.

(Paragraph: 25)

- Implement rigorous systems to monitor pupils' attendance.

(Paragraph: 34)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	3	17	15	13	1	0	0
Percentage	6	35	31	26	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	164
Number of full-time pupils known to be eligible for free school meals	31

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	43

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	6.3
National comparative data	5.4

Unauthorised absence

	%
School data	0
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	9	13	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	17	16	16
Percentage of pupils at NC level 2 or above	School	77 (96)	73 (81)	73 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	16	16	17
Percentage of pupils at NC level 2 or above	School	73 (96)	73 (92)	77 (100)
	National	85 (85)	89 (89)	89 (89)

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

Where the number of boys or girls in the year group are ten or fewer the individual results are not reported.

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	14	13	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	12
	Girls	12	11	12
	Total	22	21	24
Percentage of pupils at NC level 4 or above	School	81 (82)	78 (82)	89 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	11
	Girls	11	12	11
	Total	21	23	22
Percentage of pupils at NC level 4 or above	School	78 (86)	86 (86)	81 (89)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	97	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	65	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)	9.5
Number of pupils per qualified teacher	17
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	77

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	370,776
Total expenditure	336,046
Expenditure per pupil	1,909
Balance brought forward from previous year	41,516
Balance carried forward to next year	34,730

Recruitment of teachers

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

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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: 41%

Number of questionnaires sent out	164
Number of questionnaires returned	67

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	39	1	0	0
My child is making good progress in school.	58	42	0	0	0
Behaviour in the school is good.	37	60	3	0	0
My child gets the right amount of work to do at home.	36	55	7	1	0
The teaching is good.	49	45	1	0	3
I am kept well informed about how my child is getting on.	30	55	10	3	0
I would feel comfortable about approaching the school with questions or a problem.	49	42	6	3	0
The school expects my child to work hard and achieve his or her best.	55	45	0	0	0
The school works closely with parents.	25	61	9	1	1
The school is well led and managed.	52	40	4	0	3
The school is helping my child become mature and responsible.	55	36	1	0	4
The school provides an interesting range of activities outside lessons.	39	45	7	3	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

52. At the time of the inspection, there were 19 children in the school's Reception class. All were attending full time. In all aspects of their work, children are achieving well. This results from teaching that is good or better in all areas of learning. The teaching of basic skills of literacy and numeracy is frequently very good and there is also very effective teaching of art and design and physical education. Children's progress is regularly assessed and recorded and the information is used well to plan future lessons and activities that challenge and support them all.

Personal, social and emotional development

53. Children are making good progress and by the end of the year, most will have achieved the expected standards. Children enjoy school and are developing independence and confidence. Adults provide good role models, treating each other and the children with courtesy and respect. Children work and play together well. They share equipment, help each other and make positive comments about each other's work; for instance, a child remarks, "*I like the ears you've made for your tiger*". Children are now very familiar with class routines. For example, once they are changed for PE they sit on the carpet and browse through books until everyone is ready. Children are developing a clear sense of right and wrong and their behaviour is very good. They listen carefully to adults and each other and are taught to consider the needs of others, for example, by raising their hands to answer questions and walking quietly and sensibly to the hall for PE so as not to disturb other classes. Children's confidence and independence is fostered very well by good opportunities for them to take on simple responsibilities, such as returning the register to the office, tidying away after themselves and making some choices about their work. During the inspection, they showed great confidence and enthusiasm in performing the story of Noah for the rest of the school in an assembly. They manage elements of personal care very competently, such as going to the toilet and washing their hands and most are very capable in coping with buttons and zips when undressing for PE and putting on their coats at playtime.

Communication, language and literacy

54. Progress in this area is very good. Children are on target to achieve the expected standards by the end of the year. Most children have good speaking and listening skills. They participate well in stories, rhymes and discussions. There is very effective teaching of letter sounds. Children know most of these and have progressed to correctly identifying beginning and end sounds in words; they easily pick out rhyming words. They make good use of this knowledge when reading and writing. For example, many are successful in blending sounds to read words that they do not instantly recognize and many independently write simple, regularly spelt words such as *dog*, *bag* and *lid*. During the inspection, the teacher made very good use of individual whiteboards to assess children's skills in this area. She demonstrated correct letter formation and pronunciation. The teacher works hard to provide interesting activities that capture children's interest and link well with learning across the curriculum. For example, in connection with their topic on pets, children wrote to and received a letter back from *Floppy* a pet rabbit. They were helped to read the captions on a wide range of pet food packaging before making their own. Expectations of children are high and the teacher misses no opportunity to extend children's learning, for instance, drawing children's attention to the 'bo' sound and questioning them about the meaning of descriptive vocabulary on the pet food packages. There are good opportunities for children to experiment with writing in regularly changing play situations, such as the class office, clinic and pet store. The teacher marks children's work well, with informative comments that explain the context and level of support provided. Marking also includes the teacher scribing sentences provided by the children to explain, for example, their pictures or add detail to their own simple phrases and sentences.

Mathematical development

55. Children are making good progress and are on target to achieve the expected standards by the end of the year. Counting skills are promoted well in lessons and incidentally in many contexts throughout each day. Most count reliably to ten and recognise numerals, matching them correctly to groups of objects. They compare groups of objects, noting which has more or fewer and counting the number altogether. They have good knowledge of shape, naming circles, squares, triangles and oblongs and commenting on their properties, such as the number of corners and sides. Their learning is supported well by good teaching techniques, such as getting children to 'stroke' the sides so that they truly understand the idea. Effective methods to sustain children's interest at the same time as assessing their understanding are used, for example, by allocating a set of shapes to each child and asking 'show me' questions, such as *'Show me the big yellow triangle'*. Expectations are high and mathematical language is promoted well, for example the teacher introduces the term 'tessellation', explaining and demonstrating this practically. Children's understanding of this idea deepens as they experiment practically with, for example, large floor shapes and small card shapes that they stick onto paper to create tessellating patterns.

Knowledge and understanding of the world

56. Children are gaining good knowledge and understanding of their world. By the end of the year, most will have achieved the expected standards. Good opportunities are provided for children to develop early scientific skills. For instance, they use their senses to investigate the colour, texture, smell and taste of different fruits before making a fruit salad. They watch how snails move and, as they learn how to care for pets, they discover some of the basic needs of living things. Learning progresses very effectively within the interesting contexts and activities provided by the teacher. For example, a visit was arranged by a parent who brought along a pet rabbit. The children's curiosity provoked good questions such as *'What does he eat?' and 'What does he live in?'* The teacher's good explanations, supported by colourful posters, sustained the children's attention and helped them to make comparisons between the different and similar needs of a variety of pets.
57. Early skills in history are promoted in activities where children try to guess *'Who's Who'* from baby photographs of themselves, noting how they have changed over time. They recall and draw pictures about significant past events in their lives such as birthdays and holidays. The children enjoy and are confident using computers. Skills are developing well, with children showing good mouse control and use of the tools within an art software package, for example, to draw pictures of pets, such as a hamster on an exercise wheel. Children make creative use of commercial and reclaimed materials to make models. They produce simple designs for making an animal, identifying materials that they want to use, such as boxes and tubes. They experiment with different joining techniques, learning that some are more effective than others depending on the size and shape of the material. The teacher supports children's progress very well, providing a range of materials so that they can learn through experimentation and investigation. Through celebrating festivals and listening to Bible stories and those from non-Christian cultures, children begin to learn about the importance of religion to people in the world.

Physical development

58. Children are making good progress. Standards are generally above those expected for children this age. Many hold pencils correctly and show good control when forming letters and numbers. They have good dexterity when using other small equipment such as jigsaws and scissors. For example, they cut appropriately sized shapes of decorated paper to cover the surface of their animal models, some trimming around the edges, once stuck, to ensure a good fit! In PE lessons children's large movements develop very well. They know how to carry and assemble various apparatus and do so sensibly. When working, they make good use of the hall space, travelling in various directions and ways, including walking, running, jumping and hopping. Children's standards reflect the teacher's high expectations and their keenness to learn. For example, they show good skills in combining different movements to form a sequence, both on and off apparatus. Children's balances show creativity and developing control of their bodies. The teacher constantly challenges the children, giving them opportunities to demonstrate their work, receive praise for it and time to think about how it could be improved. She reminds children of simple rules for safe working and of how their bodies change as a result of exercise.

Creative development

59. Children make very good progress in this area. By the end of the year, standards are above those expected for their age. In art and design, children produce paintings, drawings and models making use of a range of materials, tools and techniques. The teacher's expertise results in children receiving very good learning experiences. For example, after looking at works by Wassily Kandinsky they produced their own, quite intricate, pencil drawings of circles to which they added bright, inked colours. Similarly, paintings in the style of Jackson Pollock were created when children rolled marbles that had been dipped in black paint across a previously printed, colourful, background. Children are learning to mix colours and use them creatively. Their free paintings, drawings and models with malleable material show their growing awareness of the artistic elements of line, shape and form. For example, they use play-doh to make a feeding bowl for a pet, moulding and pinching it into shape and using tools to mark a pattern.
60. Children have learned the words and tunes to a wide range of songs. They sing these enthusiastically and move their bodies rhythmically in response to music. They enjoy exploring the sounds that they can make with their bodies and with different instruments. They are learning the correct names of these and the right ways to play them. In a very effective music lesson, the teacher's high expectations and creative teaching methods promoted very good learning. She used her voice purposefully to demonstrate long and short sounds and reinforced this idea, visually, through showing a painting by Paul Klee depicting long and short shapes. Children had good opportunities to practise communicating the contrasting sounds with instruments and their voices and, by the end of the lesson, they used what they had learned to provide accompanying sounds to a commercial piece of music. In role-play contexts, children make good use of their imagination to play out various scenarios.

ENGLISH

61. By the end of Year 2, standards are below average and have declined since the last inspection. While skills in speaking, listening and reading are broadly average and achievement in these elements is generally satisfactory, pupils do not achieve as well as they should in writing. Progress in this element is satisfactory in Year 1, but unsatisfactory in Year 2. By Year 6, standards are above average and have improved since the last inspection. Pupils in all junior classes are achieving well in all elements of the subject.
62. Pupils of all ages listen well and have good speaking skills. They take turns in discussion and debates and show consideration and tolerance of each other's views. Many articulate opinions fluently and by Year 6 are using a wide range of vocabulary and good grammatical structures. For instance in a Year 2 lesson about Goldilocks, pupils use the words *dishonest* and *naughty* in well-constructed sentences and in a Year 5 lesson, vocabulary is promoted well when discussing opening sentences; for example one pupil volunteers, "*The bundle hit the floor with a bump*". When speaking, pupils show an awareness of their audience and adjust their talk accordingly. For example, Year 6 pupils cogently and persuasively put forward arguments for and against allowing dogs in public parks.
63. Reading skills generally develop satisfactorily in Years 1 and 2. By the end of Year 2, higher and average attainers read fluently. They express preferences for authors, understand the text and deduce the plot. With support, lower attainers use their knowledge of letter sounds to read unknown words and show some knowledge of spelling rules, for example of the 'magic e'. Their understanding of what they read is limited, however. Pupils with learning difficulties make good progress as a result of effective support from adults and the specific, individual, learning programmes that they follow.
64. By Year 6, most pupils are fluent and expressive readers. Higher attainers reach well above average standards and give excellent explanations that show their understanding of texts beyond a literal level. They enjoy reading works of fiction and have an equal interest in prose and poetry. They make good use of non-fiction texts for research. Average attainers are also enthusiastic readers. They read with good expression and attention to punctuation. Lower attainers read simpler texts confidently and with understanding. All pupils take books home regularly and have reading records, which are shared with parents.

65. Pupils' writing skills develop well through Year 1, but too slowly in Year 2. This is because they do not have enough opportunities to write and expectations of what they should do are not high enough. Year 1 pupils sequence stories and instructions and write their own simple sentences that show good awareness of capital letters and full stops. They learn to structure story beginnings and endings and make plausible attempts at spelling words. During Year 2, pupils do not progress to using more complex sentences and have limited knowledge of how to structure a story. Many make more errors in spelling and punctuation than might be predicted from their competent speaking skills and the standards being achieved in Year 1. While pupils are given opportunities to explore different kinds of writing, for example, completing rhyming words, sequencing instructions and writing poetry, there is an over-reliance on the use of worksheets, which limit the development of writing skills. For example, there is little opportunity for pupils to demonstrate in writing the good, descriptive vocabulary they use when speaking. Much of the work that these pupils do in other subjects is also based on the completion of worksheets that require little more than one word or a simple phrase as answers. Consequently, writing skills are not being promoted effectively either in English or across the curriculum.
66. By Year 6, pupils write fluently, at length and in a variety of forms. For example, they write persuasively and make good use of descriptive vocabulary to enliven their writing. Their poetry and character studies are well constructed and show imagination and style. For instance, after studying '*A Midsummer Night's Dream*' they explain Shakespeare's graphic writing using their own phrases; they also retell stories such as '*The Tempest*' very well. Average attainers use language creatively for effect. For example, one pupil writes '*The queen was keeping a deadly secret from everyone!*' They use punctuation well and most have accurate spelling skills. While lower attainers work at a slower rate, they too make good progress. While all pupils receive handwriting lessons, even the oldest pupils do not always join letters.
67. The quality of teaching for pupils in Years 1 and 2 is satisfactory overall, but the teaching of writing in Year 2 is unsatisfactory. Teaching in Years 3 to 6 is very good and underpins the very good progress made throughout the junior years. A good feature of teaching in many classes is the promotion of speaking and listening skills. In the juniors, teachers' questioning skills are also particularly effective and elicit answers that extend pupils' thinking. These teachers set pupils challenging work, showing high expectations of what they can achieve. The organisation of junior pupils into teaching groups based on their levels of attainment is working well and enabling teachers to match work effectively to their different needs.
68. In lessons, pupils with learning difficulties make progress that is similar to that of their classmates, which is mostly good. When these pupils are taught in small groups or individually by the special needs co-ordinator, either in class or when withdrawn for short periods, they make at least consistently good progress in response to high quality teaching. Support staff also make a good contribution to teaching and learning for these pupils and others.
69. Teachers' marking of work is generally good in most classes. Many write encouraging and constructive remarks to support pupils and help them understand how well they are doing. The individual targets that are set for pupils also give them a good insight into how they can improve. Most teachers make good links with subjects other than English to promote skills in reading, writing, speaking and listening. Overall, ICT is used satisfactorily to support learning; for example to promote research skills and those of drafting and editing work using word processing software.
70. Teachers' planning is checked by the co-ordinator and headteacher and the co-ordinator has observed lessons to check on the quality of teaching and learning. However, the monitoring of teaching and learning is not rigorous enough since it has not identified or addressed the underachievement of some infant pupils. Whilst the National Literacy Strategy has been implemented fully, it has not been adapted sufficiently to promote the development of appropriate writing skills in the infants. Resources are good and visitors such as a poet and a storyteller enhance pupils' learning experiences.

MATHEMATICS

71. By the end of Year 2, standards are below average and by the end of Year 6 they are above. Whilst Year 1 pupils make good progress, this is not maintained in Year 2 where pupils do not achieve as

well as they should. Throughout Years 3 to 6, pupils achieve very well as a result of very good teaching. Current standards of Year 2 pupils reflect a decline since the last inspection whilst those of Year 6 show good improvement.

72. Pupils in Year 1 respond well to the challenging tasks that they are given and their work shows good progress. In Year 2, pupils complete many tasks, but the work does not build sufficiently on what they have already learned in Year 1. For example, Year 2 pupils are required to name two-dimensional shapes, but in Year 1 pupils correctly name a good many two-dimensional shapes and make lists of the number of sides and corners; they then progress to learning about three-dimensional shapes, including identifying flat and curved faces. Overall, Year 2 pupils do not have enough opportunities to investigate, making, for example, choices about the calculation strategies they will use to solve problems; higher attainers in particular are not sufficiently challenged in this way. Too many pupils, including some higher attainers, are still unsure of how to order numbers and unclear about the value that each digit in a three-figure number represents. Many are unsure of measuring in standard units, such as centimetres.
73. Pupils in Years 3 to 6 progress very well. The organisation of teaching groups, based on levels of attainment, is supporting this progress, as is the high quality of teaching. By Year 6, pupils have good investigative skills. Resulting from one investigation a pupil notes his discovery that *'if you add all the number of crosses on a sideline it will be part of the two-times-table'*. Pupils draw shapes in accordance with the co-ordinates in all four areas of a grid and use formulae to calculate the areas and perimeters of shapes. Their ability to calculate mentally is good; for example, one higher attainer quickly and successfully solved 810 minus 432.
74. All pupils enjoy mathematics because most teachers make learning interesting and give them valuable opportunities to find things out for themselves. Pupils work productively, on their own, with a partner or in groups to investigate mathematical problems. For example Year 3 pupils researched data on topics of personal interest, such as favourite foods or animals, recorded this on frequency tables and produced graphs to show their findings. During this work, there was a constant buzz of excitement, with pupils achieving a great deal in a short time.
75. The quality of teaching and learning is good overall. In the juniors, teaching is very good, but in Years 1 and 2 it varies from good to unsatisfactory. Most teachers have a good understanding of the subject and of the National Numeracy Strategy, which has been implemented well. They plan lessons effectively, identifying exactly what they want pupils to learn and ensuring that they are aware of this. Most teachers match work well to pupils' needs, but in one infant class the same task is often given to all pupils irrespective of their level of attainment. Overall, teachers make sufficient time at the end of lessons for pupils to explain what they have learned. Occasionally, however, end of lesson reviews are too brief to allow this or for teachers to clarify any misconceptions that pupils may have.
76. Teachers use resources effectively; for example the number fans used in Year 2 helped to sustain pupils' attention and allowed the teacher to check their answers. Similarly, the place value boards used in a Years 5 and 6 lesson helped pupils to understand the value of various decimal numbers. In one outstanding lesson, the teacher's very good knowledge of pupils' attainment led to her setting them tasks linked to their individual improvement targets. Pupils worked hard at these and their pleasure at seeing their own progress was evident. The teacher's high expectations were clear and her very good relationship with the pupils helped her in 'driving them on' throughout the lesson. Very good questioning, that included all pupils, maintained their attention and supported improved understanding of the value of each digit in numbers such as 173.04. The pupils worked hard throughout the lesson and were eager to be tested on their new knowledge.
77. An effective feature of many lessons is the opportunity provided for pupils to investigate, discuss and explain their work, such as the strategies that they have used to arrive at answers. Year 6 pupils enjoyed the challenge of finding target numbers from given numbers; for example they make 450 in different ways by using the numbers 432, 9, 810, and 5. Many check and amend their answers, explaining their reasoning with confidence. When the lesson is reviewed they explain what they have learned or found difficult.

78. Pupils' work shows that teachers generally mark thoroughly, although in one class there are a few examples of work that is unmarked. Teachers write encouraging comments, praising pupils' success, but not all give sufficient guidance to support improvements. The most consistently helpful marking is found in Years 5 and 6. Teachers promote numeracy skills satisfactorily within other subjects, as, for example, when Year 5 weighed and measured ingredients for making biscuits in DT. Information and communication technology is used well to support learning in areas such as data handling.
79. Overall, the subject is led and managed well. This is reflected in the high quality of teaching seen in many classes, particularly in the juniors. The effective organisation of teaching groups in the juniors, together with a critical review of the subject resulting in more emphasis being given to mathematical investigation, is promoting improved standards and progress by Year 6. The co-ordinator has very good subject knowledge and has worked hard to implement initiatives such as the National Numeracy Strategy, assessment systems and individual target setting. The underachievement in the infants has not been dealt with effectively enough, but given the improvements to standards by Year 6 and the overall very good achievement of pupils in relation to their standards on entry to the school, overall improvement since the last inspection has been good.

SCIENCE

80. Pupils achieve satisfactorily during Years 1 and 2 and, by the end of Year 2, attain standards that are broadly average. A similar picture was found by the last inspection. During Years 3 to 6, pupils achieve well and by the end of Year 6, standards are above average. This represents good improvement since the last inspection. The co-ordinator is knowledgeable and has a good insight of the standards being achieved and the quality of teaching and learning. There is recognition that more Year 2 pupils could achieve the higher level. Raising infant pupils' standards has been identified as a priority.
81. By the end of Year 2, pupils have learned how to categorise food into different groups such as meat, fruit, vegetables, dairy products and cereals. They have learned something about the impact of these food groups and regular exercise on healthy human growth. Pupils understand that growth brings about changes in their bodies and needs. For instance, they make appropriate comparisons between the different needs of babies, toddlers and themselves in relation to food, toys and care. In studying materials, pupils have learned that some change their state in response to heating and cooling. Most Year 2 pupils know how to construct a simple electrical circuit and during the inspection they were using this knowledge to find out which materials allowed electricity to flow through them. Written work shows evidence of pupils in Years 1 and 2 learning skills of scientific investigation, but in both year groups too many worksheets are used for recording purposes. Many of these are at a very rudimentary level and, overall, do not become more challenging in Year 2. They do not extend higher attainers enough or provide sufficient opportunity for pupils to develop an appropriate range of recording skills.
82. By the end of Year 6, pupils have covered, in depth, a comprehensive range of scientific learning experiences and developed good experimental and investigative skills. They record work in a scientific way making appropriate use of charts, tables, graphs and labelled diagrams to communicate what they have found. Pupils' work shows that they reflect on how they might improve their investigations to make them fairer. Their written work shows good development of scientific vocabulary, for example, they use words like *solution*, *saturation*, *volume* and *mass* when recording, individually, an experiment about separating mixtures. Literacy skills are reinforced effectively when, for example, pupils research information, learn to spell scientific vocabulary and record work in different ways, including full accounts or brief notes. Numeracy skills are consolidated when pupils take measurements and record these in graphs and tables or look for patterns in their results.
83. Overall, teaching and learning are satisfactory in Years 1 and 2 and good in Years 3 to 6. However, some good teaching was seen in Year 1 and some very good and excellent teaching seen in Years 5 and 6. In the most effective lessons, teachers' good knowledge of the subject and of individual pupils came through in their clear explanations and use of questioning. They provided pupils with challenging work that was modified to meet their different needs. Activities captured pupils' interest and made them keen to learn. For example, Year 6 pupils were completely entranced watching the minibeasts move under a microscope linked to a large viewing screen. This resulted in them making very good

observations of each creature and led to pupils raising their own questions for investigation and rationalising the answers to questions asked by the teacher. In this lesson, very good use was made of ICT to help pupils research information and record different ways to classify insects and animals. Where teaching was less successful, though not unsatisfactory, teacher explanations were hurried and the meaning of new vocabulary was not explained clearly. On occasions, teacher intervention in practical work precluded pupils from discovering things for themselves.

84. The marking of pupils' work is fairly cursory in Years 1 and 2 but good in the juniors. Here it is often linked to the learning objectives of the lesson and includes questions that cause pupils to think about their learning and how they could improve their work. Some good homework tasks, based on investigations, are set for junior pupils. Throughout the school, some very good opportunities are provided for pupils to work collaboratively on practical tasks. These support social skills and good attitudes to learning as well as pupils' investigative skills. The subject also makes a particularly good contribution to pupils' spiritual and moral development. For example, Year 2 pupils showed delight as they constructed their circuits and Year 6 pupils were reminded to treat the minibeasts with care and respect. Learning experiences are enhanced through the early morning extra-curricular science club for juniors and the science emphasis given to some of the residential visits.
85. The co-ordinator is leading and managing the subject very well. The checks she has made on pupils' standards and the quality of teaching and learning across the school, together with an informed analysis of test and assessment results, have given her a clear view of the improvements needed.

ART AND DESIGN

86. During Years 1 and 2, progress is satisfactory overall and results in standards that are broadly average by the end of Year 2. Progress is good in Years 3 to 6 and standards are at least above average by the end of Year 6. Overall, this represents a similar picture to that found by the last inspection.
87. A very good curriculum is planned for all pupils, enabling them to experience work in two and three dimensions. They also learn about artists, craftspeople and designers from a range of times, traditions and cultures and have good opportunities to produce work that replicates their various styles. In all classes, the process begins with pupils using their sketchbooks to experiment with techniques before embarking on an original work. Moreover, pupils are encouraged to conduct research before and during their work to increase their knowledge, which ultimately improves the finished work.
88. Year 1 pupils are making good progress in learning a variety of printing techniques. For example, they have used polystyrene tiles to design their own printing templates. They choose colours thoughtfully and learn skills of applying paint evenly and in different ways to create various effects. Painting skills are currently a whole school focus, with teachers implementing recent training in lessons. During the inspection, Year 2 pupils were learning how the artist J M W Turner used paint to produce landscapes and were gaining some skills in using watercolour techniques, including mixing colours.
89. By Year 6, pupils' drawing skills are well developed. Their observational drawings of members of the sixties pop group *The Beatles* are of a very high standard; each character is instantly recognisable and work shows very effective application of the artistic elements of line and tone to create the effects of light and shadow. Pupils' understanding of collage has been enhanced through the study of the artist Peter Blake. Work on display around the school shows the consistently good progress made by junior pupils in different aspects of the subject. These include large collages to represent some of the works of Gustav Klimt and the pencil drawings by Year 3 pupils to represent the ballet works of Edgar Degas. Displays in Year 5 show pupils' good understanding and application of perspective, while Year 4 pupils produce very good representations of a variety of Vincent Van Gogh's works, choosing and mixing colours very effectively.
90. The quality of pupils' work shows that, overall, teaching and learning are at least satisfactory in Years 1 and 2 and at least good in Years 3 to 6. During the inspection, some excellent teaching was seen in one junior class, but some that was not particularly effective was seen in an infant class. Teaching strengths included very good subject knowledge leading to clear explanations and useful

demonstrations of techniques that took pupils' learning forward at very good rate. In contrast, it was mainly these factors that were weak in the unsatisfactory lesson, leaving pupils unsure of how to achieve what the teacher expected. Pupils clearly like this subject, put lots of effort into their work and take pride in its presentation. Even when pupils are unsure of the correct techniques, they still try hard and enjoy working practically.

91. Teachers make some pertinent links with other subjects that provide a relevant focus for work. In history, for example, Year 4 pupils produce observational drawings of significant people in Tudor times, Year 3 draw Roman gods and Year 6 study the colour and pattern of the clothes worn in the sixties. Some effective links are also made with ICT to help pupils research information and produce artwork in a different dimension.
92. The subject has been a recent focus for development. The knowledgeable and enthusiastic co-ordinator has led and managed change very well, organising staff training and compiling a comprehensive A-Z resource of artists to support colleagues. Sketchbooks are used very well and provide useful ongoing evidence of pupils' developing skills and progress.
93. Pupils have benefited from visits from professional artists who, for example, have worked with them on sculpture and weaving. The subject makes a particularly good contribution to pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

94. By the ends of Years 2 and 6, standards are average and have been maintained satisfactorily since the last inspection. Year 1 pupils draw and label items that they will need to construct model houses; photographs of the finished models show careful constructions. They evaluate their work, writing about what they like best and what could be improved. Year 2 pupils' skills in designing show their good sense of colour and pattern, for example, in their designs for Joseph's coat. They need much guidance, however, to ensure that the product they make matches their original design. Skills of cutting and joining materials are similar to what is expected for their age.
95. Junior pupils think carefully about the consumer when designing a product. For instance, Year 4 pupils consider the purpose of the money containers they make and Year 5 think about how to make their biscuits attractive to the purchaser. They complete design sheets for all tasks, although the level of challenge in these does not increase sufficiently as pupils get older. Pupils have learned to think about the function of their product, describe how it will work and identify the materials that they will need to construct it. Designs are usually labelled and older pupils consider different elevations, but measurements are rarely noted clearly. The design element is not developing to the extent that pupils give sufficient consideration to various options and show amendments to their plans, which may change during construction. After making initial prototypes, Year 6 pupils made colourful slippers. These were well constructed and varied in design. Whilst this is good, they say that they did not spend time comparing different commercial products or considering the durability of materials.
96. Teaching and learning are satisfactory overall and sometimes very good. In a particularly effective series of lessons, Year 5 pupils researched different types of biscuits, examining various packaging, advertising and recipes. They then wrote ordered plans for making their own biscuits. Whilst one half of the class engaged in the practical work, using skills of weighing, mixing, rolling and cutting, the other half wrote booklets that incorporated their plans, designs for the packaging and advertising slogans. The teacher managed and organised the lesson very well, with good support from the learning assistant, so that all pupils were busy throughout and achieved very well. Good attention was paid to hygiene and the pupils' good social skills were reinforced by the way they co-operated and shared during the practical work. At the end of the lesson, pupils evaluated the biscuits for taste, texture and appearance. They were most proud of their success and approved the taste; the biscuits soon disappeared!
97. Teachers make some effective links with other subjects. For example, Year 4 pupils' scientific knowledge of circuits was reinforced as they investigated and constructed working alarms. Literacy skills are reinforced when pupils write instructions for making products and letters to retailers to persuade them to stock these. Numeracy skills are promoted in activities such as the construction of

the bar graphs of Year 1 pupils' favourite fruits when they were preparing to make a fruit salad. Occasionally, there is some good use of ICT; for example, Year 6 pupils incorporate control systems when making models. The subject is enhanced by some good displays of work. The recently appointed co-ordinator has very good subject knowledge and is an effective role model for teaching the subject. However, she has not had sufficient time to have had much influence on improving standards.

GEOGRAPHY

98. By the ends of Years 2 and 6, standards are broadly average. This reflects a similar picture to that found by the last inspection.
99. Year 2 pupils identify the main features of town, seaside and countryside from photographs and are aware of similarities and differences. They suggest suitable reasons for people visiting a seaside resort. On pictures of landscapes they identify and mark physical features such as mountains, lakes and fields. Pupils' knowledge of maps develops satisfactorily. They look at different maps, including one of Burwardsley, the centre for a forthcoming residential visit and locate farms and woods. Year 6 pupils investigate coastlines and explain how erosion and deposition result in the formation of pebbly and sandy beaches. They study life in an Indian village and have positive views about caring for the environment.
100. Teaching and learning are satisfactory overall. Teachers prepare well for lessons and use methods that engage pupils' interest. Consequently attention and behaviour are very good. In a Year 2 lesson, good use was made of resources such as videotape and photographs, including aerial ones, to help pupils compare Burwardsley to Little Sutton. The teacher's questioning involved many pupils who were keen to offer their views. Good additional support was provided by the special needs co-ordinator who ensured that pupils with learning difficulties were fully involved. In a Year 6 lesson, the teacher required pupils to work with trays of sand to which they added water and simulated the movement of waves on sand. This good practical work illustrated how sand is transported and deposited and made learning more meaningful. The teacher used subject specific vocabulary and ensured that pupils understood its meaning. Teachers of junior pupils provide some good opportunities for them to use ICT for research purposes, but otherwise there is little evidence of ICT supporting learning in this subject.
101. Pupils' work shows some thorough teaching of topics. For instance, linked to the residential visit in Year 4, pupils investigate the village of Beeston, focusing on the landscape and buildings and considering its economic and leisure activities. Year 5 pupils make deductions from studying photographs of India and compare their own lives with that of a child from an Indian village. The teacher poses questions that make pupils think deeply and this results in them expressing interesting ideas of what they would like to know about India. A very good display in this classroom also helps to enhance pupils' understanding.
102. Residential visits enhance learning experiences very well. Globes and maps are readily available in most classrooms and good displays stimulate pupils' interest. The leadership and management of the subject are being overseen satisfactorily by the headteacher because there is currently no co-ordinator.

HISTORY

103. All pupils achieve well so that by the ends of Years 2 and 6 standards are above average. This shows good improvement from the last inspection.
104. By Year 2, pupils have good knowledge of the types of toys with which Victorian children played. They have learned about some famous people from the past, such as Florence Nightingale. When their teacher appears dressed as this character, they think of questions to ask her, such as '*Where were you born?*' In reflecting on the soldiers that were attended by Miss Nightingale, they show empathy with their suffering from diseases such as cholera. Good skills are being developed in Year 1 where pupils handle household artefacts from the past and compare these with their contemporary

counterparts. Investigative skills are promoted as these pupils conduct a survey with an older person, asking questions such as *'Did you have a washing machine when you were six?'*

105. By Year 6, pupils demonstrate a good sense of chronology and are able to point out different periods on a time line. They use their knowledge to make perceptive comments when comparing one era with another. For example, following a discussion about John Lennon, they volunteer, *'In the 60's pictures, you cannot tell whether the people are rich or poor, they're dressed alike in flowery clothes and headbands, but in Victorian pictures you can easily tell who is rich or poor.'* Pupils realise that information about the past can be presented and interpreted differently and are gaining good skills in distinguishing between fact and opinion.
106. The quality of teaching and learning is good overall. A well-planned curriculum ensures that pupils have plenty of opportunities to participate in discussion and to investigate different sources of information. Teachers have good subject knowledge and make some effective links with literacy. For instance, infant pupils are asked to sequence events in stories while older juniors write good descriptions and accounts. ICT is used satisfactorily, for example, as an aid to recording and to support research using the Internet.
107. The co-ordinator is knowledgeable. She leads and manages the subject well and has begun to compile a useful portfolio of work from each year group to help teachers judge standards.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

108. Standards at the ends of Years 2 and 6 are average. This shows good improvement since the last inspection when they were below average throughout the school. The curriculum is now fully implemented. Teachers have received significant training and are now much more confident in how to use and teach ICT. Whilst resources have increased considerably since the last inspection, there are still times when they are insufficient to support effective teaching and learning. Consequently, even though a significant proportion of teaching is good, pupils' learning is often only satisfactory because too few computers are available for their use.
109. Most Year 2 pupils are competent in using the keyboard. They know the functions of specific keys, such as those to produce capitals, make spaces and the backspace key to amend mistakes; they use the mouse skilfully. Pupils have satisfactory awareness of some uses of ICT, for example, how it can be used to find information. Year 6 pupils show great confidence and work independently when designing and producing multi-media presentations. They make use of databases and spreadsheets linked to finding out and recording information about pocket money and their favourite foods. They are aware of how technology can be used in the everyday world, such as to monitor and control temperature and alarm systems.
110. Teaching and learning are satisfactory overall in Years 1 and 2 and good in Years 3 to 6. Teachers plan lessons well, identifying what they want pupils to learn and how they will organise the use of resources. This is a particular challenge given that pupils often have to share the laptop computers. Good organisation in Year 2 ensured that pupils were sensibly spaced to allow the teacher and the other three supporting adults to provide effective help for pupils researching information about fruit and vegetables. Those with learning difficulties were supported very effectively by the co-ordinator for special needs. While all pupils made satisfactory progress some were given rather too much help, with the tasks being done for them to speed up the process. This is not an effective practice since it prevents pupils from investigating and learning from their mistakes. Some teachers organise half the class to use the laptop computers whilst the other half work on different, but related, tasks. For example, in Year 4, pupils created decision trees on paper as well as on the computer databases. Although the teacher used the resources as effectively as possible, the limited number of laptops restricted the learning of some pupils in this lesson.
111. Good teaching in Year 1 provided pupils with useful learning experiences in handling information and a relevant insight into how ICT is used in everyday life. Practical work that involved pupils sorting and classifying three-dimensional objects, then explaining their reasons for classification, led to the teacher explaining how this process is used to sort mail by postcode. Similarly, effective teaching in Year 6 meant that pupils quickly grasped the idea of how ICT can be used to control devices. They were pleased and excited when their model merry-go-rounds responded, first time, to the controls that

they had established. The teacher's good emphasis on ensuring that pupils understood the meaning of specific vocabulary was evident as they used terms such as 'inputs' and 'outputs' correctly. The class had a sensible attitude to their work, most concentrated well and worked without direct supervision. Some helpfully and spontaneously assisted their classmates.

112. The subject is being led and managed effectively and this has underpinned the improvements that have been made to standards and other aspects since the last inspection. There is some good use of ICT to support learning in other subjects, although software limitations prevent wider use across the curriculum. Good examples include, Year 5 pupils creating bar graphs of sandwich fillings and line graphs to compare temperatures in India and England. Linked to work in science, Year 6 pupils, use a database program to produce branching keys for sorting and classifying insects and animals. The subject makes a useful contribution to work in literacy, with good use made of word processing programs, CD-ROM encyclopaedia and the Internet for writing and research purposes.

MUSIC

113. By the ends of Years 2 and 6, standards are broadly average, although in singing they are above. Progress is average overall and good in singing. Standards are broadly similar to those found by the last inspection.
114. By Year 2, pupils have developed a secure sense of rhythm and differentiate between loud and quiet sounds when listening to music or playing percussion instruments. For example, they listen carefully to the music *'The Hunter'*, raising their hands to correctly indicate loud sounds. They know the names of many un-tuned percussion instruments and play them correctly. Pupils enjoy copying body percussion rhythms and are beginning to follow a simple 'score' and a conductor to play sound sequences. Most listen well to others' performances and make simple evaluations in terms of likes and dislikes. Year 1 and 2 pupils sing enthusiastically, confidently and with a developing sense of pitch, benefiting from the many opportunities provided to learn a wide range of songs and hymns.
115. By Year 6, pupils sing tunefully and in harmony. They listen to and appraise a wide range of music from different times and cultures. For instance, in an effective lesson, pupils explored the lyrics and melody of Blues songs, showing good understanding of the specific musical features and structures of the Blues. When performing, they were able to follow simple Blues chord sequences well. This resulted from some good group work where pupils practised playing the chords on tuned percussion instruments, carefully following the score and conductor.
116. Junior pupils have many opportunities to sing, both in and out of school, for example, in assemblies, the choir and at inter-school concerts. They memorise a wide range of songs from different cultures and are keen to perform, doing so with poise and confidence, including the soloists. Their diction and sense of timing are good, but sometimes phrasing and dynamics are not always as well developed as the pitch and timbre of their voices.
117. The quality of teaching and learning is satisfactory overall, with some good teaching seen in the juniors. Lessons are well planned and teachers prepare resources conscientiously. The co-ordinator is keen and tries to give pupils many opportunities to participate in musical activities. For instance, pupils were encouraged to compose a song and then had the privilege and excitement of having it recorded for a television programme. The co-ordinator is keen to enhance curriculum provision by starting a recorder group and increasing instrumental playing. Although there are no music specialists in the school, the subject is clearly an integral part of school life. Music frequently plays in the school foyer and sometimes in lessons to enhance the learning atmosphere, motivate pupils or cause them to reflect on their work. The very good range that is played in assemblies supports pupils' widening knowledge and musical appreciation. The subject makes a valuable contribution to the overall provision for spiritual, social and cultural development.

PHYSICAL EDUCATION

118. By the end of Year 6, standards are broadly average. It is not possible to make any judgements on standards, teaching and learning in Years 1 and 2 because no lessons were seen. Based on the school's records, standards in swimming are broadly average. Over 50 per cent of Year 6 pupils have

attained beyond the level expected for their age, with the remainder not yet having achieved this standard. These pupils will be having further lessons later in the year when most are expected to achieve the expected 25 metres. Overall, this reflects a similar picture to that found by the last inspection.

119. In a dance lesson, Year 6 pupils worked effectively in groups, planning a series of movements for a traditional country dance. Their knowledge and use of specific movements such as a *promenade* and *do-si-do* reflected previous good learning. In one demonstration, two girls kept perfect time and exhibited elegance of posture in their work. Boys and girls worked together well, debating and practising moves. Very good teaching, with high expectations of pupils' performance and social skills resulted in very good learning. During the practical work, the teacher visited the different groups, providing effective support and further challenge.
120. Three lessons were seen; all were in different junior year groups, with each in a different element of the subject. The overall quality was good. All teachers manage pupils well, have at least sound subject knowledge and, in the best lessons, their high expectations boost learning. For example, in a Year 5 gymnastics lesson, the teacher checked pupils' understanding of balance and provided clear explanations of how to achieve flow in their movements. Pupils' keenness and very good relationships with the teacher resulted in them trying hard to achieve the learning objectives. Most pupils showed average skills in balancing and planned sequences well; a few higher attainers moved particularly well, showing delicate, well-controlled movements. Pupils were proud of their achievements and keen to demonstrate to others; their respect for each other's work was evident in their spontaneous applause. Games skills shown by Year 3 pupils are above average. Many show skilful and fluent 'basketball handling' skills. Imaginative teaching that required pupils to think and plan their own games provided good motivation. Pupils were quick to suggest ideas to each other but needed a little more guidance because some of their ideas were not well suited to the task.
121. The subject makes a strong contribution to pupils' personal and social development. Learning experiences are enhanced within the three residential visits, which provide further opportunities to extend personal development as well as experience outdoor activities. Extra-curricular activities, such as the netball club and visitors who teach basketball and short-tennis also make a good contribution to the curriculum.

RELIGIOUS EDUCATION

122. By the ends of Years 2 and 6 standards are above the expectations of the locally agreed syllabus followed by the school. This shows good improvement since the last inspection.
123. Pupils in Years 1 and 2 have a good understanding of many Bible stories and the teachings of Jesus. They listen carefully to the stories and have accurate recall of many of the facts. They appreciate that the Bible is a special book for Christians and that there are many special days in the Christian calendar. They have learned that the Torah is the sacred scripture used by Jews and about how they celebrate the festival of Hanukkah. They are beginning to understand that many of the stories they hear give guidance on how to behave. Good experiences in role-play help pupils to consolidate this understanding; for example, acting out the stories of specific characters or to illustrate parables and miracles. Pupils have good opportunities to look at and handle artefacts appertaining to the Christian and Jewish religions. Attractive and informative displays around the school reinforce their learning.
124. Pupils in Years 3 to 6 gain a wide knowledge of many of the major beliefs, symbols and observances of Christians, Jews and Hindus. The subject makes a very good contribution to pupils' spiritual and moral development. By Year 6, pupils have gained good factual knowledge, such as the location of specific stories in the Bible and remembering the details of the story of the 'Lost Son' and Jairus's daughter. They also describe and appreciate the emotions of the characters and empathise with them. The atmosphere in classrooms provides the right environment for pupils to discuss freely their feelings and understanding of the Christian faith. This was illustrated well when pupils performed their own playlets depicting events in the life of Moses and the messages in psalms, of which they show a mature understanding. Pupils worked collaboratively to present their versions of specific psalms accompanied by their own music. Discussions with pupils about the different religions they study reflect their willingness to understand and be tolerant of different beliefs and forms of worship.

125. Teaching is good. Staff have high expectations of pupils' skills in listening, discussion and recording work. This is done in a variety of ways, often including well-structured drama. Resources are good and visitors, such as the local vicar and a follower of the Hindu faith, enhance the curriculum. However, whilst pupils have visited the local Christian church, they have not had opportunities to visit other places of worship.
126. The co-ordinator is knowledgeable and enthusiastic about the subject. Good assessment procedures at the end of each unit of work give teachers useful information about how well pupils are achieving.