

INSPECTION REPORT

NORTH ORMESBY PRIMARY SCHOOL

North Ormesby, Middlesbrough

LEA area: Middlesbrough

Unique reference number: 111588

Head teacher: Mr P O'Reardon-Boyle

Reporting inspector: Mrs J Bell
2456

Dates of inspection: 10th to 13th February 2003

Inspection number: 247125

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:	3 to 11
Gender of pupils:	Mixed
School address:	James Street North Ormesby Middlesbrough
Postcode:	TS3 6LB
Telephone number:	01642 247985
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Appropriate authority:	The governing body
Name of chair of governors:	Mr P Wright
Date of previous inspection:	February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2456	Mrs J Bell	Registered inspector	Information and communication technology	What sort of school is it?
			Geography	The school's results and pupils' achievements.
			Music	How well are pupils taught?
			Curriculum for the Foundation Stage	What should the school do to improve further?
			Special educational needs	
			English as an additional language	
			Educational inclusion	
			Citizenship	
9572	Mrs K Anderson	Lay inspector		Pupils' attitudes, values and personal development.
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
2759	Mr D Sleightholme	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
			Design technology	
			Religious education	
17709	Mr A Giles	Team inspector	Science	How well is the school led and managed?
			History	
			Physical education	

12631	Mrs M McLean	Team inspector	English	
			Art and design	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

North Ormesby Primary School, with 252 pupils on the school roll, including 23 children who attend part time in the nursery is bigger than most primaries and admits pupils aged three to 11. The school is situated in an inner urban area and designated as one of social priority. It is situated in North Ormesby in East Middlesbrough and families come from a mix of council, privately rented and some privately owned houses. The area is one of high unemployment although there is a range of regeneration initiatives. The school is part of an Education Action Zone (EAZ) that funds a range of initiatives to improve standards. However, the EAZ will soon come to an end. The local council has planned to demolish houses in the area close to the school and families are uncertain about the future developments and some have moved out. This, and the demolition of some properties, has resulted in a drop in numbers. There are almost equal numbers of boys and girls. In 1996 the school took over the nursery, which is situated some ten minutes walk from the school. Work will start soon to establish a Foundation Stage unit in the main school to house the nursery and reception classes. Children entering the nursery reflect the full range of attainment but most have very low language, literacy, social and mathematical skills for their age. There are 102 pupils eligible for free school meals; at 41 per cent of the school population this is well above the national average. The school has 80 pupils on its register of special educational needs (32 per cent), which is above average. Three pupils are supported through a statement of specific need and this is below the national average. Of those identified for greater support the range of need includes specific or moderate learning difficulties, emotional and behavioural problems and speech and communication difficulties. Many families move in and out of the area; 35 pupils joined the school at other than usual admission time and 33 left so there is quite high mobility. Most pupils are from white, English speaking families but the school has 13 pupils from other ethnic backgrounds. Of these one pupil is from a refugee family and is the only pupil identified as having English as an additional language and is at an early stage of learning English. The school also has four pupils from traveller families.

HOW GOOD THE SCHOOL IS

North Ormesby Primary School is an effective school where there is a good ethos in which pupils are well cared for and supported in their learning. The head teacher gives a clear lead in establishing the good relationships that encourage pupils to develop very good attitudes to learning and to behave well. The head teacher, key staff and governors provide sound leadership and management. Teaching is good overall and so pupils achieve well against their low starting point. Standards have begun to improve in English and science; they are now below average in English but at the level expected in science by the age of 11. Standards are too low in mathematics and are well below average by the age of 11. Given the low attainment on entry, the high numbers of pupils with special educational needs and the recent improvement in standards, the school provides satisfactory value for money.

What the school does well

- The head teacher gives a good lead in ensuring that all staff work well as a team; this ensures a positive ethos in the school where good relationships promote pupils' self-esteem and confidence.
- The school's provides very well for pupils' moral and social development. This ensures that pupils' personal development is good; they enjoy school, have very good attitudes to their learning and behave well.
- The substantial amount of good teaching, particularly in the Foundation Stage and Key Stage 1 means that pupils achieve well and make good progress.
- Provision for information and communication technology (ICT) is very good and staff use their

expertise well to use computers to develop and support work in other subjects.

- The provision for pupils with special educational needs is very good. The work of the highly skilled teachers and support staff who work with these pupils is very effective and enables them to achieve well, gain in self-esteem and make good progress.

What could be improved

- The leadership and management to ensure that all staff with management responsibilities have a clearly defined role in the monitoring and evaluation of what the school does well and ensuring that targets for improvement are identified, prioritised and supported.
- The whole school approach to planning the curriculum in order to raise standards, particularly in mathematics and English.
- The use of the information gained from the many checks on pupils' progress to ensure that planned work builds more precisely on what they already know.
- The attendance of the significant minority of pupils who do not attend school regularly and so make limited progress.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made mainly sound improvement since the last inspection in 1998, but this has not been as successful as it could be. Until fairly recently the school had unsettled and inconsistent quality of staffing that has resulted in slower than expected progress; while some of the areas identified for improvement have been resolved others still require further action. The head teacher and governors have established a sound management structure with newly appointed key stage coordinators who, with the head teacher and deputy head, form the senior management team. This is beginning to ensure a more effective direction for the school. There are co-ordinators in place for all subjects. The roles of these key staff in checking on the effectiveness of the work of the school is at an early stage. The adoption of national guidance means that the curriculum planning is based on a clear framework but the changes in planning still do not ensure increasing challenge for all pupils. The school has improved procedures for assessing and recording pupils' progress and has substantial information about the standards that pupils achieve. However, this information is not yet used well enough to plan activities to meet the full range of abilities in all classes and to build on what pupils already know. Teaching has improved. The provision for ICT has improved substantially with more opportunities for pupils to develop their skills. Staff teach ICT with greater confidence and use computers well in other curriculum areas. Standards are similar in English and better in science. However, standards in mathematics are lower. The attainment on entry is now very low and there are higher numbers of pupils with special educational needs.

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	E	E	E	B

Key

well above average A

above average B

mathematics	D	D	E	D	average	C
science	E	E	C	A	below average	D
					well below average	E

The children's attainment on entry to the nursery is often very low in language, literacy, mathematical and social skills. Many have a very limited range of experiences prior to starting in the nursery. The teaching is good and so they achieve well and make good progress in the Foundation Stage (nursery and reception classes) but by the time they start Year 1, their language, literacy and mathematical skills are likely to be still below and often well below the expectations for their age. The good work done in the Foundation Stage is built upon throughout Key Stage 1 and in the 2002 national tests for pupils at the end of Year 2, the school's performance when compared with similar schools was above average in reading, well above average in writing and average in mathematics. However, standards were below average in reading, average in writing but well below average in mathematics when compared with those expected of seven year olds nationally. Standards in science were broadly average. Pupils make sound, and sometimes good, progress, throughout Key Stage 2 and, when compared with schools with a similar proportion of pupils with free school meals, the standards were above average in English and well above average in science but below average in mathematics. However, the proportion of pupils with special educational in last year's Year 6 was high and standards in the tests were well below average in English and mathematics but average in science when compared with those expected nationally of 11 year olds. A number of initiatives, some funded by the EAZ, are aimed at raising standards in literacy are beginning to be successful.

Inspection findings show that standards by the end of Year 2 are average in English and science but well below average in mathematics. By the end of Year 6, pupils are below average in English, well below average in mathematics but matching the national average in science. More could be done to challenge more able pupils in Years 3 to 6. Pupils do well in science because they learn more effectively through the practical and investigative approaches to learning in this subject. Over the past four years, the school's results have improved at a similar pace to the national upward trend. Targets for 2003 results are realistic and the school is on course to meet them. The large number of pupils with special educational needs adversely influence the school's test results in some years but these pupils are supported very well and make good, and sometimes very good, progress. The progress of pupils with English as an additional language is satisfactory in relation to their earlier attainment. Pupils from traveller families are supported well and make sound progress. They are given work to complete when they are away and are helped to 'catch up' when they return.

Standards in ICT are at the level expected by the end of Years 2 and 6, with a few pupils who attain more highly. By the end of Year 2 and Year 6, standards in religious education meet the requirements of the syllabus taught in the local authority's schools.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy being at school and are keen to learn, particularly when they have opportunities for investigative work.
Behaviour, in and out of classrooms	Good. Pupils enjoy break times and are lively and play well together. Behaviour is good; teachers manage behaviour well in most lessons.
Personal development and relationships	Good. Pupils enjoy taking on roles of responsibility and carry them out well. They work very well together and relationships with each other and with adults are good.

Attendance	Poor. Attendance is well below national averages. This is mainly due to the frequent absence of a few pupils and this impacts on their learning.
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Pupils' very good attitudes to their work are a key factor in their effective learning. They try hard and want to do well. Many do not have high self-esteem and are really proud when they achieve well. Despite the best efforts of the school in working with parents attendance is often affected when pupils are kept away from school for trivial reasons.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall throughout the school. This is a significant improvement since the last inspection. In particular there is a much higher incidence of very good teaching, particularly in Key Stage 1, and fewer unsatisfactory lessons. These were in the Year 4 and 5 classes, where work was not well matched to the ages and interests of the pupils and so behaviour slipped and was not managed well.

The quality of teaching in the nursery and reception classes is good. Staff have a good awareness of how young children learn and plan a wide range of activities and experiences across all areas of learning that enable children to make a good start to their education. The good and sometimes very good teaching in Key Stage 1, particularly in Year 2, enables pupils to achieve well and make good progress and so standards are rising. Teaching is mainly satisfactory and sometimes good in Key Stage 2, with the best teaching in the Year 3 and Year 6 classes. Teaching is also good in the two, small Year 3 and 4, and Year 5 and 6 classes, where pupils with special educational needs are taught through well-matched activities and at a pace that supports their learning. This enables them to achieve well against the targets set for them. Where teaching is good it enables pupils to make sound, and sometimes good, progress, given their very low starting point. However, teaching is more uneven as pupils move through Key Stage 2 because there are too many differences in the quality of lesson planning to challenge more able pupils. Literacy skills are taught well in English lessons but there are too few opportunities for pupils to develop and practise these skills in other subjects such as history and geography. Numeracy skills are mainly taught satisfactorily but work is dominated by number activities with too little time given to investigative and problem solving opportunities in mathematics lessons or in other subjects. ICT skills are taught and used well. Teachers have been trained well and confidently use interactive whiteboards linked to computers to enhance their teaching across all subjects; this enables pupils to develop good computer skills and to apply them to their learning in other subjects. Most teachers have high expectations of pupils' behaviour, which supports learning. Teachers relate very well to their pupils, and many class discussions are lively and careful questioning brings good responses from all pupils. In some classes, there is too little use of day-to-day assessment and marking to ensure that all lessons are appropriately challenging and that pupils are building on what they already know and understand, particularly the more able. The teaching of pupils with special educational needs is often very good and they achieve well against the targets set for them. Pupils from traveller families and those for whom English is an additional language are taught well by teachers and classroom assistants and achieve well in relation to their ability.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum provided in the Foundation Stage is good. The curriculum in Years 1 to 6 is broad and balanced, with a sound range of opportunities for learning.
Provision for pupils with special educational needs	Very good. Teachers and classroom assistants often support pupils very well; this is particularly effective in the special classes in Key Stage 2. Pupils' individual education plans are relevant to their needs and are checked regularly to ensure they make good progress.
Provision for pupils with English as an additional language	Good. These pupils are given sensitive help by teachers and support staff. They achieve well in relation to their ability.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school makes very good provision for pupils' moral and social development and this is key to the way they work and play well together. The pupils' personal development is promoted very well by the good relationships and the school's supportive ethos for learning.
How well the school cares for its pupils	Good. Staff get to know their pupils well and provide effective care and support. There are very good procedures to improve pupils' behaviour and attendance.

The school enhances the curriculum through visits and visitors to school but more could be done to ensure that the whole curriculum planned for pupils contains greater links between subjects, is more relevant to the pupils' interests and backgrounds and ensures that sufficient time is given to all subjects. The school has a good partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Satisfactory. The head teacher gives a good direction for developing the supportive ethos of the school. Key stage and subject co-ordinators work hard to develop their roles but they do not yet have enough opportunities to be fully involved in deciding areas for improvement, how these issues will be resolved and in ensuring that this happens.
How well the governors fulfil their responsibilities	Satisfactory. However, not all governors are involved in strategic decision making or monitoring the quality of provision. A smaller strategic working party works well with the head teacher in identifying areas for improvement. There is inconsistency in the involvement of this group, and of all governors, in monitoring the quality of the work of the school and enabling all governors to gain an over view of the curriculum and standards.
The school's evaluation of its performance	Satisfactory. The school analyses a wide range of data and uses it to focus support for groups of pupils. The work of phase and subject co-ordinators is not yet effective enough in monitoring teaching, learning and curriculum development. The school improvement plan has too many targets and so does not provide sufficient focus to ensure that the success of key priorities can be rigorously monitored and action taken.
The strategic use of resources	Good. Governors seek to get the best value they can in respect of goods and services. All grants are used effectively to support learning.

Staffing is good; the school has good numbers of teachers and support staff. The accommodation is adequate and is well cared for. The incorporation of the nursery into main school has begun and will have substantial benefits for the provision for children in the Foundation Stage. Resources are satisfactory overall. Those for ICT are very good. There are insufficient resources to support three-dimensional work in art and design. In English, there are insufficient fiction and non-fiction books; there is no school library and books are poorly organised in small classroom libraries.

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. • The teaching is good and their children do well. • The school is welcoming and they are happy to voice their ideas, opinions or concerns. • The school expects children to work hard and their children are encouraged to do well. • The school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities beyond the school day. • The range of information about their children's progress. • Behaviour.

Inspectors agree with all the positive views of the parents. The school provides a satisfactory range of activities outside of the school day, but this could be further developed. The inspection team find that information to parents, other than reports, is good. The behaviour in school is good. Most parents who were interviewed during the inspection are happy with the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 The substantial amount of good teaching adds value to pupils' experiences and opportunities during their time in school. The school enables pupils to achieve well and standards are rising in English, science and ICT. Children enter the nursery with a broad range of attainment but most have very low language, literacy, social and mathematical skills. Many have a limited knowledge of the world about them. The good teaching in the Foundation Stage (nursery and reception classes) enables children to make good progress. The good range of activities presented to the children means that they achieve very well from their very low starting point on entry to the nursery. Many are on track to reach the learning goals expected for their age in the creative and physical areas of learning, and in their knowledge and understanding of the world. The staff place a very high priority on supporting children's personal and social development and the children are already very settled in school and relate well to adults and each other. They are likely to match the standards expected in this area of learning by the end of the reception year. However, although teaching and learning are good, many children are likely to be below, and often well below, what is expected in their language, literacy and mathematical skills by the time they transfer to Year 1.

2 The good work done in the Foundation Stage is built upon throughout Key Stage 1 and in the 2002 national tests in reading for pupils at the end of Year 2, the school's performance, when compared with similar schools, was above average in reading, well above average in writing and average for mathematics. Standards in reading were below those expected of seven year olds nationally but in writing pupils attained the standards expected nationally for seven year olds. Standards in mathematics were well below the national average.

3 Progress is satisfactory and sometimes good throughout Key Stage 2. In the 2002 national tests in English the school did well when compared with similar schools and standards were above the national average and in science were well above this. The performance in mathematics was below that of similar schools. The numbers of pupils with special educational needs varies from year to year but is always above and sometimes well above average. The proportion of pupils with special educational needs in last year's Year 6 was high and in the national tests standards were well below average in English and mathematics but average in science when compared with what is expected of 11 year olds nationally. The school has rightly identified raising standards as a priority in its school improvement plan for this year. Over the past four years standards have risen in line with the national upward trend. The current targets for 2003 are realistic and the school is on course to achieve them.

4 There are several reasons why standards are improving in English by the time pupils transfer to secondary school at the age of 11. The school has a comprehensive programme for analysing results and tracks pupils' progress in order to target particular pupils and to intervene to put in place a good range of initiatives to raise attainment. The teachers also carry out assessments throughout the year to check on progress and subject co-ordinators scrutinise pupils' work to check on standards. The EAZ funding is used well to put in place a number of initiatives aimed at raising standards in literacy, particularly in Years 1, 3, 5 and 6, and these are proving to be successful. There are 'booster' classes and a part time teacher is employed to work specifically with groups of pupils to improve their literacy skills. The pupils often know more than they can record in writing and so these initiatives are important to their success in national tests.

5 Inspection findings show that the high level of challenge is key to the improving standards in English by the end of Year 2. Teaching in the current Year 2 class is often very good, and sometimes excellent and so pupils are on target to be average in English and science but well below average in mathematics. However, in Years 3 to 6 not all teachers plan work that challenges more able pupils. The inspection finds that pupils are still on target to be below average in English, well below average in mathematics but matching the national average in science by the end of Year 6. Pupils in the school learn more effectively through the practical and investigative approaches to learning and so do well in science where teachers plan a range of investigative opportunities. These approaches are not yet used well in mathematics and this, plus limited opportunities for problem solving and for developing and applying mental mathematical skills are resulting in the low standards.

6 Standards in speaking and listening are satisfactory for pupils by the end of Years 2 and 6. In Years 1 and 2 pupils are developing sound listening skills because teachers make lessons interesting. Pupils are encouraged to listen carefully and so can join in all activities. By the age of 11, pupils also speak and listen satisfactorily. Standards in reading are satisfactory by the end of Year 2, but are not good enough for pupils in Year 6. Although Key Stage 2 pupils make satisfactory progress, they are often restricted by having to follow through the school's reading scheme; this provides limited challenge for many pupils. Standards in writing are improving and are satisfactory by the end of Year 2 but should be higher by the end of Year 6. Pupils make good progress in writing in a sequence of sentences, and older pupils use a range of punctuation well. However, there are too few opportunities for pupils to develop and practise writing skills in other subjects such as history, geography and religious education. Handwriting is practised regularly from Year 1 upwards but despite the extra time given there is only limited improvement in the presentation of work and this is inconsistent throughout the school. In a few cases teachers' expectations for the quality of written work required are not reinforced sufficiently with pupils.

7 In mathematics in Key Stage 1, only the more able pupils achieve accurate answers in simple addition and subtraction numbers in the range to 50 but their mathematical skills and understanding are more typical of pupils of average attainment at the end of Year 2. Lower attaining pupils know the position of the hands of a clock correctly to show hours and higher attainers can show half and quarter past the hour. By the end of Year 2 most pupils are not yet confident in using names for common two-dimensional shapes. More able pupils at the end of Year 6 use numbers in a range to 1000, convert simple fractions to decimals, record co-ordinates and attempt simple division. Most pupils have begun to interpret simple graphs and charts, sometimes using ICT. The inconsistent use of day-to-day checks on pupils' progress results in average and lower attaining pupils often covering the same work. For less able pupils this means they find it hard to complete the work and make many mistakes because of their lack of understanding of what to do. There are gaps in pupils' knowledge of areas such as capacity, three-dimensional shapes, interpreting timetables and using the 24-hour clock. Pupils have limited experience of problem solving activities or conducting mathematical investigations. Standards of presentation are variable across the ability range

8 In science pupils make very good progress against their very low starting point on entry to school and by the end of Year 2 have a sound understanding of changes in materials. Pupils are beginning to apply their literacy and numeracy skills to help them record findings, measure and order their results. The achievement of pupils throughout Key Stage 2 is mainly good. They achieve very well in lessons where the work enables them to plan and conduct investigations. By the end of Year 6, pupils draw conclusions and interpret patterns in their results but progress varies between lessons and year groups because work is sometimes pitched at a level well below that expected for their age and ability. This limits progress over time. The presentation of work is often unsatisfactory and pupils' science vocabulary is under-developed. Many pupils are not being challenged sufficiently to ask questions, make predictions and record their findings and evaluations.

9 A number of factors impact on pupils' progress and standards; there is some poor attendance and a significant proportion of pupils join the school during the infant and junior years. The large number of pupils with special educational needs adversely influence the school's test results in some years but these pupils are supported very well and make good, and sometimes very good, progress. The classroom assistants provide very effective support for these pupils, either in class or when they are withdrawn for extra help. This is a key feature in the good achievement of these pupils since they gain in self-esteem and confidence. The school's well thought out decision to organise the Key Stage 2 classes to enable the pupils with special educational needs in Years 3 and 4 to be taught together in a small class, with a similar situation in Years 5 and 6, gives these pupils an opportunity to learn at a pace that is right for them and also enables teachers to teach the average and more able pupils in separate classes. Here there is more opportunity to match work and the pace of learning more specifically to pupils' abilities. This organisation is new this year but is showing a good impact on pupils' progress in most year groups.

10 The consistently good teaching in the special Y3/4 and Y5/6 classes means these low attaining pupils are very well provided for and so make good and sometimes very good progress in relation to the targets identified in their individual education plans. Pupils with English as an additional language make satisfactory progress in relation to their earlier attainment. Pupils from traveller families are supported well and make sound progress. They are given work to complete when they are away and are helped to 'catch up' when they return.

11 The school's provision for ICT has improved substantially and effective training has ensured teachers are confident in this subject. Standards have improved since the last inspection and are at the level expected by the end of Years 2 and 6, with a few pupils who attain more highly. The well equipped computer suite and teachers' good use of the interactive whiteboards in each classroom mean that pupils use ICT more effectively in their work in other subjects. Gaps in pupils' skills due to earlier poor provision are being rapidly filled and pupils make good progress. By the end of Year 2 and Year 6, standards in religious education meet the requirements of the syllabus taught in the local authority's schools. Teachers make good links with social and moral issues that support pupils' personal development. Standards in other subjects are broadly satisfactory by the end of Year 2 but are below those expected at the end of Year 6 in art and design, geography and history. The high priority given to extra work to practise basic skills in literacy mean that these subjects are not covered in sufficient depth. Singing is good and the choir performs very well.

Pupils' attitudes, values and personal development

12 The last inspection found that pupils enjoyed coming to school and had positive attitudes towards their school, the staff and their learning. This enthusiasm for school has been maintained and is one of its strengths. In the Foundation Stage, all staff ensure that children's personal, social and emotional development are given a high priority and promote their learning very well. The children enjoy their activities, respond well to adults and are eager to learn. In both the nursery and reception classes, the staff manage the children very well; their high expectations and the good range of activities ensure that children persevere with their tasks and so behaviour is good and sometimes very good. In Key Stages 1 and 2, pupils arrive in a very positive frame of mind, willing to take full advantage of the opportunities offered. Most are punctual and wear their school uniform. Pupils enjoy both work and out of school visits. They talk very enthusiastically about what they are doing. Pupils enjoy taking visitors round their classroom and explaining some of the wall displays.

13 Behaviour around the school is good and so the school functions as a very orderly community. This has been maintained since the last inspection. Movement between lessons and at

break times is well organised. Pupils line up at the end of lessons and enter assembly in silence. In most lessons behaviour is good and sometimes very good. As a result pupils take maximum advantage of the learning opportunities. Pupils listen quietly, answer teachers' questions with enthusiasm and confidence and are keen to contribute. A notable example was seen in an ICT lesson. All pupils were fully involved, listened well to the teacher's instructions and tried very hard to complete the set tasks. However, occasionally, when lessons are not sufficiently well managed, pupils lose concentration and behaviour becomes silly. As a result others are distracted and valuable learning time is lost.

14 At mealtimes, pupils' social skills are good. Pupils queue up in an orderly manner, collect their food from the serving counter and generally sit well at tables. They are friendly to others and welcome the opportunity to talk to visitors. In the playground, behaviour, though noisy and lively, is generally good. The school wisely ensures that older and younger pupils play at different times so that the more boisterous behaviour of older pupils is not intimidating to youngsters.

15 Pupils understand the school rules well and have a clear sense of right and wrong. As a result they are learning the value of living in a well-ordered society. Pupils appreciate the rewards system. They take pride in the awards they receive for good work, behaviour and attitudes. They say they feel 'really happy' or 'very surprised' when they get an award. There has been one temporary exclusion recently.

16 Pupils learn to work both in groups and on their own. A very good example was observed in the Year 3 dance lesson, where pupils were devising their own routine on the theme of 'The Mechanical Man'. They worked extremely well in pairs discussing different ideas and carrying out the movements together. They then joined with another pair to combine two routines. Through group activities and pair work pupils learn to share, consider ideas and support others.

17 Through the curriculum, pupils have studied other cultures and religious festivals. An example was seen in a Key Stage 1 assembly when, on the festival of Eid, pupils acted out the Muslim story of Ibrahim and Isma'il. As a result they are learning to appreciate the diversity of cultures and the values and beliefs of others.

18 Development of pupils' initiative and personal responsibility is satisfactory. When given the opportunity they learn to take on responsibilities. For example two Year 6 pupils distribute and collect the registers. Those elected to be members of the school council act as representatives for their class. They are proud to do this job and enjoy the responsibility. However many pupils do not take on responsibilities. As a result there are lost opportunities for this aspect of their personal development. During lessons there are some opportunities for pupils to take responsibility and develop personally. A Year 3 pupil supported the class teacher by controlling a laptop computer to ensure the visual display worked during a science lesson. Similarly older pupils in a special educational needs class helped the teacher to distribute materials for a mathematics lesson. Pupils are beginning to take responsibility for their own learning. When asked, they help with the distribution and collection of equipment in lessons but, apart from the children in the Foundation Stage, there are few examples of pupils selecting their own resources. However, from the start of their time in school they help to tidy up. Some impressive examples of this were observed in reception classes. Although pupils undertake work at home there are no home/school diaries. As a result they do not develop sufficient organisational skills.

19 Relationships between pupils and staff, and between pupils are good and so the school functions as a happy and supportive community. No incidents of harassment were observed and when incidents occur staff handle them well and so pupils learn to consider the impact of their actions on others. All pupils including those with special educational needs, travellers and minority ethnic groups are very well integrated into the school.

20 Attendance is well below the national average. Attendance rates are less good than at the time of the last inspection. The very poor attendance of a few pupils has an adverse effect on pupils' progress and the school's standards. Furthermore the decision of many parents to take advantage of low season holiday rates during term time further depresses attendance rates and impact on the school's performance since they miss the national tests. A few pupils persist in arriving late for school however lessons start on time and so pupils have full access to the teaching times offered.

HOW WELL ARE PUPILS TAUGHT?

21 The quality of teaching is good overall, and includes some teaching that is very good or excellent. Teaching has improved since the last inspection; the proportion of good and very good teaching has increased. There are examples of very good teaching in most year groups. There are fewer unsatisfactory lessons and these few lessons were in the Year 4 and 5 classes where planned work did not always match the ages and interests of the pupils and so they lost concentration, behaviour slipped and teachers had limited strategies for managing the pupils.

22 The teaching is good in the nursery and reception classes and this ensures that these children achieve very well from their low starting point on entry. All staff have a good awareness of how young children learn and plan a wide range of activities and experiences across all areas of learning that enable children to make a good start to their education. The nursery nurses and other adult support staff work very well with teachers to support the children's achievement across all the areas of learning. These support staff take a full role in teaching and work very well with the children, particularly those who need extra help. Teachers in these classes plan their lessons well, with very clear aims and good links to longer-term plans. However, the current planning systems have recently been changed and while they show what will be taught they are less precise about what and how children will learn and where work is linked to the stages on the early learning goals identified as appropriate for children to reach by the end of the reception year. This limits the teachers' opportunities to quickly identify where children have reached and what they need to do next.

23 The good and sometimes very good teaching in Key Stage 1, particularly in Year 2, enables pupils to achieve well and make good progress. Teachers build on the good work done in the Foundation Stage and so pupils' progress is good. This means that by the end of Year 2 pupils have achieved well from their very low starting point on entry to school and reach the standards expected for their age in all subjects except mathematics. The quality of teaching is mainly satisfactory and sometimes good in Key Stage 2, with the best teaching in the Year 3 and Year 6 classes. Teaching is also good in the two, small Year 3/4, and Year 5/6 classes, where pupils with special educational needs are taught through well-matched activities and at a pace that supports their learning. This enables them to achieve well against the targets set for them.

24 In the many effective lessons, teachers use a good range of teaching methods. In these lessons, teachers transmit their enthusiasm to pupils and so they are eager to respond. Many teachers provide good introductions to their lessons and stimulate pupils' interest and so they listen well and are eager to take part. For example, at the beginning of an excellent Year 2 history lesson, the teacher very effectively led the pupils to recall what they had learned about the Great Fire of London. She expertly brought together all the evidence they had gathered from the Internet, information books, paintings and posters and so pupils made very good progress in identifying primary and secondary sources of information. The very good use of the interactive whiteboard with a vivid picture of the fire prompted their good recall of the eye-witness accounts of Pepys. In a good lesson with the Year 5/6 class for pupils with special educational needs the teacher wisely led a discussion of previous work before taking the pupils into the computer suite for their lesson. This ensured that she could review

previous work on how to log on, open files and could introduce their work on the First Logo program. This prepared pupils well and many had a good recall of previous lessons. The well led discussion enabled them to remember how to use the 'repeat' instruction to shortcut their construction of a square using the program and so this enabled them to begin their work quickly once they were in the computer suite and began to use the key instruction to move a screen 'turtle' to construct their square.

25 Teachers develop good relationships with pupils, which helps them to manage pupils' behaviour effectively. In most lessons the pace is good and so pupils concentrate well. The self-esteem of many pupils is low and teachers and support staff work very well together to help pupils to gain confidence. In many lessons teachers use encouragement and praise skilfully to boost pupils' confidence. This enables many pupils to achieve well, whatever their ability. This is particularly positive for pupils with special educational needs who often lack self-confidence and need encouragement. The good relationships and the effective ethos for learning that staff help to create results in pupils' very good attitudes to their work.

26 In some lessons teachers make good links between subjects in order to develop pupils' wider understanding of how to apply what they have learned to new areas. This was evident in a very good science lesson with Year 6, where the teacher made good links with work in mathematics to enable pupils to use their skills learned in handling data to create and interpret graphs to draw conclusions and identify patterns in the results of their four investigations of cooling boiling water under different conditions. In a dance lesson with the Year 3/4 class the teacher made very effective use of demonstrations by these pupils with special educational needs and so they grew in self-esteem. Pupils attentively watched each other's work and used their observations to refine their own performance as they interpreted the music and moved as a 'Mechanical Man'.

27 Teaching in English is good and literacy skills are taught well in these lessons. The school has identified the need for more opportunities for writing in other subjects but this is not yet planned or implemented well enough. This has an impact on the school's efforts to raise standards in writing, which are too low at the end of Year 6. In the many good lessons staff provide effective opportunities for pupils to practise their speaking and listening skills through lively and interesting discussions. Good reinforcement in a geography lesson meant pupils learned and used the term 'symbols' and 'scale' as they used a key correctly to identify places such as a tea shop, nursery school and hospital on a map of an area in Chembakolli in India. The teacher's good questioning led to lively discussion as pupils worked together to make decisions about where features were located. The time at the end of the lesson was used well to make comparisons with life in our country, for example differences in weather, roads and modes of transport.

28 The teaching of mathematics is satisfactory and there are some good opportunities for pupils to use and practise their numeracy skills in other subjects such as ICT. However, teachers planning does not always ensure that pupils understand that they are transferring the same skills across subjects and using them in different ways. For example, pupils confidently handled data and created and interpreted graphs in science and ICT but were less successful when coping with similar work in mathematics. The work in mathematics is too heavily focused on number activities and teachers do not provide enough opportunities for pupils to develop the use of the investigative and problem solving skills that are improving standards in science. Teaching in science is mainly good and teachers use literacy and numeracy skills to record their findings and to measure and create tables and graphs. The recent training of staff has resulted in greater knowledge and understanding of the subject and teachers increasingly focus on planning for pupils to explore and learn through conducting their own investigations. Where teaching was unsatisfactory in a Year 5 lesson, the process of investigations was not managed effectively; the work on electricity was too easy for the abilities of pupils in the class and so their interest was lost. Teaching in ICT is good; effective training and vastly improved

resources are enabling teachers to use computers to good effect to develop and support work across all subjects. They make very good use of the interactive whiteboards in each classroom to stimulate pupils and involve them actively in their learning. Teachers' subject expertise is good in ICT and is at least satisfactory in all subjects.

29 The teaching of pupils with special educational needs is often very good. This is an improvement since the previous inspection. The individual education plans for these pupils are written well and used by teachers and classroom assistants to plan work. This works well in Key Stage 1 and in some of the mixed ability classes such as Years 3 and 6 in Key Stage 2, support staff are deployed very well to work with groups of pupils to assist their learning of basic skills in literacy and numeracy. They take a full part in the 'booster' classes and these classes are playing a useful part in enabling the school to improve the standards of pupils targeted for extra support to bring them up to the levels expected for their age. The contribution made by these classroom support assistants, particularly when working with less able pupils and pupils with special educational needs, is significant in enabling them to make good progress. The teachers and support staff know their pupils well. Relationships are good, enabling pupils to learn confidently.

30 In the two Key Stage 2 classes for pupils with special educational needs, the teaching and learning are particularly good and work is well matched to individual needs. For example, in an English lesson with the Year 3/4 class the good questioning was matched to the abilities of different pupils and enabled them all to take part successfully. After lively discussion of the story 'Meg's Eggs' the teacher reinforced the pupils' understanding of the task and they suggested ingredients for 'witches' broth'. Pupils were able to write their recipe in ways they could manage and the good work of the support assistant in using the interactive whiteboard to write up key verbs such as 'pour', 'add', 'mix', 'beat' and 'squeeze' enabled all pupils to move on to the challenging task of writing out their recipe using only five ingredients. Pupils with English as an additional language are supported sensitively by teachers and classroom assistants and so make sound progress in relation to their ability. The parents of pupils from traveller families are rightly pleased with the way teachers prepare work for pupils to work on while they are away. Staff then provide good support when these pupils return so that they can 'catch up' on any work they have missed.

31 The school has established useful assessment procedures and uses these to analyse a wide range of test results. This information enables the school to intervene appropriately to support individuals and groups of pupils to improve the standards they achieve. Some teachers also make careful checks of pupils' progress in lessons and use the results of their day-to-day assessments of what pupils have learned to modify their planning for the next pieces of work. However, this is not done consistently throughout the school and in some lessons the same work is presented to all pupils, whatever their ability. This limits the progress made since work is too hard for some lower attaining pupils and too easy for the more able pupils and so fails to challenge them. Although teachers have high expectations of pupils' behaviour, they do not always have sufficiently high expectations of what pupils can do based on a clear understanding of what they have learned in previous lessons. In the best practice, marking provides pupils with a clear understanding of what they do well and where they can improve but the school's marking policy is not used consistently throughout the school. For example, the presentation of written work varies from class to class and for many pupils work is untidy and not set out well. In some cases teachers' marking includes repeated reminders about improving presentation but these are not followed up rigorously enough in all cases.

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

32 At the time of the previous inspection the curriculum was generally broad, balanced and met the statutory requirements for each subject and religious education. Schemes of work had not been drawn up for all subjects and continuity between the work of infant and junior year groups merited attention. Some sound progress has been made in addressing these shortcomings.

33 The curriculum is now based on the national programmes for literacy and numeracy and the school's planning for other subjects is based on national guidance. However, for design and technology, most classes work through a commercial project funded by the Local Education Authority in a programme that is linked to in-service training for teachers. The teaching of religious education follows the content prescribed in the locally Agreed Syllabus.

34 The previous inspection weaknesses related to curriculum planning have been partially resolved through the appointment of key stage co-ordinators. However, their management role, together with that of subject co-ordinators, is not yet clearly defined and so there is the absence of a whole school overview of the curriculum. For example, some teachers are now formally allocating time to personal and social education, taught during periods of circle time or citizenship but this is not consistently applied throughout the school.

35 The curriculum is planned to ensure that pupils have access to all subjects. Some subjects alternate throughout the year; for example art and design with design and technology and history with geography. The time provided for each subject is close to national recommendations and the school rightly gives greatest priority to English and mathematics in order to improve standards. More could be done to enable pupils to practise basic literacy skills in subjects such as history and geography, especially as these subjects are not always taught in sufficient depth at Key Stage 2.

36 The school's provision for children in the foundation stage is good and this has been maintained since the last inspection. The staff in the nursery and reception classes work closely together to provide a stimulating curriculum and wide range of activities that ensure that the children get a good start to their education. By the end of the reception year the children are well prepared for transition into Year 1.

37 There is very good provision for pupils with special educational needs. In Years 3/4, and Years 4/5, these pupils work in two small classes on tasks best suited to their needs. The individual education plans for pupils with special educational needs incorporate targets mostly for literacy, numeracy and behaviour. These targets are regularly reviewed and progress against them is monitored. For example, when pupils in the Year 5/6 class discussed personal and social issues that related to playtime, the lesson was well matched to the target in their individual plans that were focused on helping them to develop a good understanding of tolerance and the need for good attitudes towards each other. There are good opportunities, some funded through the EAZ, for extra support for literacy and numeracy through well taught 'booster' classes.

38 The planning of lessons in literacy and numeracy is satisfactory and follows the framework for the national strategies. For other subjects the plans cover a course of lessons across half a term and follow the national subject guidance for units of work. Sometimes planning does not identify the key skills to be taught and ensure that they are relevant to the pupils. However, where planning is very good, the preparation includes clear identification of what is to be learned, the way support is to be provided for lower attaining pupils and sufficient challenge in the tasks for more able pupils. Although in practice many teachers make appropriate links in lessons between the skills of literacy and numeracy and other subjects these are not always planned for when the teaching programmes are being drawn up.

39 Pupils enjoy the opportunities provided in practical lessons in science and design and technology and there is good provision for ICT, both in the computer suite and in classrooms, where teachers use interactive whiteboards well to enable pupils to use computers in other subjects such as mathematics, English and science.

40 The provision of extra-curricular activities is satisfactory but could be improved. Whereas there are some music opportunities (choir and brass instrumental tuition) those for sport are limited. An art club is available during the autumn term. A group of pupils meets weekly as the 'Veggie Club' to listen to stories and watch video sequences based on Bible stories. The school is making preparation for a field study experience to be introduced this year.

41 There is satisfactory provision for health education and drugs education; both are promoted in partnership with visiting specialists. The police cover drugs education through their regular visits and the nurse provides a sex education programme. The local anti-crime team have promoted citizenship and safety in the community to older pupils through a weekly project that lasted for half a term.

42 Community links are sound. Several links have been established including one with the nearby Pavilion Project that provides out of school activities and with the football club that provides additional study opportunities. A business link with a chemical company provides opportunities for pupils to visit an industrial workplace. The school is involved in a very well planned project with Teeside University. This is aimed at raising pupils' awareness of the benefits of higher education. Pupils enjoy the programme and relate well to the students from the University. The school enhances the curriculum and promotes community links through a good range of visits linked to work done in many subjects. Pupils visit historic sites, museums and theatres. A range of visitors such as theatre groups and artists, have worked with the pupils to share expertise and support learning. For example, pupils were involved in the designing of the very attractive wrought iron gates at the entrance to the school.

43 The provision for pupils' spiritual, moral, social and cultural development is good overall. The provision for pupils' moral and social development is very good and this has a very positive effect on their attitudes and relationships with each other. Provision for spiritual and cultural development is satisfactory.

44 Spiritual development is promoted satisfactorily through assemblies. These enable time for pupils to reflect on a wide range of areas such as tolerance and the feelings and values of others. In one assembly, the school celebrates pupils' achievements during the previous week and they delight in each other's achievements. Spiritual development happens incidentally rather than being specifically planned within subjects and there is no formal provision for it in school policies. However, teachers respond to opportunities as they arise in lessons. For example, in an ICT lesson linked to art and design, the Year 2 teacher used effectively an interactive whiteboard to share a computer-generated image of Monet's 'Water Lilies'. The intake of breath and expressions of 'Wow!' and 'Oh it's lovely, all shimmery blue!' showed how the pupils had responded to the beauty of the picture. The teacher used the occasion well to reinforce the pupils' respect for the skills of the artist in capturing nature's colours. Older pupils are encouraged to think more deeply about their own lives and those of others. The school prayer is displayed on class notice boards and reinforces the development of pupils' response to, and empathy with, the needs of others. Year 6 pupils wrote prayers for infant children and a class of older pupils with special educational needs discussed personal beliefs by raising questions with a visitor to their religious education lesson.

45 The provision for moral development is very good. The school's mission statement is promoted throughout the school, as are simple rules for lining up when leaving the classrooms.

Teachers use consistent practices to recognise pupils' good behaviour and achievement such as 'smiley face' charts. Lessons regularly commence with the teachers promoting very good moral development. At the start of an afternoon practical session for a class of Year 6 pupils, the teacher ensured that pupils understood the value of co-operating with each other, behaving well and showing respect for each other's point of view. The very good provision makes an important contribution to the positive ethos of the school and the raising of pupils' self esteem.

46 Social development is very good with many opportunities for pupils to work with each other or in groups. Some pupils take on the role of computer 'buddies' when helping each other with ICT skills. In a lesson where pupils worked in pairs at a computer work-station to interrogate data, the teacher provided sufficient time in the lesson for the pupils to take turns to practise the skills they were acquiring. In a design and technology lesson in Year 6, the teacher encouraged pupils to plan and work together when assembling a chair they were making for a younger child. Teamwork is promoted well. For example, a small group of pupils with special educational needs worked well as a team with a teaching assistant as they made a banana 'smoothie' drink for the rest of the class.

47 Cultural development is satisfactory. Pupils have opportunities to listen to music as they enter assembly, they are provided with an insight into the work of well-known artists such as Monet and Mondrian and they have been introduced to Shakespeare through reviews of "A Midsummer Nights Dream". Some attention has been given to the cultural history of the local area. Year 3 pupils were provided with an opportunity to find out about the local history of North Ormesby. Pupils in Year 5 have learned about past values and cultural differences through their study of the Bayeux Tapestry. Pupils benefit when staff and other pupils provide first hand experience of traditions of other cultures and festivals. For example, pupils in Year 1 learned very effectively about the Festival of Eid from a teaching assistant and pupil taking part in the celebration. Pupils take part in short drama sequences based on stories related to different faiths. An infant assembly was enhanced through the involvement of a Muslim teaching assistant and pupil as the story of Ibrahim and Ishma'il was played out.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48 The last inspection found that this school provided a general ethos of friendliness and care for the welfare of pupils. This aspect of the school continues to be good. The support that pupils receive helps them to progress. The head teacher and governors make every effort to ensure that pupils and staff work in a clean and safe environment. Staff are alert to health and safety issues. Pupils are encouraged to think about safety in lessons, for example when using equipment in science. All relevant health and safety checks and risk assessments are carried out thoroughly. These include fire drills and annual equipment checks. Procedures for child protection are satisfactory. First-Aiders carry out their responsibilities well. Through the 'Medi Alert' file staff are aware of specific medical needs of pupils. As a result pupils receive good attention if required. Pupils are well supervised by teachers or lunch staff at all times. A visitors' book and badges enable the school to keep track of adults present in the building. Since the last inspection a high fence has been erected round the school site so pupils can now play in a safe environment. Although there is no whole school personal, social and health education programme, pupils learn about healthy life styles and the school is taking part in the Healthy Schools Award. The school is not currently accessible for disabled people. However toilets for the disabled will be installed as part of the new nursery extension.

49 The school has very good procedures to monitor and promote pupils' behaviour and personal development through certificates and awards. Examples include smiley faces, certificates and entry in the 'Gold Book'. These enable the school to keep track of successes and shortcomings. The rewards and consequences system has a positive impact on behaviour. Class teachers take primary responsibility for the pastoral care of pupils and they do this very well. They know their pupils well,

and are extremely sensitive to their differing needs. Teachers place a strong emphasis on promoting pupils' self esteem and confidence. As a result, informal monitoring of pupils' personal progress is continuously taking place, although written records are not kept. Parents feel confident to voice concerns and pass on relevant information. They have access to staff at the beginning of the day. Consequently pupils' needs are well supported. Pupils are encouraged to talk to staff if they have a worry and adults are alert to any signs of bullying or harassment. When instances do occur they make every effort to resolve the situation quickly and effectively. Opportunities for pupils to develop personal and independent learning skills are limited. Most do not carry out jobs within school although some Key Stage 2 pupils represent their class on the School Council. All pupils are included in every activity and so no one is disadvantaged by their gender, race or ability.

50 The pupils with special educational needs are very well cared for. The useful individual education plans are closely linked to relevant targets to help them improve and these are reviewed and amended regularly. These pupils are supported very well by staff in the school and through the good links established with outside agencies where appropriate. As a result, whatever their level of need these pupils make good progress in relation to their ability.

51 There are good admission arrangements into the nursery. Parents of nursery age children visit the unit for a taster session and decide on a morning or afternoon place. The children's admission is handled sensitively. There are good transfer arrangements from both the nursery to the reception year and at Year 6 with the newly amalgamated high school. In addition to pupils visiting the school prior to transfer, former Year 6 pupils return to share their experiences, their fears and what high school means to them now. The school's special educational needs coordinator visits the high school to discuss with the specialist the transfer arrangements for this group of pupils.

52 The school has very good procedures to promote and monitor attendance. The administrative staff and Education Welfare Officer monitor registers very thoroughly. Last year the school received very good support from a member of the multi-disciplinary team that rigorously followed up poor attendees. However, funding is not available this year and consequently attendance figures have dropped. The Education Welfare Officer works hard to build up good relationships with the families of poor attendees. Awards are given at the end of the year for 100per cent attendance. Statutory requirements to mark registers at the beginning of each morning and afternoon session are met.

53 There have been good, recent improvements regarding key issues of assessment identified in the last inspection. In English, mathematics, science and ICT teachers make regular checks that enable them to monitor the progress of individuals and groups towards appropriate educational targets. The school has recently begun to compile records of pupils' work in these areas with a view to tracking the progress they make from year to year. Assessment in other subjects is not yet sufficiently rigorous to provide teachers with an accurate picture of pupils' achievements. This restricts opportunities both to make overall judgements about standards in these areas of school work and to plan the effective action when inappropriate progress is being made.

54 Teachers make some sound use of day-to-day assessment but tend to focus on descriptions of what is taught rather than any evaluation of what pupils have learned and what they need to do in the next lessons. This results in a lack of precise information and standards of planning that does not lead to work that is matched closely enough to pupils' previous learning to provide sufficient challenge, particularly for more able pupils. There is insufficient checking of pupils' day-to-day progress to ensure all staff build upon pupils' prior attainment in subjects other than English, mathematics, science and ICT.

55 A database of national test results and other forms of diagnostic test results help class teachers and subject co-ordinators in their predictions of long-term targets. Recent analysis of national assessment tests has also proved invaluable in developing targets in subject areas. Teachers mark work regularly but in many cases it is very brief. It rarely meets the specification laid out in the school policy to support learning with comments for future improvement. Similarly, school reports are limited in their descriptions of relevant achievements and do not contain next stage targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56 The last report made positive comments about the links this school had established with its parents. The school still goes to considerable effort to involve them but many parents do not play an active part in their child's education.

57 Only a small number of parents returned the Ofsted questionnaire and attended the meeting held before the inspection. Of those who did, the majority were supportive. They say their children like school and are pleased with the progress children make. They also feel that the teaching is good. However a significant minority express concerns about the information they receive and the range of out of school activities. Some are also concerned about behaviour. The inspection team find that information to parents, other than reports, is good but agree that activities beyond the school day could be improved. Behaviour in school is good. Most parents who were interviewed during the inspection are happy with the school.

58 Most parents do not get involved in the life of the school and so have little impact on its work. Through a questionnaire the school has consulted parents in order to find out their views. However, only a minority of parents responded. A small number work as lunch time helpers and parent governors. Their input is greatly valued. Others are happy to help with out of school visits but there are no parent helpers in school. The Parents Association is not functioning at present. Parents support the fundraising events well. These are organised by the school and raise considerable funds, which are given to charity or used to purchase resources that support pupils' learning.

59 The school works hard to keep parents informed. Parents of younger children bring them into school at the start of the day and so have regular access to staff. Helpful, written information such as the combined prospectus and annual report, newsletters and letters to parents keeps them up to date with what is going on in school. The school also has its own website. There are meetings to inform parents about such aspects as starting school and transition to secondary school, also about National Curriculum tests and behaviour management. Parents are invited into school to discuss their children's progress. Those who attend find these consultation meetings helpful. Reports are often lacking in detail and so they are of limited value in keeping parents informed about how their children are progressing. Parents are invited into school to discuss the reports. Parents of pupils with special needs are kept well informed.

60 Parents are encouraged to become involved in their children's work at home through the home-school agreement and homework. However there is no consistent daily system such as a home-school diary for the transfer of information between home and school. As a result parents' contribution to their children's learning is limited.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61 The leadership and management of the head teacher and key staff are satisfactory. The aims and values of the school are reflected in all aspects of its work and are successful in providing a very friendly and supportive environment in which pupils can achieve well and make good progress.

Staff and governing body now have a shared vision for future developments and the school functions cohesively as a result of its mission and value statements.

62 Until fairly recently the school had unsettled and inconsistent quality of staffing, with considerable staff mobility. This resulted in slower than expected progress towards planned goals and actions. Despite these constraints the leadership of the head teacher and the governing body is now ensuring the relevant educational direction for the school. Appropriate management structures, including delegation of staff with management duties, are now in place with opportunities to further enhance the quality of educational provision. Newly appointed key stage coordinators are an important strategic link in the senior management team. With the core subject co-ordinators they have recently introduced an effective assessment and tracking system in mathematics, English, science and ICT. Further monitoring roles for these key personnel would ensure the necessary development of cross-curricular and cross-phase aspects of work and the important analysis of the attainment and progress made by pupils in all years. Audits undertaken by subject co-ordinators importantly identify the strengths and weaknesses in their areas. These are particularly helpful for senior management when prioritising the key areas for development in the school. The monitoring of the quality of provision by subject co-ordinators needs further development. Present monitoring procedures do not sufficiently ensure that appropriate curriculum coverage is consistently applied or that pupils' progress is tracked year-by-year in all subjects.

63 The planning for future improvement is based on a whole-school self-evaluation of strengths and weaknesses. Governors undertake their roles satisfactorily in working with the head teacher to prepare an appropriately prioritised school improvement plan. For example, they analyse annual national tests in the socio-economic context of the school and set appropriately challenging targets for the pupils. The present school improvement plan has relevant priorities for action to improve numeracy and literacy standards. However, the document is not clearly structured to identify crucial success criteria, to aid monitoring and to focus attention. The plan presently has a one-year focus but lacks educational vision for the school beyond that period. The inclusion in the plan of an audit of all subject needs is inefficient with insufficient timescales and structures to guarantee completion. Important issues relating to the further development of the curriculum and assessment procedures have been recognised and well implemented by senior management, but these do not have the sufficient focus in the school improvement plan to ensure success criteria are being met. Arrangements to monitor the impact of school improvement through direct lesson observations are inconsistent. Further managerial involvement is needed by phase and subject co-ordinators to monitor the progress of school improvement, for example to address inconsistencies in the implementation and teaching of the numeracy and literacy strategies.

64 The quality of the work of the governing body is satisfactory. However, not all governors are involved in strategic decision making or monitoring the quality of provision. A smaller strategic working party provides a supportive working relationship with the head teacher and is helpful in identifying areas for improvement. They are not presently involved at all stages of the improvement. There are inconsistencies in their involvement in monitoring the quality of provision at first hand. Although there are curriculum links with literacy, numeracy and special education needs, further support and communication is needed to discuss how well pupils are attaining and progressing and what aspects need to be improved. For example, the governors responsible for special educational needs have not yet had any involvement with the co-ordinator in order to keep governors informed of the level of need in the school, the way needs are met or any funding or resources issues in order to help the pupils. More needs to be done to ensure that all governors have a voice in making key decisions and are encouraged to take a full role in monitoring the life and work of the school.

65 The leadership and management of provision for special educational needs are good. There is a useful policy to guide the teachers in identifying and helping pupils with special educational needs and supports the inclusion of all pupils in all aspects of school life. The co-ordinator for special educational needs works very well with other staff to ensure the best possible support to pupils and the development of staff expertise. The pupils' individual education plans are well written. They contain relevant targets that are reviewed regularly. The co-ordinator ensures that there are very good systems to track the progress of pupils with special educational needs regularly and liaison with outside agencies is good.

66 Arrangements for the appraisal and performance management of teachers are satisfactory. These are effectively linked to the professional development of staff with some positive outcomes in curriculum areas such as science and ICT. Links between performance management and the school improvement plan are less developed and this reduces the potential for focused improvement through classroom practices and monitoring. The school satisfactorily identifies financial priorities for its educational development and governors oversee the spending on resources to support pupils' learning wisely. These include good use of specific grants for pupils with special education needs and the use of funding from the EAZ. The governors satisfactorily apply the principles of best value in the purchases of services and resources. Administration of the day-to-day work of the school is efficiently carried out using modern technology. The use of the computer suite and interactive white boards is having a major impact on the standards of teaching and learning in the school.

67 The school is well staffed. Recent staff appointments have had a good impact on teaching the curriculum. The professional development of staff has also enhanced this provision. Further sharing of the good practices in classrooms would prove valuable to the induction of new teachers to the school and for the training of new teachers. Learning support assistants make a very valuable contribution to the efficient running of classrooms and enhance the quality of pupils' learning.

68 The accommodation in the main school building is adequate for teaching the curriculum and is well cared for. However, the layout of the school is unwieldy since classrooms, administration and dining hall are all situated in separate blocks. Past modifications to the open plan style have afforded each class some degree of privacy. The current programme of replacing windows will greatly improve the building. Ongoing problems with the flat roof have caused repeated leaks in recent years. There are three demountable blocks in the yard. One houses the Year 5 class, one is used for music activities and the third redundant. The external condition of these buildings is poor. Pupils in Year 5 do not have access in their block to running water or toilet facilities. Internally the school presents a welcoming and attractive environment. Classrooms are a suitable size for the number of pupils. Displays throughout the school and in the classrooms celebrate pupils' achievements as well as providing information. The new computer suite is an impressive addition. The hall is large enough for assemblies, physical education and music lessons and for lunches. Some toilets are in poor condition, however the planned extension will provide a new toilet block and incorporate disabled facilities. Grounds, which are securely fenced, are extensive and well kept. The playing field and yard provide ample space for outdoor play. A new designated outdoor area for the Foundation Stage will enable the nursery, currently based well away from the school to be based on site. This will ensure better opportunities for the learning throughout the Foundation Stage.

69 Resources are satisfactory overall. ICT resources are very good. Teachers confidently use whiteboards to support learning in lessons very well. Classroom support assistants, and specialist support staff, are deployed very well and influence the learning of pupils they work with. Resources in all other subjects are satisfactory, apart from art and design and aspects of English. There are insufficient resources to support three-dimensional work in art and design. In English, there are insufficient fiction and non-fiction books, and these are poorly organised in small classroom libraries.

There is no school library and this limits pupils' opportunities for quiet reading or research to find information to support their work.

70 The school provides satisfactory value for money when the educational provision and pupils' levels of achievement are set against above average level of funding and the circumstances in which the school operates.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71 In order to improve standards and the quality of education for all pupils, head teacher, senior staff and governors should:

- (1) Improve the leadership and management of the school by:-
 - strengthening the roles and responsibilities of key staff in monitoring the effectiveness of the school's work;
 - ensuring that key staff have a role in identifying and monitoring the key areas needed to develop and improve teaching, learning and the implementation of the curriculum;
 - ensuring that key staff have full involvement in deciding how issues included in the school improvement plan will be resolved and in ensuring that this happens.
 - ensuring that all governors have a greater involvement in strategic planning and decision making, based on a greater role in monitoring the work of the school to identify what it does well and where there is need to improve and in checking the implementation and progress of identified priorities.
(Paragraphs 34, 62, 63, 64, 100, 110,115,120,127,132,146,147, 154)

- (2) Further improve curriculum planning to improve standards, particularly in mathematics and English by:-
 - ensuring that all teachers have sufficiently high expectations of what pupils can achieve;
 - developing more consistent approaches to teaching and learning that build on the good practice already in the school;
 - ensuring that teachers' planning identifies opportunities for pupils to develop and practise their literacy and numeracy skills in other subjects;
 - planning for more opportunities for pupils to learn through investigative and problem solving activities that enable them to take a more active role in their learning;
 - planning work in all subjects that reflects a clear overview of the whole curriculum and what pupils will learn in each subject.
(Paragraphs 5, 6, 7, 22, 27, 28, 34, 38, 98, 103, 107, 109, 122, 119, 129, 130, 132, 135)

- (3) Use the information gained from the wide range of assessments to:
 - set more precise targets for individuals and groups of pupils and support and monitor regularly their progress against them;
 - make more effective use of day-to-day checks on pupils' progress in lessons to plan work that builds more closely on what they already know.
(Paragraphs 28, 31, 54, 55, 62, 94, 98, 107, 132, 146, 153)

- (4) Continue to work with parents and outside agencies to improve the attendance of the significant minority of pupils whose progress is limited by frequent absence from school.
(Paragraphs 9, 20, 103)

In addition to the issues above, the governing body should consider the following less important issue when drawing up its action plan:

Improve the presentation of work by ensuring teachers have sufficiently high expectations of the quality of pupils' written work.
(Paragraphs 6,7, 97,112,113)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	44

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	13	24	14	3	0	0
Percentage	4	23	43	25	5	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	23	229
Number of full-time pupils known to be eligible for free school meals		102

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	2
Number of pupils on the school's special educational needs register	1	80

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	35
Pupils who left the school other than at the usual time of leaving	33

Attendance

Authorised absence

	%
School data	8.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
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	13	24	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	12	12
	Girls	17	22	21
	Total	26	34	33
Percentage of pupils at NC level 2 or above	School	70% (70%)	92% (75%)	89% (91%)
	National	84% (84%)	86% (86%)	90% (91%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	12
	Girls	18	16	23
	Total	29	27	35
Percentage of pupils at NC level 2 or above	School	78% (70%)	73% (73%)	95% (84%)
	National	85% (85%)	89% (89%)	89% (89%)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	10	16	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	4	9
	Girls	13	10	14
	Total	18	14	23
Percentage of pupils at NC level 4 or above	School	69% (68%)	54% (70%)	88% (75%)
	National	75% (75%)	73% (71%)	86% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	1	5
	Girls	10	8	11
	Total	13	9	16
Percentage of pupils	School	48% (n/a)	33% (n/a)	59% (n/a)

at NC level 4 or above	National	73% (72%)	74% (74%)	82% (82%)
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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	216	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	1	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	5	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	1	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	23
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	232

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	45
Total number of education support staff	1
Total aggregate hours worked per week	39

Financial information

Financial year	2001 - 2002
	£
Total income	605733
Total expenditure	598436
Expenditure per pupil	2122
Balance brought forward from previous year	10543
Balance carried forward to next year	17840

Number of pupils per FTE adult	22.5
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	252
Number of questionnaires returned	76

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	30	10	0	3
My child is making good progress in school.	60	30	7	0	3
Behaviour in the school is good.	46	37	9	4	4
My child gets the right amount of work to do at home.	47	36	10	0	6
The teaching is good.	54	29	1	0	5
I am kept well informed about how my child is getting on.	41	36	17	1	3
I would feel comfortable about approaching the school with questions or a problem.	68	34	3	1	3
The school expects my child to work hard and achieve his or her best.	40	43	12	1	4
The school works closely with parents.	39	43	12	1	4
The school is well led and managed.	60	30	1	3	7
The school is helping my child become mature and responsible.	61	30	8	0	3
The school provides an interesting range of activities outside lessons.	32	30	24	4	10

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

72 The school's provision for children in the Foundation Stage is good and this has been maintained since the last inspection. The nursery is currently based on a separate site some ten minutes walk from the school. Work has now begun on an extension to house the nursery in the main school within a Foundation Stage unit that will enable the nursery and reception classes to work more closely together and will further improve provision. The staff in the nursery and reception classes work closely together to provide a stimulating curriculum and wide range of activities that ensures the children get a good start to their education. There is a caring and supportive, yet challenging, atmosphere that encourages the children's learning and enables many of them to make good and sometimes very good progress. By the end of the reception year the children are well prepared for transition into Year 1.

73 Children enter the nursery with a broad range of attainment but many have had a limited range of experiences to support their learning. Many children enter with very low attainment in their language, literacy, mathematical and social skills. All staff have a good awareness of the learning needs of young children and plan work that takes account of their ages and abilities. This is a key factor in the good provision throughout the Foundation Stage. The quality of teaching in the nursery and reception classes is good. This ensures that children of all abilities achieve very well in their skills and understanding across all the areas of learning, given their very low starting point. Staff make careful assessments of the children's progress and use this information effectively to ensure that activities build on what the children already know, to provide extra support or challenge for those who need it. Children with special educational needs are very well supported in both their group and individual activities. They are encouraged to take a full part in all activities at a level where they are confident. Teachers, nursery nurses and classroom assistants support these children very well and so they make substantial gains in their personal and social skills.

74 All learning resources are deployed and managed well to provide good opportunities for children to gain independence as they take responsibility for getting out and returning their own equipment. Staff often use resources imaginatively to develop exciting role-play areas. For example, in the nursery the 'Three Bears' House' is used well to develop skills across all areas of learning. Staff establish good links with parents and the induction of children into the nursery and reception classes works well and includes visits before they start nursery or move into the reception class. The useful written guidance helps parents to prepare their children for school. Many parents feel that these very supportive first links with the school make them feel welcome and give good guidance on how best to help their children. The co-ordinator effectively manages the provision for children in the Foundation Stage; despite the geographical distance from main school she works well with her colleagues and provides a clear direction for the organisation and development of the children's learning.

75 Teachers' planning is sound and all areas of learning are represented. However, the current format is new and although it shows what will be taught it is less clear what and how children will learn. The planning does not show where tasks link to the 'stepping stones' that are targets for children as they work towards the goals identified for their learning by the time they reach the end of the Foundation Stage. Teachers keep this detail on separate sheets and this creates extra work and provides less opportunity for them to assess how well children are accomplishing their targets.

Personal, social and emotional development

76 These areas are taught well and the provision for the children's personal and social development is very good; from starting in the nursery they are encouraged to be independent. The children in the nursery have only just begun their second term in school but they are already secure, confident and well settled into school routines. The children who have transferred recently to the youngest reception class have settled well to full time education. In both the nursery and reception classes, children move confidently about their classrooms. In the reception classes, children are confident in the wider areas of the hall and playground. All staff ensure that children's personal, social and emotional development is given a high priority and promote their learning very well. They often provide good opportunities for children to make choices from the range of activities on offer, to identify where they plan to work and to talk about the work they have done. The children enjoy their activities, respond well to adults and are eager to learn. They gain in confidence within the supportive environment provided and, although vocabulary is often limited, many are keen to ask and answer questions. In whole school assemblies, reception children behave well and respond well to the older pupils. In both the nursery and reception classes, the staff manage the children very well; their high expectations and the good range of activities ensure that children persevere with their tasks and so behaviour is good and sometimes very good.

77 Relationships are very good and promote very good attitudes to learning. Children gain independence and quickly learn to get out and return equipment, and to show initiative. For example, the nursery children enjoy working with construction materials to make 'beds for the Three Bears' and confidently seek the particular equipment they need and are learning to return it 'I'm putting it away so we can all find it.' By the time they transfer to the reception classes the children work well together, learn to take turns and to share equipment. In the reception classes, children show a growing awareness of the needs of others and help each other. For example, when a less confident child could not manage her hoop in a physical activity in the hall her partner showed her what to do.

78 The children's spiritual and moral development is promoted through stories, and is reinforced within the activities linked to the areas of learning. Moral development was reinforced well when children brought their favourite bears into school and two boys decided 'we don't want our bears to fight'. Children learn very well through good experiences linked to visits out of school. Nursery children have visited the local church where the vicar provided a very good opportunity for them to learn how babies are baptised and 'he christened our babies' recalled one child. Nursery children join the local playgroup for 'Toddler Prayer'. By the end of their time in the Foundation Stage, the children have a good understanding of the importance of co-operation, kindness and caring for others. They are well on course to meet the early learning goals identified for their age in this area of learning by the time they reach the end of their reception year. They are well prepared to transfer confidently to Year 1.

Communication, language and literacy

79 The teaching of early language skills is often good throughout the Foundation Stage. This enables children in the nursery and the two reception classes to make a good start in language and literacy work. However, many children are unlikely to attain the early learning goals for language and literacy that are identified for their age at the end of the reception year. Many children have very limited speaking and listening skills when they start in the nursery. All staff rightly set a high priority on the development of early speaking, listening, reading and writing skills. They provide good opportunities for children to practise these skills in all activities and in particular reinforce children's speaking and listening skills. The children respond well to the careful and purposeful questioning in both the nursery and reception classes, and begin to join in discussions initiated by the staff. In the nursery they learn to listen well to each other, learn to take turns when speaking, follow directions

carefully and are developing a suitable range of vocabulary. The staff in the reception classes build effectively on these skills within all areas of learning and widen the children's experiences to develop their confidence in these skills.

80 As they move through the Foundation Stage children quickly gain confidence through well-planned opportunities to ask and answer questions when working with adults and when showing their work or sharing ideas with other children. Role-play is used well to promote the development of language and social skills and children respond imaginatively as they act out different situations. For example in the nursery the nursery nurse worked very well with children as they prepared the 'Three Bears' breakfast'. Her good questioning elicited from the children a wide range of ideas of what they like for breakfast. One child persisted that the bears would prefer 'chips and burgers' rather than honey! Children make good progress when adults join in their activities because skilful intervention stimulates the dialogue. For example, in a reception class the teacher took six children into the computer suite to use ICT to reinforce skills through a mathematical activity. Well timed questions such as 'Are you sure?' as children selected and moved shapes on screen and put them into the 'bin'.

81 Throughout the Foundation Stage children listen carefully to stories and know many action rhymes by heart. Staff show they value books and enjoy reading and this encourages the children's interest, whether in formal situations when they share books with adults or when they choose a book to look at or listen to stories on tape. In the reception classes the children enjoyed sharing the story of 'The Gingerbread Man' and quickly learned and joined in the refrain 'You can't catch me I'm the gingerbread man.' The children in the youngest class had been in school less than half a term and were beginning predict events and suggested 'I think he'll run up the hill'. They take books home each week to share with their families. In the nursery they know how to use books; they know print in books go from left to right and use pictures to help them to 'read' stories. By the time they are in the reception classes, children are beginning to discriminate between different letter sounds. Teachers reinforce letter sounds in all activities, often turning this into a game. They also play a wide range of matching games so that children begin to recognise and link sounds to words and pictures. Many children are aware of the initial letter sounds in many commonly used words. Some can match a letter to its sound but many find it harder to blend together the sounds of two letters.

82 Most children recognise their names from their name cards and can find these readily. From starting nursery, children learn to use these to practise early writing. Children in the reception classes are beginning to recognise a number of commonly used words, which are reinforced by the clear labels and captions around the classrooms. Many can accurately retell stories in their own words and, when sharing a book with an adult, know the roles of the author and illustrator. A few more able children recognise familiar words from their early reading books. They make good progress in the whole class sessions at the start of literacy lessons when they share a book with teachers. Teachers use these sessions to good effect to help children to develop an understanding of the relationship between the letter sounds and whole words that will help them read, write and spell.

83 Staff in the nursery provide many opportunities for children to act as 'writers'. For example, children attempt to copy their names on work they have done, make attempts at their own 'writing' in role-play and begin to 'write' lists, stories and take 'telephone messages' with increasing numbers of recognisable letter shapes. In the reception classes, children write over or copy the teachers' script to add captions to their pictures or tell stories. Most form recognisable letters and show sound control of pens and pencils for their age. A few children write their name and several simple words, using well-formed letters. Children are eager to write and many of the children attain well and make good progress in letter formation and early writing. However, many children have a long way to go in order to develop their writing skills. They are likely to be below and many will still be well below the standards expected for their age by the end of the reception year.

Mathematical development

84 Teaching is mainly good in both the nursery and two reception classes and children achieve very well and make good progress over time. They are taught mathematical skills through opportunities to play well-chosen games that enable them to sort, count and create sets of objects by colour, shape and size. For example, children were excited as they looked for plastic bears hidden in the sand tray and responded well to the nursery nurse as she helped them to count the bears into a pot. While many were eager to fill the pot they were less keen to join in the counting. However, they counted and matched bears with reasonable accuracy to five. The nursery nurse reinforced simple addition through questions such as ‘Can you find more than six bears?’ She developed the children’s recognition of size by well-timed questions, ‘Oh, you have found a small bear, can you find a big one?’ There are good opportunities for children to access lively programs on the computer and work well in pairs to match shapes or play counting games. In both the nursery and reception classes the staff encourage children’s counting skills and reinforce their understanding of the match of numbers to objects in a wide range of counting songs.

85 The reception class teachers build on the work done in the nursery and enable the children to consolidate their counting and competence in relating numbers to objects. Only a few were insecure in their counting but coped with adult help. Most can count to ten and many count in correct order to 20 but their knowledge of how numbers relate to objects is only secure in matching numbers below ten. Most children in the reception classes recognise the written numerals to ten. In one session, many children could hold up the correct number card when the teacher asked for a particular number but some needed help. They are beginning to put numbers in order to ten and more able children know where a number is missing. Children enjoy the oral activities at the start of lessons because these have good pace and counting and the recognition of numbers is often taught through well-resourced number rhymes, games and activities. Throughout the Foundation Stage teachers plan first-hand experiences that reinforce basic number skills. Children learn to recognise and name simple two-dimensional shapes and a few know the names of three-dimensional shapes such as cubes, spheres and cuboids. Staff are careful to help children to understand and use mathematical language in all activities so that they know the meaning of terms such as ‘large’, ‘small’, ‘short’ and ‘long’. For example, nursery children made beds for the ‘Three Bears’ and were clear that ‘this bed is too small for Daddy Bear’.

86 The staff provide a good range of practical activities to develop children’s understanding of volume, using sand, water, and counters to fill different shapes and sizes of container and to compare how much each will hold. The display of large, medium and small bottles in the nursery encourages them to know terms such as ‘full’ or ‘empty’. In the reception year many can use the terms ‘more than’ and ‘less than’ to complete simple addition and subtraction. Many of the children recognise the main primary colours of red, green, blue and yellow. Children’s mathematical skills and understanding are developing well and they achieve well from their low starting point on entry to the nursery. Many children make good progress in their number skills throughout the Foundation Stage but it is likely that they will still be below, and often well below the early learning goals expected for their age by the time they transfer to Year 1.

Knowledge and understanding of the world

87 The nursery and reception staff plan very well together to provide a good range of experiences, both in and out of the classroom, that will enable the children to gain a greater knowledge and understanding of the world about them. The children have limited experiences on entry to the nursery but learn quickly through the many first-hand experiences provided by staff. These activities

are planned carefully to provide a good foundation for the children's future learning in ICT, science, design and technology, history and geography. Children practise skills using computers, listening centres and tape recorders to support their learning. They learn to make honey sandwiches (enjoyed by the Three Bears and Goldilocks) and use skills they have seen at home to make an effort to spread the bread and cut it into halves and quarters. Many knew they had to wash their hands 'so there's no germs' and that they should not lick the honey off the knife!

88 The staff in the Foundation Stage plan an interesting range of activities to broaden children's understanding of the world about them. Children in both the nursery and reception classes plant seeds and make careful observations of how they grow. In the reception year they grow plants in the classrooms and learn what is needed to enable them to grow. In work that is planned effectively to provide a basis for future work in geography children in the reception classes observe the weather, describe what is happening and choose the correct symbols for different conditions such as cloud, fog, rain, snow and sun. Children learn about change over time as look at photographs and clothes from when they were babies and compare with how they look now.

89 Children have good opportunities to use computers and by the time they are in the reception classes, many show good control as they use the mouse to manipulate cursors and move pictures on the screen. Many confidently used the 'Dazzle' program to colour in shapes in their chosen colours and then used it to draw pictures. Staff ensure that programs reinforce basic skills in literacy and numeracy. For instance, children match colours and shapes and count objects to match numbers. Teachers plan well to ensure that computers are used well in classrooms to support the children's learning and also use interactive whiteboards to provide a good range of opportunities for children to be involved and to teach skills to the whole class. The children work well in pairs and help each other. The good teaching ensures that children are on course to attain the early learning goals by the end of the reception year.

Creative development

90 Standards of attainment in creative development are on target to meet the expectations for children by the end of the reception year. Teaching is good throughout the Foundation Stage and the wide range of well-planned and resourced activities mean that children achieve very well. Staff ensure that creative activities such as painting, modelling with play dough and cutting and sticking to create collages and pictures, are available on a daily basis. They enjoy painting pictures, and use a range of colours and brush sizes. Children are enthusiastic and keen to take part in all activities. In art and design activities, they explore colour and texture using a range of materials to create pictures, collages, prints and patterns. For example, in the nursery, children painted pictures of their families and can dictate to staff the label to match each figure. Their paintings of characters 'Goldilocks and the Three Bears' are recognisable. Reception children paint portraits of their friends and place features such as nose, eyes and mouth in the correct position. They make good attempts to match hair colours. The staff carefully mount the children's work and displays in the class bases are of good quality. They represent a wide range of areas of learning and promote the children's self-esteem.

91 Children have frequent opportunities to create three-dimensional models in clay and 'junk' modelling materials. Throughout the Foundation Stage they work using large and small construction kits and many show good manipulative skills as they link pieces to create buildings or vehicles. They explore and use malleable materials such as play dough to experiment with texture, and teachers use these well to enable children to shape letters. Children regularly experience musical activities; in the nursery and reception classes, they memorise counting and action songs and learn to sing in tune. The staff join in and demonstrate all the actions and movements so that children take part and quickly learn what to do. In the nursery, the children will choose music making and have access to a range of

percussion instruments, which they 'play' enthusiastically. In the reception year, children have good opportunities for music making. They clap rhythms to songs that they know and can follow the teachers' lead. All children have frequent opportunities for imaginative play in role-play areas that are linked well to the topics for each term and are used to enhance speaking skills. Children also use small toys to create a range of environments such as roads, camps and houses.

Physical development

92 In the nursery, the children develop confidence and control of the way they move through a range of activities for outdoor play where they have opportunities to control and manoeuvre wheeled vehicles or play a variety of imaginative games. Teaching is often good in both the nursery and reception classes. Adults are deployed well; they intervene with well-timed questions and provide very good support for less confident children. There is limited opportunity for outdoor play in the reception classes because there is nowhere to store large equipment. This will be resolved when the new unit is completed. During their physical education lessons in the school hall, the staff effectively reinforce the children's confidence in using space. In a well-taught lesson in the hall with the oldest reception children, the teacher's very clear reinforcement of safety points and clear directions ensured that children knew exactly what to do in their gymnastics lesson. They found ways of travelling on the floor and on apparatus and even the least confident were ready to 'have a go'. The children used space very confidently and thoroughly enjoyed the warm-up game. The youngest reception children showed good control as they jumped in and out of a hoop or walked around the inside of the hoop. Many children are likely to meet the early learning goals identified for their age by the time they transfer to Year 1.

ENGLISH

93 Standards in English are improving. Pupils achieve well from a very low starting point on entry to the school. In Year 2 standards match what is expected for pupils aged seven. Although standards in Year 6 are below what is expected for 11 year olds, they are rising. Pupils with special educational needs, and those with English as an additional language, make good progress throughout the school. This is because they are often taught very well and receive effective support to achieve the literacy targets in their individual education plans.

94 There are several reasons for these improvements. A number of initiatives, some funded by the EAZ, are aimed at raising standards in literacy particularly in Years 1, 3, 5 and 6, and these are successful. The school use the results of assessment data well to inform groupings of pupils needing specific support to reach the expected standards for their age. Pupils in Year 2 are challenged well. The teacher taught these pupils last year, knows them very well, and this together with some excellent teaching in this class, explains the improved standards. However, in Years 3 to 6 there is too little emphasis in lesson planning on providing activities and tasks that challenge more able pupils. This explains why standards are still below what is expected for 11 year olds.

95 By the end of Years 2 and 6 standards in speaking and listening are satisfactory. There are good opportunities for pupils to act in front of an audience in the school's Christmas production. In Year 2, pupils listen very well because they know the high expectations of their teacher. In a very well planned Literacy Hour, these pupils practised their newly learned science vocabulary to order words and their definitions in alphabetical order in a class booklet. Some teachers plan well for simple role-play and drama activities. In Year 3, the teacher dressed up and acted as the judge in the trial of Rumpelstiltskin. Good learning took place in the lesson, because pupils discussed their understanding of how Rumpelstiltskin was behaving in the story. The majority of pupils listen carefully to their teachers, and other adults working in classrooms. They talk sensibly together about the work they are doing, and

listen to what each other has to say. Where teaching is occasionally unsatisfactory a few pupils are inattentive, call out, or chatter in small groups when the teacher is talking.

96 Standards in reading are satisfactory in Year 2, but are not good enough in Year 6. Pupils make satisfactory progress, but often plod through the school's reading scheme, resulting in lack of challenge for many pupils. This was evident when pupils read to inspectors because there were hardly any examples of pupils attempting to read unfamiliar words. The teaching of specific reading skills is identified as an area for improvement in the school's improvement plan and several strategies have been put in place. For example, in Years 5/6, pupils use information stored on computers to find the questions they have to answer about the book they have just read. They keep a 'reading log' of the books they have read, answers to questions and simple reviews, which are regularly marked by the teacher. However, book reviews are seldom critical because pupils persist in making simple comments such as "I thought it was boring". Teachers keep helpful records of the progress of pupils in their 'group' reading activities in the Literacy Hour. However, on-going records of how well individual pupil's read are variable from class to class. In Year 2, pupils are regularly heard reading individually, and this impacts well on their learning and is reflected in the standards they reach. These pupils recognise the purpose of author and illustrator. More able pupils read fluently and with understanding. One pupil began giggling in response to the humour in the story. They recognise the difference between fiction and non-fiction. Even less able pupils read simple sentences confidently and fluently. In Year 3, less able pupils use picture clues to help them read. For example, reading 'up the hill' for 'up high'. Pupils' preferences are explained in very simple terms, such as "I like how it's set out and stuff". By Year 6, many pupils often misread words and do not correct errors, such as reading 'drive' for 'dive. This lessens their understanding of what they have read. Less able pupils still use a finger to mark the word they are reading. More able pupils are confident, independent readers, but lack skills of using their understanding of the text to explain the meaning of unfamiliar words. Pupils know how to use the synopsis at the back of books, but they are confused about the purpose of contents and index pages. For example, pupils suggested that the index was "the title of chapters". Pupils do not practise the skills of finding information from non-fiction books. Pupils know that there are fiction and non-fiction books in their classroom libraries, but say "You just have to go through to find what you want" because books are not well organised on shelves. Some books are kept in deep tubs, which not only damages the covers, but also makes sorting them into any order impossible. Pupils seldom use any sort of bookmark and often say, "You just remember the last page you read", or, "you turn the corner of the page over".

97 Standards in writing are improving and are satisfactory in Year 2. Standards are not good enough in Year 6. Pupils are taught to write for a range of purposes including letters, poetry and instructions. They make good progress in writing in a sequence of sentences, and older pupils use a range of punctuation well. Although writing in other subjects has recently been identified as an area for improvement, this is not yet consistent in all classes. Handwriting is practised regularly from Year 1 upwards but some pupils continue to form a few letters incorrectly and to write capital letters in the middle of some words. This impairs pupils' ability to develop a fluent handwriting style as they move through the school. Some teachers use incidental opportunities well to teach handwriting. For example, when writing on whiteboards, pupils in Year 4 were reminded to make letter joins and to cross the letter 't'. There are weaknesses in spelling throughout the school and this affects standards. In Year 3, although pupils use a range of punctuation well, simple spellings of words such as 'sure' are often incorrect. In Years 4 and 5, a few pupils still sometimes use capital letters in sentences, and grammar is not always accurate. For example, when writing "and I seen". In Year 6, pupils organise their writing well, use a range of punctuation and choose words carefully. For example, writing phrases such as 'exploded with bright colours' and 'a splash of the saltiest sea' to make their writing lively. Writing includes examples of biographies, poetry and Shakespeare in modern English. Poor spelling spoils the standards of written work with even more able pupils spelling 'replied' and

'watching' incorrectly. Less able pupils still use capital letters incorrectly in some words and sentences. They sometimes miss out short words such as 'the' and 'as', which results in sentences not making sense.

98 English is taught well. Teachers have a good understanding of the National Literacy Strategy. Support staff are deployed very well and are effective in supporting the learning of small groups of pupils. Teachers confidently use laptop computers and whiteboards as an excellent resource, which supports pupils' learning well. Pupils respond very positively to this; they listen carefully and want to answer questions correctly, so that they can write on the whiteboards. Pupils are managed well. This results in good behaviour and pupils work hard on tasks. In the best lessons, teachers' check how well pupils have learnt, and use this information to plan more challenging work for pupils who have achieved well. However, planning for the more able is not consistent, and results in a lack of challenge for these pupils in some classes.

99 Teaching is occasionally unsatisfactory when the pace of the lesson is too slow. The teacher talks too long to the whole class, even when some pupils become inattentive. They are all given the same task, and end up queuing for the teacher to mark their work.

100 The subject co-ordinator has a good understanding of the English curriculum, and sets a good example for teaching the literacy strategy. The results of formal assessments are used well to identify groups of pupils for specific support. The effectiveness of these groupings is regularly checked. There are insufficient agreed procedures for checking how well individual pupils are achieving in reading. Teachers' lesson planning is not checked well enough to ensure that all pupils are given sufficiently challenging work. This explains the peaks and troughs in the challenge for more able pupils, and is affecting standards by the end of Year 6. The key stage co-ordinators have only a limited role in liaising with the subject co-ordinators and checking on work in their key stage in order to ensure the development of subjects from nursery through to Year 6.

101 Resources to support the teaching of English are very variable and are unsatisfactory overall. ICT is used very well in lessons. Books to support the Literacy Hour are attractive and organised well. Fiction and non-fiction resources are unsatisfactory, and impact on standards. The school has no central library and this limits opportunities for pupils to practise library skills to use books independently to find information or to read for pleasure.

MATHEMATICS

102 Attainment in mathematics by the end of Year 2 and Year 6 is well below the national average. Although standards have declined since the last inspection the attainment of pupils entering the school at age five is lower and is now well below average.

103 There are several factors relating to the pupils' low attainment. There are high numbers of pupils with special educational needs, there is some poor attendance and a significant proportion of pupils join the school during the infant and junior years. In addition, weaknesses in opportunities to develop and practise mental mathematical skills and problem solving are additional factors contributing to pupils' low attainment in mathematics; factors already identified as priority areas for attention on the school improvement plan.

104 By the end of Year 2 most pupils are adding and subtracting numbers in the range to 50. Although more able pupils achieve correct results, middle attaining pupils often make careless mistakes in these basic mental tasks. Lower attaining pupils are less confident in ordering such numbers correctly. More able pupils can write numbers such as 'thirty-four', they identify the time correctly in

half and quarter hours, work out shopping change from £1 and measure in centimetres. Some have successfully investigated how far a car will travel on a slope in work linked to science. However their mathematical skills and understanding are more typical of pupils of average attainment at this age. Lower attaining pupils can place the hands of a clock correctly to show hours but they struggle with mathematical terms. In a Year 2 lesson on shape most pupils were not yet confident in using names for common two-dimensional shapes. Higher attaining pupils, reaching average standards, could use a grid sheet to draw a three by three centimetre square and they were reasonably confident in distinguishing between sides and corners. Average attaining pupils did not follow grid lines when drawing and lower attaining pupils were confused when trying to name sides and corners. Pupils have limited experience of problem solving with money and measures. Standards of presentation are variable across the ability range.

105 By the end of Year 6 higher attaining pupils are using numbers in a range to 1000, some are attempting to set down subtraction in the form of hundreds, tens and units and some can record fractions in ascending order. These more able pupils can convert simple fractions to decimals, record co-ordinates and attempt simple division. Pupils have begun to interpret graphs and charts such as reading the temperature and analysing attendance at a circus by age groups. Standards of these higher attaining pupils are again, at best, average for their age. Average and lower attaining pupils largely cover the same work; this reflects the inconsistent use of day-to-day checks on pupils' progress to match tasks to what pupils already know. This means that lower attaining pupils' work is often incomplete with many errors and concepts not understood. There are gaps in pupils' knowledge of capacity, three-dimensional shapes, interpreting timetables, using the 24-hour clock and problem solving activities. Few Year 6 pupils were confident in using tables in a lesson on fractions; quick mental recall is not a natural skill of many pupils in this year group. When the teacher asked pupils to calculate one third of 600, few pupils could answer promptly with very few attempting one sixth of 600. Again standards of presentation are variable; some pupils can produce well-presented work.

106 Nevertheless given the well below average attainment on entry to Year 1 most pupils have achieved satisfactorily by the end of Year 2 and Year 6. Pupils with special educational needs, who are well supported by teaching assistants, often make good progress in relation to their prior attainment. For example, a pupil with special educational needs made good progress over the term. At the start, the pupil could not consistently add numbers in a range to ten but by the end of term was calculating doubles and halves. Similarly a Year 5 pupil progressed from being able to draw simple rectangles to understanding the concept of perimeter. In the Year 5/6 class one pupil with a statement of special educational needs enjoyed taking responsibility for the distribution of marking boards. This teacher had ensured that the activity linked appropriately to a personal target on the pupil's individual education plan.

107 Teaching is satisfactory and sometimes good at both key stages. There are strengths and weaknesses in teaching approaches. The low standards are linked to a lack of challenge for higher attaining pupils and insufficient use of assessment to help plan the next stage of learning across the ability range. There are some inconsistencies in teacher expectations of what pupils might achieve and the standards of presentation they should produce. Too often marking does not provide sufficient clear direction to pupils on how they might improve. However, matters are addressed more successfully in Year 3 where the gap between the more able pupils and those of average and lower ability is more obvious. The teacher provides work matched more closely to ability and the school priorities for the provision of mental mathematics and problem solving activities have been promoted. The provision of homework is satisfactory overall. Year 6 pupils were asked to complete homework on fractions as a direct follow-up to the lesson and in preparation for a further lesson later the same week. The teacher provided well-matched homework task sheets to meet the pupils' different levels of attainment.

108 Most teachers skilfully use the ICT interactive whiteboards in classrooms to make mathematics lessons more interesting and to motivate and involve pupils. In work on shapes and fractions pupils were invited to come to the interactive board to 'drag' numbers and shapes into position. They enjoyed these challenges and respond well. This good use of ICT is extended when teachers take pupils to the computer suite. A Year 1 pupil with English as an additional language made good progress in controlling a mouse and became confident in recognising rectangle and circles because the teacher provided a high level of personal support.

109 Pupils are taught a daily mathematics lesson. Although all aspects of mathematics are included, and meet the requirements of the national strategy, the programme is dominated by number activities with too little time given to investigative and problem solving topics. This has a direct impact on the standards pupils achieve.

110 The co-ordinator, who provides satisfactory leadership, has used advice and support well from the Local Education Authority to help focus on the actions needed to raise standards. Improvement in numeracy is the top priority of the school, a target fully supported by the governors. The co-ordinator has recently introduced a more rigorous approach to monitoring planning and the pupil tracking system is being used to judge completed work against expected levels for the pupil's age. The monitoring of planning has led to constructive feedback to other members of staff. Although the co-ordinator has identified monitoring the teaching of mathematics as a personal priority this is a task currently undertaken by senior staff. This means the co-ordinator has too few opportunities to check on the effectiveness of approaches to teaching and learning and to evaluate the effectiveness of the development of mathematics throughout the school. The key stage co-ordinators have only a limited role in liaising with subject co-ordinators to ensure the development of subjects from nursery through to Year 6. Resources for learning are satisfactory and include sufficient small apparatus, software installed on laptop computers and a central store of number and measuring equipment that is well organised and accessible.

SCIENCE

111 Standards in science for seven-year-olds are in line with those expected for their age. Pupils are beginning to use appropriate literacy skills to record the expected observations and are developing the necessary oral skills to communicate them appropriately. However, many pupils are let down by weaker reading and writing skills and often know more than they can record. Writing frames and strategies to help pupils question and make predictions about their studies are influential in the standards achieved. There are few pupils at this age who are achieving above average standards. By the age of 11 pupils reach the expected standards for their age. Newly introduced procedures for classroom practices are significant in enabling pupils to engage in systematic enquiry and investigational work. Teaching across all years insufficiently challenges more able pupils and so few attain above average results. There are inconsistencies in teachers' expectations for pupils to systematically record and communicate findings in appropriate detail. Work is often unfinished and in certain years has a narrow coverage of the National Curriculum programmes of study.

112 Pupils achieve very well in Key Stage 1 and, compared to the poor standards on entry, they make very good progress to achieve the national averages at the age of seven. These pupils have a sound understanding of changes in materials. In an experiment comparing the melting rates of ice cubes their learning is aided by literacy strategies that enhance their recall of the processes. Pupils are beginning to apply their literacy and numeracy skills to help them measure and order their results. The achievement of pupils throughout Key Stage 2 is good overall in relation to their prior learning. They achieve very well in lessons where teachers successfully encourage guided discovery and the independent learning needed to conduct experiments. Year 3 pupils made very good progress when

resolving what constant factors they needed to make a fair test when dissolving jellies. Similarly Year 6 pupils did very well when drawing conclusions and interpreting patterns in the graphs of cooling temperatures. However, standards and progress vary between lessons and year groups. For example, in a lesson on electrical circuits, Year 5 pupils evaluated quickly and successfully the relationship between the length of the conducting wire and the brightness of the attached bulb. However, this work was at a level well below that expected for this age-range and was too easy for most pupils. These pupils achieve the targets in lessons but progress over time is not as good as it could be because work is not always well matched to the pupils' abilities. The presentation of work is often unsatisfactory and science vocabulary is under-developed. Many pupils are not being challenged at an appropriate level to question, make predictions and record their findings and evaluations. The marking of work often fails to challenge this poor work or to give targets for future improvement. Further progress for some above average pupils is restricted because teachers' expectations of what these pupils could achieve is too low and so planned work does not challenge them well enough to enable them to reach higher levels.

113 Overall standards in teaching are good. Recent professional development for teachers has improved their knowledge and understanding and is having a positive impact on their planning. This is identifying specific targets for individual and groups of pupils in lessons, but less consistently for the most able pupils. Flexible teaching styles and good pace in many lessons enables well-motivated pupils to explore their surroundings and to record and value their thoughts and ideas. A lesson in Year 2 had many very good features when the teacher extended the pupils' thinking to consider a fair experiment with melting ice in differing locations. Learning is enhanced in lessons because teachers focus on pupils' ability to explore and investigate so acquiring skills and knowledge. The pupils respond very positively to this way of learning. With good guidance Year 6 pupils carry out experiments to filter solids and liquids and to dissolve materials. They work collaboratively in small groups to record outcomes and compare them to previous predictions. Where teaching is unsatisfactory, the structured process of investigation is not managed effectively and pupils do not complete their tasks. Even where teaching is satisfactory, pupils' written work is unfinished in some books. This reflects an inconsistency in teachers' expectations for pupils to systematically record and communicate findings in appropriate detail. The current monitoring systems are not effectively remedying these problems nor are they ensuring teachers assess pupils' learning rigorously on a week-to-week basis to inform the next stages in learning.

114 Teachers' use of literacy and numeracy strategies in science makes an important contribution to pupils' learning. By the end of Year 6 pupils make very good progress in explaining the phenomena of forces, the soluble nature of materials and the organisms of plants. There is some good use of measurement during observations on insulation, temperatures and pulse rates in the human body. Scientific enquiry is also enhanced when teachers relate it to other areas of the curriculum. Work on forces and springs was expertly linked to design and technology when pupils designed their pop-up books. Science and food technology are frequently linked to consider health and dietary factors. The new computer suite is enabling teachers to use the Internet and CD-ROMs that vividly bring aspects of the life cycle of plants to pupils' learning. Curriculum arrangements in the specifically arranged Year 3/4 and Year 5/6 classes for pupils with special educational needs and the good support in mixed ability classes results in good learning for pupils with learning difficulties.

115 The subject is well led and managed. There have been a number of perceptive audits by the science co-ordinator that have established a need for an increased teaching focus on reasoning and enquiry in pupils' learning. Recently introduced assessment procedures are beginning to enable teachers to evaluate the impact of modules of science once they have been completed. Pupils' work is also being moderated so that teachers agree on the levels pupils reach, which will eventually enable the school to question the uneven progress made by tracking the progress of pupils from year-to-year. However, management structures do not yet ensure that the co-ordinator has sufficient opportunity to

check on the effectiveness of teaching, learning and the work in science to resolve the lack of challenge for more able pupils. The current monitoring procedures do not ensure that key stage co-ordinators also have a role in ensuring consistent and appropriate coverage of the National Curriculum areas of study and of classroom organisation.

116 Judgements about improvement since the last inspection are difficult to make. Pupils now enter the school with poor basic skills compared to the average entry levels of ability judged in 1998. The school has made good progress in recent years in sustaining standards at the national average. There is now a much stronger framework for scientific investigation and on the processes of planning, systematic inquiry and fair testing. Pupils find the subject exciting, especially when carrying out experiments, and are very well motivated by the wonders of science. This has generated a very positive ethos for the subject throughout the school and partly explains the difference in national test results when compared to English and mathematics. In spite of this, as reported in the last inspection, the progress pupils make in Key Stage 2 is still uneven.

ART AND DESIGN

117 Only one art and design lesson was seen but evidence was available from teachers' planning, displays and photographic evidence of displays of pupils' work. Standards are average for pupils by the end of Year 2, but are not good enough by the time pupils are in Year 6. Since the last inspection, standards have been maintained for pupils at the end of Year 2 but are lower by the end of Year 6. Whilst pupils make satisfactory progress in observational drawing and painting, there are insufficient opportunities, or resources, to develop their skills and work with a range of materials and tools. This has an effect on standards by the end of Year 6.

118 Teaching and learning are satisfactory. There are some good examples of teachers making effective links with other subjects, but this is not consistent. In Year 2, an ICT lesson used resources very well to show pupils how artists such as Monet blended colours for effect. These pupils responded with an intake of breath and gasps of 'Wow' when the teacher brought up Monet's 'Waterlilies' on the screen. In Year 1, pupils mix colours to paint portraits, and the teacher's planning indicates they will evaluate their work at the end of the topic. Pupils learn about the work of famous artists. In Year 6 pupils have drawn pictures from careful observation of some of the work of Picasso and Guiseppe Arcimboldo.

119 Teaching is mainly satisfactory but lesson planning is often brief and teachers do not indicate well enough what skills are to be learnt. For example, pupils in Year 5 still paint the sky as a blue band across the top of the paper. There was no direct teaching in this lesson to improve pupils' skills, and no planning for them to evaluate or improve their work.

120 The subject co-ordinator's role is under-developed. There is insufficient rigour in checking teachers' lesson planning to make sure that pupils make progress in developing skills. The co-ordinator has rightly identified that resources are inadequate to enable sufficient three-dimensional art and design work to be undertaken.

121 An extra-curricular art club in the Autumn term supports pupils in making scenery for the Christmas production. Some pupils working with visiting artists, funded through the EAZ, have produced detailed and well-crafted mosaics, displayed beside the school gates. Others worked to produce a colourful three-dimensional 'Jungle' display in the mixed Years 5/6 classroom. Pupils entered a competition to make an emblem for the Church's new community centre, and their work is sometimes displayed in local shops. These opportunities enrich the subject well.

DESIGN AND TECHNOLOGY

122 From Year 2 to Year 6 design and technology is mostly taught through a scheme funded by the Local Education Authority; this involves pupils in completing short projects at different times of the school year. Each project enables them to experience sufficient design, making and evaluation processes. As pupils work through each project they experience all elements of the design and technology skills required for their age. During this inspection only three lessons were observed. Two lessons, one from each key stage, covered food technology. In another lesson, Year 6 pupils worked on their products in the fourth session of the current project. Evidence from teachers' planning, discussion with staff and pupils and models and photographs of completed work show that standards are broadly typical of what would be expected for the pupils' ages at the end of Year 2. This is similar to the findings of the previous inspection.

123 By the end of Year 2 most pupils can work with a range of creative materials to make simple products. They have learned the skills of cutting, folding and joining card and they have regularly used fabrics. A very good display by Year 2 pupils of 'mice' finger puppets showed they had been taught how to introduce movement into their work by using split pins. The pupils had folded fabric, learned how to stitch on ears correctly and glue on eyes. This work was effectively linked to literacy as the pupils wrote the ending to the story of 'Des the Mouse'. The pupils looked at different ways of joining books and in an activity linked to science, found out that binding formed the strongest joint. In a food technology lesson, where Year 1 pupils learned to make vegetable soup, most knew that they must plan the task, select the ingredients, use preparation tools and test their results by tasting in order that improvements could be made. Pupils have successfully used a computer art and design program to design patterns similar to those of the artist Mondrian.

124 By the end of Year 6 most pupils dismantled a card package to find out that it is constructed from a mathematical card shape called a net. They made a net that, when folded, becomes a package in the form of a cuboid. Pupils discussed packaging and made a box for a particular purpose. Most pupils successfully designed a chair to be used by a three year old. From a standard method of construction, using production skills taught through the commercial project, each pupil developed their own design theme when making a chair that would be appealing to a young child. The pupils evaluated their work so that improvements could be made. Some adapted their product for an alternative purpose. For example, one pupil modified the basic design to produce a bedside cabinet, another chose carefully a selection of fabrics that would harmonise well together when adding 'curtains' to a window that formed the back of the chair.

125 Given that most pupils begin Year 1 with well below average attainment the quality of work produced shows most have achieved well by the end of Year 2 and made satisfactory progress by Year 6. Pupils with special educational needs frequently make good progress compared to their prior attainment because they are often taught in small groups where individual attention can be provided. In a Year 5/6 lesson for pupils with special educational needs, well organised small group provision using the expertise of a teaching support assistant, ensured each pupil made good gains in estimating and cutting skills. The output of this session was the production of a banana smoothie. The pupils used their numeracy skills to work out how much smoothie to make; they learned how to co-operate with each other, work safely and understood the basic rules of hygiene. The efforts of this small group, who were very keen and proud of their achievements in this highly practical session, were than appreciated by the rest of the class and praised by their teacher. Pupils' social and moral development had been developed well through active participation.

126 Most teaching is good; this is an improvement on the findings of the previous inspection. Teachers organise practical lessons well, the teaching of skills is given high priority and activities are often linked to pupils' other experiences. Regular guidance encourages pupils to be critical of their

work so that it might be improved. Year 1 pupils benefited from the teacher's insistence that they made good preparations for soup making. The pupils were expected to draw and label the ingredients they would use. They then discussed the most appropriate tools needed to peel, chop and weigh a range of vegetables. The pupils responded enthusiastically when the teacher suggested the finished product could be 'Harry Potter's Magic Ingredient!' Through this very good teaching the pupils learned to explain what they were making, they understood the concept of ingredients, they selected the most appropriate tools and they worked enthusiastically to produce vegetable soup. The classroom teaching assistant provided focussed and helpful support to pupils with special educational needs. In a successful lesson for pupils in Year 6 the teacher rightly expected pupils by the age of 11 to evaluate their work critically. The term 'evaluation' was explained clearly. Pupils were encouraged to do better when the teacher, pushing for higher standards commented, 'You need to be honest and sometimes the truth hurts! Look closely, you can make a big difference!' This had a significant impact as the lesson developed as, once again, pupils responded very well as they focussed on making improvements to work produced in the previous lesson. Pupils make good progress over time because they respond well to the practical nature of the subject. For example, pupils who learned how to assemble the components of a clock in Year 3, have improved their understanding of fixings over time so that by Year 6 they work together to plan and make arm joints on the chair they are constructing.

127 The leadership and management of the subject are sound. Although the co-ordinator has had little time to make an impact on its development a satisfactory link has been established between the school and the externally funded project. All teachers, as a condition of the funding, have been trained in using the project materials and as result they have a secure understanding of the design and technology elements to be taught. Although the coordinator discusses pupils' completed work with other teachers there is no formal monitoring of teaching and learning and this limits opportunities to identify any areas for further development. The Local Education Authority has provided some external monitoring of the impact of the project and the co-ordinator can access support through network arrangements with other schools involved. The school policy and scheme is satisfactorily based on national guidance for this subject.

128 The externally funded project provides the resources required for up to three projects per year group. There are sufficient school resources for design and technology including tools and consumables such as card, fabrics, wheels, axles and light timber. These are appropriately stored.

GEOGRAPHY and HISTORY

129 At the age of seven pupils achieve standards in geography and history in line with those expected for their age. At the age of 11 standards in geography and history are below those expected. Since the last inspection the school has maintained standards for seven year olds at the end of Year 2 but standards are now lower than those expected of 11 year olds. The limitations in the time allocated to the curriculum severely reduces pupils' ability to gain sufficient knowledge and skills in both subjects. Although pupils often know more than their limited writing skills enable them to show, more could be done if all teachers had sufficiently high expectations of the quality and extent of what pupils are capable of. Pupils have too few opportunities to develop and practise literacy skills to support work in history and geography.

130 Pupils achieve very well throughout Key Stage 1, given their knowledge and understanding of the world about them and low literacy skills on entry to the school. By the time they are seven they achieve standards appropriate for their age. Progress is enhanced by thoughtfully planned topic work by their teachers. In history, pupils develop a sound sense of chronology and begin to understand differences between ways of life at different times. This was especially evident in an interactive display poster showing the reasons and facts relating to the Fire of London. Other interactive work on

a visit to a local museum enabled pupils to dress-up in Victorian costumes and act-out scenes from the period. Their work on toys across a period of time enables them to make observations using historical sources. In geography, pupils are developing a sound awareness of their local area and beginning to contrast it with other places. They can describe different environments, use simple maps and atlases to locate places and understand a simple key. Throughout Key Stage 2, pupils do not build well enough on their learning and achievement in earlier years. They do not cover enough detail in recalling and recording the appropriate aspects of their programmes of study. There is limited extended writing in either history or geography, thus restricting the use of historical vocabulary to identify the uniqueness of the periods studied or to develop accurate accounts in geography. There is some sound use of numeracy skills to show findings in geography. The oldest pupils in the school have under-developed research skills to support them in finding information to extend their work in these subjects. However, where ICT is used, pupils make more rapid progress, but time constraints have limited this application to history and geography.

131 Only one lesson was observed in each subject during the inspection. This lesson and previous work shows that in Year 2 pupils made very good progress in history in assimilating a vast array of knowledge of the Fire of London. They interpreted source material, including interactive white board displays, to present thoughtful reasons for the fire and the sequencing of events. They developed their literacy skills by posing questions for future studying and also interpreted key facts through their artwork. Evidence from teachers' planning, discussion with teachers and pupils and a scrutiny of other work done in Key Stage 2 shows that when teachers use cross-curricular themes, pupils' interpretation of historical and geographical understanding improves. Year 3 pupils' work exemplified this when they wrote about the history of North Ormesby in literacy lessons. This was also linked well to their geography lesson where very good teaching enabled them to improve their map work skills as they used a map of the local area. They understood the need for a key to interpret features and were able to say how different route ways are represented on a map using symbols. Older pupils glean important historical facts through observational drawings of the Bayeux Tapestry and plotting maps of the Viking Invasions. They studied maps to show where the Vikings came from and this reinforced map work done in geography. By the end of Year 6 pupils are aware of how the physical features of the environment affect settlement and show considerable skill in locating features on maps, using evidence from photographs, giving directions and using scale. They are beginning to understand and use more advanced geographical vocabulary. Pupils, including those with special educational needs, make sound progress throughout the key stages. However, a lack of time to cover work in sufficient depth means that pupils are insufficiently acquiring the new knowledge or skills required to meet standards expected by the end of Year 6.

132 Although recognising that pupils have different attainment levels on entry since the last inspection, progress in history and geography since this time is still unsatisfactory. There is under-achievement in these subjects in Key Stage 2. Teachers' planning for the term does not guarantee a regular cycle of coverage to reinforce pupils' skills and understanding in enough depth. The co-ordinators provides sound leadership and management but do not have sufficient opportunity or a clear brief to develop this role. The co-ordinators have begun to monitor teachers' planning but there are too few checks of how well pupils learn to ensure good progress. This is because role of the key stage co-ordinators and subject co-ordinators is not yet well enough established and so there is no clear overview of the curriculum in these subjects as it develops from nursery to Year 6. The development of ICT and the use of 'Big Books' in history have had a positive impact on learning. There is also recognition of the need to increase the use of artefacts and educational visits to enhance pupils' learning. Informal discussions regarding assessment procedures are relevant to the future development of the subject. However, the current management structures and strategies do not yet focus on how these might be introduced and work across all years in the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

133 Standards are at the expected levels by the time pupils are seven and 11, with a few pupils attaining beyond this by the end of Year 6. This shows a substantial improvement since the last inspection. Since then the school has made a substantial investment in establishing a well-resourced computer suite, buying new computers for each class and obtaining a wide range of software. There is an interactive whiteboard in each class. This provision has been extended by the provision of extra hardware and software funded through local EAZ initiatives. Teachers are now more confident due to well-planned training and so teaching is good. This improved provision and staff expertise ensures that all equipment is used to good effect. This has enabled the school to raise standards and to ensure that all strands of the ICT curriculum are now taught in sufficient depth, although more could be done to use sensing equipment to monitor experiments in science now this equipment is available.

134 All pupils have access to the computer suite and this time is used well to enable pupils to develop and practise their computer skills and also to enable them to use computers to support their learning in other subjects. In all lessons the support staff were deployed well in the computer suite and provided very effective support to individuals and groups of pupils. This ensured that all pupils, whatever their level of confidence or competence in using computers, were very well supported in their learning and made good progress.

135 The co-ordinator has rightly identified the need to use ICT to support work in other subjects as a key priority for development and teachers are increasingly identifying these links in their planning. This has been enhanced by the effective use of the interactive whiteboards in all lessons. For example, in a well taught lesson in the computer suite the teacher worked with pupils to use the First Logo program and used the interactive whiteboard well to enable pupils to show what they knew by directing her in moving the cursor to form a square. Initially they forgot instructions to make the 90 degree turns but the teacher intervened well and went on to show the value of the 'repeat' instruction to speed up the operations. Pupils persevered successfully in drawing up their own instructions to create a repeating shape. The teacher introduced a good level of challenge for the more able as they were required to use what they had learned to devise the instructions for the triangle and square shapes to create a house.

136 Teaching is good throughout the school and ensures that pupils of all abilities achieve well and make good progress as they move through the year groups. It stimulates pupils and so they develop very good attitudes to their work and behave very well. By the age of seven pupils have sound basic keyboard skills and know the function of different keys, such as 'shift' and 'spacebar.' They use these to good effect when writing sentences and short stories. Most pupils control the 'mouse' correctly and this enables them to 'click and drag' when using programs. They know how to word process their work and to print it. Pupils know how to log on to the computer, access their class and personal files, save their work and log off. Pupils sometimes need help to get started but quickly learn how to carry out these tasks.

137 Pupils continue to make good progress throughout Years 3 to 6. At the time of the last inspection pupils had limited opportunities to acquire a wide range of skills to match the demands of the curriculum. The good provision and effective teaching in most classes means that any gaps in previous learning have been filled and so standards are rising rapidly to enable pupils to attain the expected levels by the end of Year 6. The good balance between the direct teaching of skills and opportunities for pupils to practise them ensure they make good gains in their learning. The teachers organise the lessons well and the pace of learning is good. Pupils are very eager to learn and some build well on skills developed at home and share these with those less confident. For example, pupils in a Year 5/6 class of pupils with special educational needs helped each other and worked very well together as they

experimented with drawing squares by controlling a 'turtle' on screen. They learned and achieved very well, although standards were below those expected for their age.

138 Most pupils work very confidently in ICT. The co-ordinator leads and manages the subject very well has very good expertise and provides a very good lead for staff. There is a very clear plan to further develop the subject. Resources are very good. All pupils enjoy a much wider range of good and well-managed experiences than four years ago. The school has good procedures to safeguard pupils' use of the Internet.

MUSIC

139 By the ages of seven and 11, standards in music are broadly in line with the levels expected and these standards are the same as in the previous inspection. Although only a few lessons were observed other evidence shows that all pupils make good progress, including those with special educational needs, particularly in singing and performing. The pupils learn well through the sound range of musical experiences, which are planned for over time. The school choir is very good and pupils from Year 3 upwards are able to join. They sing in tune, with expression and enjoyment, which reflects the enthusiasm of the head teacher who leads them and the school has every right to be proud of them, and their performance. The pupils sing well during assemblies.

140 By the age of seven, pupils can sing in time and in unison and can accompany their songs with simple percussion. They learn to phrase pauses, sing in rounds and in harmony with expression. They can sustain a constant rhythm. Teachers' good revision at the beginning of lessons reminds pupils about earlier work. In a very good Year 2 lesson, pertinent questioning ensured pupils recalled the meaning of symbols they had learned previously to enable them to use these to compose and play their own pieces of music. They recognise formal symbols for playing quietly and loudly and the teacher intervened well to show that 'loud does not mean fast'. The pupils explored musical sounds and used them expressively to perform simple patterns and accompaniments. The pupils made very good progress and enjoyed their lesson. The teachers' high expectations of both work and behaviour ensured a very successful lesson.

141 No class lessons were observed in Years 3 to 6. However, in a lessons led by the head teacher these classes worked very well together to practise hymns and songs and learn new ones. The head teacher gave an excellent lead and used different rhythms and actions to 'warm up' the pupils. They responded very well to the humour and the class teachers present were fully involved. The head teacher's very good rapport with the pupils encouraged them as they practised and refined their singing. They sang well; they were in time with the music and sang with good regard to the words and their meaning. The head teacher's very good subject expertise enabled him to use his very good sense of rhythm and co-ordinated movements that ensured all pupils, whatever their ability joined in and achieved well.

142 The curriculum for music is sound, closely linked to the National Curriculum and national guidance for the subject. The leadership and management of music are good and there are good opportunities for pupils to use their skills in formal music and drama performances that are very well received by parents. The subject makes a good contribution to the pupils' social development, when they learn to take turns to play musical instruments and listen to others. Through performances, particularly in the choir, they learn to work as a team. Music also contributes to pupils' spiritual development as they listen to music and respond to the feelings it inspires. Pupils learn about music that reflects their own culture and there are some opportunities for them to learn about music from non-western traditions.

PHYSICAL EDUCATION

143 Improvement in physical education since the last inspection is satisfactory. The enthusiastic responses of pupils remain a strength. At the age of seven the standards of pupils' work in physical education are in line with what is expected for their age. Year 2 pupils have sound balancing and travelling techniques on apparatus and show appropriate body extension and tension when rolling and jumping from apparatus. In gymnastics, Year 2 pupils responded thoughtfully to tasks requiring curled and stretched shapes. At this age progress in developing appropriate gymnastic sequences is hampered by a lack of teachers' planning that emphasises this aspect of work. In lessons and work observed pupils' achievement is at least satisfactory and standards are broadly average by the age of 11 in all other aspects of physical education. However, a scrutiny of planning shows that the school is not clearly focusing on logical patterns to ensure pupils acquires a steady acquisition of skills as they move through the school. In the Year 3/4 class with pupils who have special educational needs, they made very good progress in dance when devising movements of a 'mechanical man.'

144 Pupils make good progress when swimming in Years 3/4. Almost all start from a non-swimming base and by the age of eight become buoyant and confident in water-based activities. The most able swim freely in distances ranging from 10metres to 25metres. Records show that the present swimming programme is unsuccessful in achieving standards in line with those expected nationally for pupils who are aged 11. Instruction at the local swimming pool is of a good standard. Pupils are organised into appropriate ability groups and given activities to improve their confidence and swimming strokes. However, there are no procedures to enable pupils who have not achieved the required distance of 25 metres to continue tuition once they move up into the next class and so some do not reach this level by the end of Year 6.

145 Teaching is satisfactory overall. In a Year 2 class health-related issues are linked well in warm-up procedures. However, there are limited opportunities for the pupils to refine the quality of their gymnastic work because they spend too much time off-task, waiting for others to perform. Not all teachers effectively organise the setting out and movement of equipment and so this limits time and slows learning. Good teacher knowledge and understanding of dance in a Year 3/4 class, comprising pupils with special educational needs resulted in exciting and invigorating challenges being given. They become involved in group routines where work was practised and refined through learning from each other and improving performance after evaluating its effectiveness. The teacher's very good management skills in this lesson meant all pupils were fully involved in interpreting the music and improving the rhythm in their answers. Positive relationships are a constant feature in all lessons. When required, pupils work well in pairs and groups and are able to show initiative and take responsibility for their work. They enjoy physical education and this is reflected in their positive efforts in lessons.

146 The new co-ordinator is just beginning to audit the strengths and development needs for the subject. National guidelines are used to ensure a suitable balance of curriculum tasks and activities are delivered. For example the older pupils will attend a residential camp later in the year to address the shortfall in the outdoor and adventurous element of the programme. The planning for the subject is not sufficiently monitored to ensure pupils build on and develop skills as they move through the school. Standards being achieved are not always commensurate with pupils' ability as weekly planning is insufficiently focused on the need to develop tasks to suit all ages and abilities in classes. Furthermore teachers are unclear about the criteria they use to assess pupils' work and accept general standards as opposed to moving learning on according to the pupils' different abilities.

147 The co-ordinator is attempting to involve the school in inter-school fixtures as a means of providing additional opportunities to learn and apply skills. The present provision for extra-curricular sporting activities is unsatisfactory and therefore the school misses a reasonable opportunity to increase the pupils' levels of skill in physical activities. There are good links with the local sport

development officers. This provision provides good value for money as it greatly extends the range of games' activities to include activities such as short tennis, basketball and volleyball. As with teacher led sessions these need to be regularly monitored to evaluate the provision for physical education throughout the school and to enable best practice to be shared.

RELIGIOUS EDUCATION

148 During the inspection it was possible to see four lessons, one in Key Stage 1 and three in Key Stage 2. These, and the evidence from pupils' past work, teachers' planning and records, and discussions with staff and pupils show standards in religious education by the end of Year 2 and Year 6 are as required in the syllabus taught in the local authority's schools. The school has improved satisfactorily since the previous inspection; there is now no unsatisfactory teaching and pupils' understanding of other principal religions is better.

149 By the end of Year 2, most pupils have learned to name the main features of a church. In good work developed in partnership with the local clergy, pupils can identify the font and lectern. They relate these correctly to church services and special occasions. Pupils' visits to the church have been recorded as digital images that are used for follow up discussions. They have begun to compare Christian traditions with those of Islam. Pupils have learned that wearing special clothing is an important aspect of prayer, they recognise special beads and they know that the Qur'an is important to the Muslim faith. Pupils can write simple sentences about these traditions. By the end of Year 6 most pupils know well-known Biblical events including Noah's Ark and stories of the life of Jesus. They understand the term 'miracle' and have written about such an event in the form of a report. Pupils studied celebrations such as Christingle, where they related the use of a candle to the idea of Jesus as the 'light of the world' and red ribbon to 'blood' given on The Cross. Pupils discuss the text of the Lord's Prayer with understanding as they think about its vocabulary and meaning.

150 Given that most pupils commence Year 1 with well below average attainment most have achieved well by the end of Year 2 and made satisfactory progress by Year 6. Pupils with special educational needs make good progress in relation to their prior attainment because they are often supported well by classroom teaching assistants who provide individual support and encouragement as discussions develop. This helps these pupils to be fully involved in the learning process. Pupils often make good progress in these discussions because the topics are presented in a lively and informative way. In a Year 1 lesson where the Festival of Eid was being discussed, the teacher skilfully used to advantage the experience of both a pupil and the teaching assistant who both had direct experience of these traditions. The pupils were fascinated by the description of how the festival was celebrated and, when asked at the end of the lesson about their knowledge of Eid, most had a very good insight into several Islamic traditions. Some tried the special pudding 'semiyah' brought into the lesson by the teaching assistant; the pupils learned about its ingredients and how its flavour could be varied. Later the practice of using henna to design hand patterns was explained to them.

151 Teaching is at least satisfactory, with some good teaching at both key stages. In a good lesson for pupils in Year 6, the teacher was confident in teaching the class about the meanings of religious vocabulary such as 'hallowed' and 'trespass'. The teacher worked hard to encourage the pupils to think about the words, the meaning and the context in which they had been used and how they might be applied to present understanding. This enabled the pupils to have a clearer understanding of words they have learned through constant practice but have rarely thought about in terms of meaning. The preparation of good resources included an overhead projection transparency of the Lords' Prayer, rewritten for the present time by the teacher. This provided a good starting point for the pupils to rewrite the prayer to be used by a pupil of infant age. The lesson provided a good opportunity for the pupils to think carefully about the person they were writing for and it promoted their

spiritual, social and moral development well. Pupils responded well to this challenge because they recognised the activity had a worthwhile purpose. Several pupils chose a younger brother or sister as the recipient.

152 Religious education is taught for approximately one hour each week to all pupils. This meets the requirement of the syllabus taught in the local authority's schools, on which the content is closely based. As a result the programme for pupils in Key Stage 1 mainly reflects Christianity and one other principal religion; this is extended to two other principal religions for Key Stage 2 pupils.

153 The school has not yet introduced in religious education the assessment arrangements for recording pupils' progress at the end of topics that are now used in some subjects. This makes it difficult for staff to have a precise picture of how well each pupil achieves. The school does not yet meet the requirement to report each year to parents their child's progress in this subject.

154 The subject has been identified as an area for action in the current school improvement plan. Satisfactory progress is being made towards improving pupils' understanding of a multi-faith society through teaching, improved resources and the school visit programme. The co-ordinator, who provides satisfactory leadership and management, has helped other teachers to use national subject guidance to enhance the content of the locally agreed syllabus. The co-ordinator has also helped to promote good links with the local church and mosque. Although the co-ordinator scrutinises samples of pupils' work and photographic evidence of visits, there are no opportunities to visit other classes to monitor teaching and learning and to identify any areas to develop the subject. Although the key stage co-ordinators and senior managers visit classes there are few systems that allow the subject co-ordinator to liaise with these staff to get a clear overview of the subject throughout the school.

155 Resources for learning are satisfactory. They are well organised into topic boxes for each religion studied and easily accessed. Resources include source books for pupils and teachers, video extracts and artefacts representing the different religions studied.