

INSPECTION REPORT

DRAYCOTT COMMUNITY PRIMARY SCHOOL

Draycott

LEA area: Derbyshire

Unique reference number: 112538

Headteacher: Mrs H A Knott

Reporting inspector: Mr J P Latham
1817

Dates of inspection: 3 – 6 March 2003

Inspection number: 247231

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Hopwell Road Draycott Derbyshire
Postcode:	DE72 3NH
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs V Clare
Date of previous inspection:	12 – 16 January 1998

INFORMATION ABOUT THE INSPECTION TEAM

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1817	Paul Latham	Registered inspector	Mathematics	What sort of school is it? The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
11457	Jane Beattie	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?
5072	Frances Cheetham	Team inspector	Foundation Stage curriculum Physical education Religious education	How well are pupils taught?
3388	Sheila Connor	Team inspector	English Art and design Music Education inclusion	How good are the curricular and other opportunities offered to pupils?
22189	David Caldbeck	Team inspector	Science Information and communication technology Design and technology Geography History Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Draycott Community Primary School was built in 1902 and is situated in the village of Draycott, east of the City of Derby. The original Victorian building has been developed over the years to include a nursery unit, improved accommodation for reception aged pupils, a small annex for additional teaching and significant improvements to the external environment. There are currently 239 pupils on role, including 126 boys and 113 girls, between the ages of five and 11, plus 38 part-time children aged three to four years in the nursery. Most pupils live in the village of Draycott, a suburb of Derby, and attainment on entry to the school is broadly average. Currently 13 per cent of pupils are eligible for free school meals, which is broadly in line with the national average. The number of pupils with special educational needs is lower than the national average with three pupils having Statements of Special Educational Need, which is average for the size of school. Ninety six per cent of pupils in the school are of white UK heritage. Two pupils use English as an additional language, which is low, compared with the national average. The number of pupils entering and leaving the school during the course of the school year is normally low.

HOW GOOD THE SCHOOL IS

Draycott Primary is a rapidly improving school. Standards are significantly improving due to the very effective measures being taken by the new headteacher. Most pupils make satisfactory or good progress due to the effective teaching throughout the school. Teaching and provision for nursery and reception aged pupils are very good. Teachers enable pupils to develop very positive attitudes to their work, which is a significant factor in the progress the school is making. Pupils' attainments by Year 6 are at least in line with those expected nationally. The school represents sound value for money.

What the school does well

- It provides highly effective organisation and management, which challenges underachievement and promotes higher attainment of most pupils.
- Teaching is good throughout the school supported by effective use of data and assessment of pupils' progress.
- Provision for nursery and reception aged pupils is very good, supported by some excellent teaching.
- The way the school cares for its pupils.
- It enables pupils to develop a very good attitude towards their work.
- It encourages and promotes very good behaviour and personal development for the pupils.

What could be improved

- The standards and the quality of provision in information and communication technology (ICT) and the use of ICT in other subjects.
- The provision for the most able and talented pupils.
- Opportunities for more extended written work in English and in other subjects.
- Strategies to enable some parents to obtain a better understanding of the work of the school and further opportunities to work more closely with them.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection in 1998 has been good. Much of this improvement has been achieved over the past 12 months, particularly in the raising of standards in literacy and numeracy. Time in lessons is now used more effectively and most pupils are now invariably kept on task. There is now a greater focus on achievable goals in learning that are usually made clear to the pupils at the start of lesson. There is scope for further improvement in the targeted learning for the more able and gifted pupils. Supported by the national strategies in literacy and numeracy, there are now programmes of work in all subjects which assure that the requirements of the National Curriculum are fully met. This provides good continuity and progression as pupils move through the school. The use of objective data and the assessment of pupils' work to determine what is taught, particularly in literacy and numeracy, has significantly improved and is now a strength of the school. School development planning has also improved, with actions that match the growing needs of the school. Spending is now more carefully matched to these actions and is now monitored by governors. Standards have improved significantly in reading across the school and likewise in art. There have also been improvements since the last inspection in music and geography amongst junior aged pupils and in physical education amongst infant aged pupils. The school now offers a good range of educational visits including a residential experience for pupils. Priority given to design and technology has now improved, with more curriculum time allocated to this subject. Pupils' standards in ICT, however, have not improved and are now unsatisfactory. The use made of ICT across the curriculum is hampered by pupils' lack of knowledge and ability to use confidently major applications such as databases, spreadsheets, and design packages to support learning in other subjects. Improved ICT facilities, due after the inspection, will make a significant contribution towards addressing this weakness.

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	D	C	D	E
Mathematics	D	D	D	E
Science	C	C	C	D

Key

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

The table shows that in the 2002 national tests for 11 year olds, pupils' performance in English and mathematics was below the national average and in science, average. When compared with similar schools, standards achieved by last year's cohort of 11 year olds were well below average in English and mathematics and below average in science. There were exceptional circumstances leading to this poor result, one of which was the very high proportion, well over a third of pupils, with special educational needs in the Year 6 class at the time. Trends over the past three years show that standards have never been better than the national average. The school is now rigorously addressing improvement in standards and pupils are benefiting from the class grouping arrangements, including some grouping by ability in Years 3 and 4. Building on the very good progress made in the nursery and reception classes, standards of work seen by Year 2 are now average in English and

above average in mathematics, with all pupils including those with special educational needs making good and occasionally very good progress in these areas. Work seen in geography, art and physical education is now also above average, but average in science, history and music. By Year 6, pupils work in English and mathematics meets the standard nationally and exceeds this in reading. All pupils are now making good progress in these subjects. Standards meet national requirements in all subjects except in art and music where they are above average and good progress is made. In ICT progress is unsatisfactory and pupils' achievements fall below the national requirements. In religious education, work seen meets the new locally agreed requirements. There is no significant difference between the attainments of boys and girls. Pupils are well on course to meet the challenging targets set by governors for 2003.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about their work and are willing to learn. Pupils feel proud of their school and value one another.
Behaviour, in and out of classrooms	Behaviour both in lessons and on the playground is very good. From an early age they learn to share resources and in later years contribute sensibly to discussions in lessons. This is a major contributing factor to improving standards in the school.
Personal development and relationships	Pupils develop very good relationships throughout the school. Personal development is a strength of the school.
Attendance	Satisfactory. The school has worked very hard to improve both attendance and punctuality.

TEACHING AND LEARNING

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

Overall the teaching is good, with almost half the lessons observed to be at least very good in Years 1 and 2 and one in four lessons judged to be very good or better in Years 3 to 6. Ninety eight per cent of lessons are satisfactory or better. The quality of teaching and learning is very good in the nursery and reception classes with almost half the lessons judged to be of excellent quality. Teaching, therefore, is much better than when the school was last inspected. Most teachers can demonstrate very good features of teaching throughout the school. Particularly strong features include planning, expectations made on most pupils, the management of pupils, assessment and excellent use of support staff and resources. Lessons in literacy and numeracy have good structure and clear purposes. These are shared with pupils so they know what they are expected to learn. There is sufficient time given for pupils to practise their skills, so consequently they make good progress. Activities for pupils are mostly challenging, lively and interesting. They stimulate pupils' interest and keep them involved throughout the lessons. Homework is now good and relevant to pupils' current learning. Teaching arrangements for pupils with special educational needs are good. Teachers involve the support staff very effectively in all lessons. They work with groups and individuals throughout the school. Specialist teaching,

particularly in art and in music in the reception class and amongst junior aged pupils, improves attainment. Resources used in lessons are often the focus of interest and discussion. They are frequently of excellent quality, making subjects come alive for pupils. Teachers are skilled in making judgements about the progress of most of their pupils and make the necessary adjustments to their planning and expectations. As a result, pupils build on their previous knowledge and understanding, work hard at their tasks and have a confident view of what they have learned and how they can improve. Most teachers give serious consideration to the different groups, ages and abilities that make up their classes. In a minority of lessons, particularly in Years 1 and 2, the challenges set for pupils are not always carefully matched to the needs of all pupils and, therefore, some groups of pupils lose their way. Teachers should ensure that all pupils get the most out of the activities presented to them and are able to complete their tasks on time, especially in Years 3 and 4. In some lessons, opportunities are missed to identify those pupils of well above average ability and to provide more open-ended tasks and extension activities to meet their needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. An improving area of school life. The school makes very good provision to enrich learning through visits and use of the environment.
Provision for pupils with special educational needs	Very good. This area is well managed and pupils benefit greatly from additional support available, which is always well managed. Teachers have a good understanding of the varying needs of these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for moral and social development is very good and this helps pupils to learn better. Opportunities are sought to include spirituality in lessons. Pupils learn right from wrong from an early age. The way pupils interact in lessons contributes significantly to their learning. Cultural development is good.
How well the school cares for its pupils	A very good area and a strength of the school. The school cares about the progress pupils make and this is underpinned with very good recording systems. Procedures for child protection and health and safety matters are also good and effective.

The school is developing its relationships with parents and has offered a number of initiatives for them to be more closely linked with the work in the school over recent times. The school plans to offer another open session in the Autumn Term for parents to gain an opportunity to find out how well their children are progressing in their new classes. The school is a very caring school and knows its pupils well. This includes both pastoral care and the progress that pupils are making.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The new headteacher has shown strength in setting the new agenda for the school in raising standards. The work of the senior staff and governors is unified in its vision for the future. The role of subject coordinators is a developing area of work particularly in the monitoring of pupils' performance.
How well the governors fulfil their responsibilities	The governing body efficiently meets its legal responsibilities. Governors support the school well and have a good working knowledge of its activities.
The school's evaluation of its performance	This is a good feature of the school. Staff are required to audit provision in their area of responsibility and draw up action plans for the development of shortcomings. The headteacher's appraisal of the school matches most of the inspection findings.
The strategic use of resources	The school uses its resources well, taking care to prioritise around the development plan. Teaching staff are well deployed, as are general facilities, although shortage of space does present problems from time to time.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects their children to work hard and achieve their best. • Teaching is good and their children are making good progress. • The school helps their children to become mature and responsible. • Behaviour at the school is good. 	<ul style="list-style-type: none"> • The ways in which the school works closely with parents. • The information provided by the school to keep them informed about how well their child is getting on. • The way the school is led and managed.

There were 70 questionnaires returned (25 per cent) and 14 parents attended the meeting with the registered inspector prior to the inspection. The inspection team agrees with the positive views of parents. The school does expect pupils to work hard and achieve their best. Teaching is at least good in the school and this is a major influence over good behaviour. Inspectors agree that the school is effective in helping pupils to become mature and responsible. The school is now exploring further ways in which it can work more closely with parents, although some initiatives taken so far have not always been well supported. The school provides good information to parents about pupils' progress. The inspection team does not agree with the views of some parents who feel that the school is not well led and managed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The 2002 national tests for 11 year olds, showed that by the end of Year 6, pupils' performance in English and mathematics was below the national average and average in science. When compared with similar schools, standards achieved by this cohort of pupils also show standards to be well below average in English and mathematics and below average in science.
2. The school's results show a similar picture for seven year olds. In reading, writing, and mathematics, over the past three years, have been well below national averages and the average for similar schools.
3. There were exceptional circumstances leading to these poor results, one of which was the very high proportion, well over a third of pupils, with special educational needs in the Year 6 class at the time. However, it is also true to say that trends over the past three years, both by the end of Year 2 and Year 6, show that standards have never been better than the national average. There is a further significant factor that has affected standards and this is the number of changes in the senior management of the school, six changes in personnel at headship and deputy headship levels over the past four years, which has not given the stability needed to create a culture of high achievement in the school. Within the past 12 months or so governors have secured the permanent appointment of a headteacher, a new deputy as well as a number of new teaching staff. As a result of this and other organisational changes, the school is now rigorously addressing the improvement of standards and pupils are benefiting from this and making at least good progress, particularly in English and mathematics, in most year groups.
4. Following the very good provision in the nursery, children enter the current reception group with attainments that are broadly average, having made very good progress during their time in the nursery. By the time they start in Year 1, most children will have reached the expected standards in all the areas of learning. In the current reception aged classes, a substantial group of children are making better progress and will exceed these expectations by the time they begin Year 1. Children who are identified as having special educational needs and those who speak English as an additional language are also making good progress. The needs of higher attaining pupils are met well at this stage.
5. Standards of work seen in the current Year 2 are now average in English and above average in mathematics, with all pupils, including those with special educational needs, making good progress in English and very good progress in mathematics.
6. Pupils in Years 3 and 4 are catching up fast, due to good teaching. In both English and mathematics, work seen in lessons and pupils' books, in all year groups, shows that that standards are now well on course to meet national averages by the end of Year 6. Standards in reading are exceeding the standard expected nationally. All pupils are now making good progress in both English and mathematics overall, although in writing, which is now satisfactory, standards are still not good enough. In literacy, girls continue to perform better than boys and this is being addressed. In mathematics, there is no significant difference in achievement between boys and girls.

7. These improvements have been secured as a result of the rigorous approach to implementing the national strategies for literacy and numeracy, together with more strategic direction from the new headteacher and an all round improvement in the quality of teaching.
8. Work seen in literacy, both in lessons and in pupils' books does not reflect the school's test results. The school's rigorous approach to implementing the literacy strategy, with an all round improvement in the quality of teaching through significant staffing changes, means that standards are now well on course to meet national averages by the end of Year 2 and Year 6. A similar picture exists in mathematics, where inspection evidence based on work seen in lessons and in pupils' books again does not reflect last or previous years' test results. The impact of the management of mathematics to ensure that all pupils' learning needs are met, through careful targeting and well planned lessons, is now having a significant impact on raising standards. This is particularly the case in Year 3 where much of the previous year's underachievement has been addressed.
9. In science, the 2002 National Curriculum tests results show that, by the age of 11, standards are well below the national averages in comparison with all schools and those of similar schools. The percentage of pupils achieving Level 4+ dipped dramatically when compared with the previous year. In the past, the school's results also show that higher attaining pupils have been insufficiently challenged, as demonstrated by the low percentage of pupils achieving the higher levels. Evidence of work in the pupils' books and in displays in classrooms, in Years 1 and 2 shows that pupils are attaining standards that are now in line with the expected level for their age. This is also evident from discussion with pupils about their work. Classroom observations and a scrutiny of recorded work, show that standards for seven to 11 year olds are also satisfactory and this is particularly evident in lessons where the teaching is good or better and where the teachers' short-term planning ensures that pupils cover scientific skills and opportunities for them carry out investigations for themselves. The opportunity for those higher attaining pupils to achieve even more is still an issue for the school.
10. Pupils' standards, by Year 2, are satisfactory in history, and music and are better than expected for their age in physical education, art, and geography. By the end of Year 6, standards are satisfactory in history, geography and physical education and are better than expected for their age in music and art. In religious education, work seen is satisfactory throughout and the school meets the new locally agreed requirements. In design and technology, work was deemed to be unsatisfactory in the last inspection report and although few lessons were observed during this inspection, work seen around the school indicates that a higher priority is now being given to this subject.
11. However, in ICT, although standards were judged to be satisfactory in the last report they are now unsatisfactory and pupils' achievements fall below the national requirements. The new computer suite, shortly to be opened, will enable more pupils to gain access to computers. There is much to be done to fill the gaps in pupils' knowledge and their ability to use ICT confidently as a way of learning in other subjects and, in particular, their use of databases, spreadsheets, control technology and design packages.

Pupils' attitudes, values and personal development

12. Pupils have very good attitudes to school. They are very proud of their school and are confident of the individual part they play in a school community that values every one of its members. They have a strong sense of ownership of the school. From the earliest years they work and play with enthusiasm. Pupils who are new to the school, in whatever year group, quickly find their place in the friendly, supportive community. Pupils take an active interest in their studies and enjoy the many opportunities to take part in a wide range of activities outside their classroom. At break and lunchtimes pupils play happily and co-operatively showing a particular delight in the chance to use the range of playground equipment and the opportunities for vigorous, imaginative and quieter games that the school provides. Pupils are confident and secure. Their enthusiastic participation in activities and willingness to learn is a particular strength of the school. Pupils who have special educational needs respond very well to the additional educational support they are given and they make great efforts to make good progress in their work.
13. Pupils' behaviour is very good overall. During the past school year, one pupil has been excluded temporarily, none this year. No unsatisfactory behaviour was seen during the inspection. In the majority of lessons seen, pupils' behaviour was judged to be very good and in some it was excellent. Pupils in the earliest years learn to select and share resources and they play well with each other. In lessons, they take turns to speak and they listen attentively to others. In both key stages, pupils' good behaviour contributes very well to a very good climate for learning. Lessons proceed at a good pace without disruption. Pupils quickly become absorbed in their work and make good progress. In a personal, social and health education lesson in a Year 1 class, pupils discussed how to recognise and deal with different feelings in a positive way. Sitting in a circle they listened attentively to each other and took part in a group game sensibly and with great enjoyment. In a Year 6 lesson, pupils' very good behaviour enabled them to make very good progress in their knowledge and understanding of the Moslem faith and the main features of a mosque. They showed great interest in the subject, listened very carefully to their teacher, eagerly answered questions and made careful notes.
14. The school's focus on the moral development enables pupils to fully understand the difference between right and wrong. This is frequently reinforced through lessons and in assembly time. Relationships are very good throughout the school. The climate of respect for each individual member of the community enables all pupils to grow in confidence and to extend their own circle of friends. Incidents of bullying and racism are never tolerated and pupils say that they can always turn to a member of staff if they need help. Pupils trust and respect their teachers and they work well together in groups, sharing resources. Pupils who have extra support in lessons have very good relationships with the staff that help them. In turn, pupils' social development is well fostered. For example, the 'buddy' system enables older pupils to support and befriend the younger ones at lunchtime and playtime. The older pupils confidently organise games and are on hand to smooth out any disagreements. They come to the help of any pupil who may be experiencing difficulties. The special benches in the playground encourage all pupils to be alert to anyone who may be in need of a friend. These opportunities to be aware of the needs of others make a particularly good contribution to relationships between the older and younger pupils and to the personal development of all pupils. The school council contributes very well to the growth of a sense of responsibility. Through electing councillors and running meetings pupils learn more about democracy and citizenship as pupils move up the school.

15. Pupils from Year 2 onwards know that their views on all aspects of school life are valued and that their ideas and opinions will be considered and discussed in class and, if appropriate, in the council. The review notice board invites ideas and suggestions from pupils, staff and parents about any subjects or aspects of school life and is well used.
16. Attendance is about the national average and is satisfactory. The large majority of families and the school together make sure that pupils attend regularly and arrive on time. Despite the school's best efforts to emphasise the importance of punctuality, a few pupils arrive late most days. The school works well with the education welfare service to support families if the attendance level of their child gives cause for concern.

HOW WELL ARE PUPILS TAUGHT?

17. Teaching is good overall, with almost half the lessons observed to be very good in Years 1 and 2 and one in four lessons judged to be very good in Years 3 to 6. Overall 98 per cent of lessons were satisfactory or better. The quality of teaching and learning is very good in the nursery and reception classes with almost half the lessons judged to be of excellent quality.
18. Teaching, therefore, is much better than when the school was last inspected. There are now fewer unsatisfactory lessons and a greater proportion of lessons of a very good standard. Since the last inspection, lesson plans are now consistently very good and referenced to the National Curriculum or the national strategies. Teaching methods are now livelier with challenging and interesting tasks set for pupils. Homework set is now good and relevant to pupils' current learning. Schemes of work have been reviewed and now offer the appropriate support to teachers so that their lessons are well planned.
19. Teaching throughout the school demonstrates some very good features by most teachers. These include planning, expectations made on pupils and the way they are managed in lessons, and the effective use of support staff and resources. Lessons in literacy and numeracy have a good structure and clear purposes. These are shared with pupils so they know what they are expected to learn. There is sufficient time given for pupils to practise their skills so consequently they make good progress. The challenging activities for children are lively and interesting. They stimulate pupils' interest and keep them involved throughout the lessons. In one lesson, reception children sharing a Big Book 'Jack and the Beanstalk' enthusiastically discussed the story. They displayed very good reading skills, understanding of character, storyline and expression in reading. In many numeracy lessons, teachers captured pupils' attention right at the start through the lively and challenging mental and oral starters. For example, a Year 5 challenge was to add numbers up to 1000 in their heads in a given time. Effective use is made of homework to consolidate and extend the work covered in class, particularly in literacy and numeracy, although there are some pupils who consistently do not return or complete homework. The majority of pupils read to parents and this helps to improve the fluency of their reading.
20. Teaching for pupils with special educational needs is good. Pupils are fully included in all activities and receive helpful support from teachers and support staff. Observations in lessons show that most teachers ask appropriate questions to engage the slower pupils and the tasks they ask pupils to complete are designed to

meet their individual needs. Almost all the pupils with special educational needs make as good progress in their learning as the other pupils.

21. Teachers involve support staff very effectively in lessons. They work with groups and individuals throughout the school. In a Year 4 religious education lesson, one pupil with special educational needs made excellent progress in his research on Jewish artefacts because of this individual support. In Year 1, the assistant worked very effectively with the small group of children who are still reception age, so that their progress in mathematics could be measured. In a Year 2 mathematics lesson, a statemented pupil received excellent support from his assistant, thereby enabling the pupil to be included within the main theme of the lesson with others.
22. Specialist teaching, particularly in art and in music in the reception class and in Years 3 to 6, improves standards. In the Year 3 music lesson, the teacher's knowledge and skills made learning easy. Pupils were excited and inspired so that they applied their intellectual and creative efforts to the challenging discussions on the nature and impact of lyrics.
23. Resources used in lessons are often the focus of interest and discussion. They are of excellent quality, making subjects come alive for pupils particularly in art, religious education and games. Teachers are skilled in making judgements about their pupils' progress and make the necessary adjustments to their planning and expectations. As a result, pupils build on their previous knowledge and understanding, work hard at their tasks and they have a confident view of what they have learned and how they can improve.
24. Most teachers give serious consideration to the different groups and abilities that make up their classes. There is no significant difference in the attainment of boys and girls. This is because teachers are constantly aware of the dominant groups and direct their questions in order to bring others into the lesson. As an example, the Year 2 teacher skilfully engaged a group of boys in her religious education lesson through her questioning and effective choice of resources, which immediately gained their attention.
25. Some aspects of teaching, although mainly sound, could be refined to improve the overall quality still further. In some Year 1 and 2 lessons challenges set for all pupils are not always appropriate in that tasks are not sufficiently explicit and as a result some groups of pupils then lose their way. Occasionally, not all pupils get the most out of the activities presented and do not always complete their tasks in the given time, particularly in Years 3 and 4. Opportunities to use ICT to enhance learning in other subjects are insufficiently developed. Occasionally, when teachers' confidence and subject knowledge are in need of improvement, pupils make insufficient progress, for example in physical education, and ICT. In some lessons, teachers do provide sufficiently challenging work for those pupils with well above average abilities. There are occasions when teachers do not offer enough scope for pupils to engage in more open-ended tasks of extended activities over more than one lesson, particularly in mathematics, ICT and in writing.
26. Of late much, more attention is now being given to the baseline assessments and achievements of nursery and reception aged pupils so that achievements can be identified much earlier and built upon.

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

27. The school provides its pupils with a sufficiently broad and balanced curriculum for its pupils. It meets the requirements of the Foundation Stage, the National Curriculum and the agreed syllabus in religious education. As a result, pupils enjoy school because their teachers plan a wide variety of interesting activities that are meaningful to them. Some of these are outside normal lessons. This is an improvement since the last inspection when it did not meet requirements in geography and history. Provision in the nursery and reception classes is a strength of the school. A lack of both resources and direct teaching of skills in ICT, make an unsatisfactory contribution to pupils' standards in this subject. The school's arrangements, including teachers' planning for teaching the skills of literacy and numeracy are good and therefore pupils achieve very well in English and mathematics. Pupils' skills are now building steadily upon their prior attainment. The assessment and tracking procedures for individual pupils are very good being thorough and detailed to support teachers' planning for learning. The pupils' needs in literacy and numeracy are better matched as a result. However, there are not sufficiently increased opportunities for pupils to use and develop their research skills independently.
28. Facilities and accommodation space restrict standards in gymnastics, library skills and in ICT, although the latter is shortly to be addressed through the opening of an ICT suite. The school is currently improving the match of what is taught in literacy and numeracy to the developmental stage of each pupil through the careful way it organises classes and pupil groupings in Years 3, 4 and 5.
29. There is a lack of opportunity given for children to write extended pieces in literacy lessons and in other subjects. They have difficulty in writing down all their ideas because they are not always provided with frameworks to organise their writing ideas. A very able girl in Year 4 said when asked how she wrote a story- "I have a burst of ideas but I can't write them down on paper. I just can't." This response is not untypical and strongly indicates that pupils are not acquiring the writing skills needed to be successful and to achieve the higher levels in the national tests.
30. There are significant factors that help to make the school's curriculum vibrant for its pupils. For example, an African art festival has helped bring together art, design and technology, music, dance, history, geography, and literature. Visits to a wide range of places of interest also help to make subjects more interesting. These include an art gallery, churches, a Hindu temple, Space Centre, local farm, a discovery centre, Assembly Rooms, concerts, a castle, historical houses, and a river walk. Residential visits in Year 5 and Year 6 extend pupils' experiences well beyond the confines of the school. This provision has improved significantly since the last inspection and now contributes well to pupils' cultural development. There are very good enrichment activities outside lessons. A wide variety of clubs are run after school and at lunchtimes including, French, art, chess, football, craft, gardening, singing and drama. The teaching staff and classroom assistants run these.
31. The school is socially and educationally inclusive. The majority of pupils are well supported in lessons and this enables them to feel secure and to make good progress in their learning. The very able and talented pupils require further extension and development in lessons. The school builds systematically on the good progress of the majority including less able pupils and those with special educational needs. Well-planned opportunities are provided for pupils to share in speaking and listening

activities through working in pairs and through the use of challenging questions to develop pupils' thinking.

32. The school provides very well for pupils with special educational needs and they make good progress as a result. Occasionally, some pupils' individual education plans lack sufficient detail and pupils' progress towards their targets requires more regular monitoring. Pupils' access to the curriculum, including those very few pupils for whom English is an additional language, is good. This is because the school cares about all of its pupils and this concern is reflected in what is provided for them. Specialist tuition from the Local Authority, in music, is provided. This is planned in a way that minimises disruption to priority lesson time. There is a demand for instrumental tuition in the school and a significant proportion of pupils benefit well from this provision. Opportunities for these pupils to perform what they have learned, for example, during assembly time, were not observed.
33. The school receives very good contributions from the local and wider communities. Visitors to the school help to make pupils' learning both stimulating and lively. They represent a range of cultures and contribute well to pupils' understanding and appreciation of other cultures and traditions. For example, an African visitor to the school helped pupils to gain a greater insight into their learning about Africa. People from the local community, including governors, visit school to share their expertise and to foster learning particularly in reading. Two governors have undertaken training in a partnership scheme to help pupils with their reading and this has provided a very good role model for those pupils involved. To support pupils' singing, a professional singer and his group of singers gave a joint concert, involving the school's singing club, at a local hall. The conservation garden is built in partnership with the local Rotary Club. The sensory garden is in memory of one of its members. This area significantly contributes to pupils' spiritual, moral and social development.
34. The school makes very good provision for pupils' spiritual development. There is significant improvement in the spiritual development of pupils since the last inspection. Assemblies are held daily and contribute effectively to pupils' spiritual development. The promotion of moral development is also very good as was evident in the well taught personal, social and health education lesson observed. All staff have very clear and consistent expectations of behaviour and communicate them clearly to pupils. The promotion of self-esteem is a very strong feature of the school. This is reinforced highly successfully at the weekly celebration assembly, in star of the week and other awards. Displays around the school, assemblies and a range of rewards in the classroom and at lunchtimes give the pupils confidence and a sense of achievement.
35. Provision for pupils' social development is also very good. Pupils are very much encouraged to widen their responsibility and contribute to the school community. This is because the school develops high levels of respect and understanding in all aspects of the curriculum. Pupils' cultural development is good. The school has developed a number of initiatives to prepare its pupils for life in a culturally diverse society. Pupils are encouraged in lessons to explore the features of other people's cultures and their religious beliefs and practices that may be different from their own. Visitors from other cultures are invited into the school to add to the diverse nature of the curriculum provided.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. In all aspects of school life, standards of academic and pastoral care are very good. All staff work well together to provide very good pastoral care throughout the day. Teachers, classroom assistants, midday supervisors and parent and other voluntary helpers play a valuable part in providing very high standards of support. Pupils who have any special and medical needs are given the individual support, which enables them to take a full part in school life. The expertise of the school nurse provides a good standard of drugs and sex education and she offers a 'drop in' session for parents who have any concerns about their child's health needs. First aid needs are met by trained school staff. Child protection procedures are in place and all staff know what to do if they have any concerns.
37. The play provision contributes very well to the overall well being of all pupils. Since the previous inspection, staff, pupils and parents and members of the local community have worked together to provide outstandingly good opportunities for pupils' play and recreation.
38. Playgrounds have attractive murals and the seats and provision for quieter games enable all pupils to socialise well in a secure environment. Pupils are eager for their class turn to use the very good range of toys and equipment provided in a separate designated small playground. The environmental area is an excellent feature and the resources and provision for play for nursery and reception pupils are outstandingly good.
39. The school makes very good provision for pupils' personal social and health education and their awareness of citizenship, both in the classroom and via the school council and the anti-bullying campaign. Consequently, incidents of oppressive behaviour are few and far between. The procedures to promote good behaviour are positive and well received by all pupils who are eager to gain rewards of stickers and certificates. Sanctions are seen to be fair and are respected as a necessary way of promoting a happy school with a good climate for learning. Rewards and sanctions are consistent throughout the school.
40. Rewards for very good attendance and punctuality are effective and parents are aware of the importance of good attendance and punctuality. During the day lessons start on time and work proceeds at a good pace so that all pupils learn to take their part in a busy, happy and orderly community.
41. The school takes care to look after the health and safety of everyone on the premises. Any concerns or hazards are reported immediately by staff, pupils or parents and are dealt with appropriately. A recent audit by the health and safety governor and the headteacher has identified some aspects that should be improved and these items will be tackled as soon as possible. The school makes risk assessments but these are not all yet recorded in the health and safety file.
42. The systems in place for the assessment of pupils' attainment and progress are very good. In addition to teachers' own recorded assessment, a range of tests are used to monitor and predict individual pupil's progress. This information is used very effectively to plan the content of lessons and the way in which pupils are grouped according to their learning needs. A recently introduced system, of setting achievable learning targets for pupils and sharing this with them is being managed by the deputy headteacher. This is beginning to have a positive impact. There are now plans to share this idea with parents.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The school has good procedures to promote partnership with parents and the majority of parents who completed the questionnaire have positive views about the school and the education provided for their children. The large majority of parents say that the teaching is good, expectations are high and their children make good progress. A significant minority of parents of pupils in the main school consider that they are not well informed about how their children are getting on and that the school does not work closely with them. At present, parents are invited to meet their child's teacher in September and to a parents' consultation evening in February. Any concerns following the end of year report can be discussed at the end of the summer term. The school plans to provide an earlier parents' evening to take place in October as well as one in February and an opportunity at the end of the spring term to look at their child's record of achievement, together with their child. These procedures will give parents earlier information about their child's progress. The school has always encouraged parents to raise any concerns with the class or headteacher at any time. The school, in its turn, is always keen to discuss any problems identified by the staff so that difficulties can be dealt with before they grow.
44. The staff welcome any questions or concerns raised by parents but a minority of parents say that they would not feel comfortable about approaching the school with questions or a problem. This situation may be resolved if the school continues to explore ways in which parents' views are sought. The school has good plans to send out a questionnaire that seeks parents' views on the provision for their children's education.
45. A minority of parents are not happy about the amount of homework provided. Some say there is too much, some say not enough. Inspectors consider that the present amount is appropriate. Some parents support their children very well by encouraging reading at home and some help their children to develop ICT skills. Teachers provide parents with notice of topics so that they can enrich and support their children's learning at home. However, not all homework set is completed and brought back to school.
46. Parents have regular newsletters and information on the school calendar. The end of year reports fulfil statutory requirements and provide a useful evaluation of progress. Pupils share their individual targets with their parents. Parents are invited to record ideas and comments about school life on the review board in school.
47. Partnership with parents of pupils in the Foundation Stage is outstandingly good. Staff make home visits to parents before their child starts in the nursery. Teachers hold pre-school meetings before the children start in the nursery and again before they join the reception class. Parents have the opportunity for daily conversation with the staff, very good weekly information about all the topics and areas of learning and they have a chance to borrow books and jigsaws from the library.
48. Some parents make an outstandingly good contribution to the work of the school. The Parent Teacher Association provides social functions many of which involve both parents and their children. The association makes a substantial contribution to funds for resources and to enrich the environment, providing games tables, benches and a pergola in the playground and willow structures for the environmental area. A parent translated pupils' ideas and designs into murals that greatly enhance the school playgrounds. Several parents help regularly in school both in class and with visits to the swimming baths.

49. The school has arranged a course for parents to help their children with literacy. Parents were invited to see the pupils' work in connection with Africa week. Some have attended literacy and numeracy open mornings. The school works hard to provide the opportunities to develop a climate for close partnership with parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. This is a well-managed school. The newly appointed headteacher has quickly identified the key area for development, which has been to rapidly improve standards. She has been thoughtful in the appointment, deployment and management of good quality staff to bring about consistently good teaching throughout the school.
51. A particularly strong feature of the school is the development of very good data on pupil performance based on objective testing and teachers' own assessments. This has enabled the senior management of the school, through coordinators, to target individual and groups of pupils to ensure that teaching is matched to their educational needs. This has driven decisions on class organisation and the deployment of additional staff. This action by the headteacher and supported by governors, has been very effective in helping to raise standards.
52. The headteacher, through her senior management team has established effective systems for monitoring the quality of classroom work, including the observation of teaching and the analysis of pupils' work in literacy and numeracy. These activities are carefully documented. In carefully identifying the key priorities of teaching, learning and what pupils are expected to achieve, there is a very clear understanding amongst all staff of where the school is now heading. There is an opportunity now to broaden the monitoring of pupils' work in other subjects, particularly in science.
53. Good leadership by the co-ordinators of English and mathematics has been the basis of the successful implementation of the National Literacy and Numeracy Strategies. In all other subjects, teachers fulfil their subject leadership responsibilities enthusiastically and at least to a satisfactory standard. Generally speaking, subject knowledge and awareness of current developments are good and this enables teachers to provide clear leadership. In music, the co-ordinator, who teaches in Year 6, undertakes some mainly successful specialist teaching. This allows another teacher to offer specialist science teaching in Year 6, from which these pupils benefit. The co-ordinator for ICT, is new in post and makes a good contribution to the school in terms of her expertise in the subject. However, overall, the management of the ICT curriculum across other subjects is weak and needs addressing. The imminent arrival of the new ICT suites and enhanced facilities should address the need for more space to be allocated to this area of work.
54. Development planning is comprehensive and very effective. It covers well research priorities, particularly associated with raising standards. Plans identify accurately areas for improvements and closely linked to resources available to the school through equally careful financial planning. Plans cover both short-term developments and longer-term issues for the school. Each co-ordinator is asked to identify areas for development and timescales needed to bring about improvements. The school has produced a detailed analysis of the progress made since the last inspection for each area of school life. This is a very effective document involving a large number of school staff. Due attention is placed on evaluation of day-to-day practice and the

school has a good understanding of its strengths and weaknesses. However, there are no formal structures that enable school self-evaluation to be managed over a cycle of time.

55. Governors fulfil their legal responsibilities well and are involved in funding decisions needed to support developments. They are fully aware and supportive of the educational priorities of the headteacher. The need to raise standards further in the school is very much part of their thinking and they are taking this matter very seriously. There is a determination amongst governors to address unsatisfactory trends in standards that have emerged over recent years. For example, many of the governors are frequent visitors to the school; they take their responsibilities seriously, particularly in literacy and numeracy. Two governors are regularly engaged in the reading partnership programme, hearing named children read on a very regular basis. The Chair of Governors gives much of her personal time in her interface with parents who may express individual concerns from time to time.
56. The management of provision for pupils with special educational needs is good overall, and the school meets its duties and obligations under existing legislation. People's roles in special educational needs, including that of the governing body, are well understood. The provision for pupils having special educational needs is given high priority in the strategic management of the school and is a strong feature of the school development plan. All identified pupils have individual education plans with appropriate targets to support their learning, although there are instances where these plans could be more explicit. The governors are committed to employing appropriate staff who contribute significantly to the overall provision. A dedicated special educational needs teaching resource area has been built and is used to good effect. However, the governors have not given sufficient attention to the provision for the higher attaining pupils and those who are gifted and talented. The school is aware of this issue and has placed it high on the agenda for immediate attention.
57. Arrangements for the induction of new staff are thorough. New staff feel well supported and quickly adjust to the educational priorities of the school. This is particularly the case where newly qualified teachers are involved. The newly appointed deputy headteacher has quickly settled into her role and is beginning to have an impact on standards both in her own classroom and in a new and improved target setting programme for individual pupils to be shared with parents.
58. School administration is efficiently run by the school office manager. The school is equipped with appropriate ICT systems to enable good records to be maintained on individual pupils and the management of the school's finances. The school's provision of modern technology in this area is satisfactory. Very efficient use is made of the little space available to store records and school stock and other equipment. The accommodation is kept clean and in good order by the caretaker and cleaning staff. Lunchtime staff perform their duties in a way that contributes to the good ethos of the school. All support staff and volunteer parent helpers are valued members of the school community and reflect the strong team spirit.
59. Accommodation is satisfactory overall. Staff work hard to make this Victorian building a bright and attractive learning environment. Displays of pupils' work in corridors and classrooms make the learning environment interesting and purposeful. However, space in the school for some subjects is limited. For example, the hall does not always provide the scope for indoor physical education and gymnastics, particularly for the older pupils. Use of space, therefore needs to be addressed in teachers' planning. On the other hand, there are times of the day when the hall is not

is use and the space could be of benefit for activities that require exploration such as in maths or science lessons. In a similar way, access to computers in classrooms is sometimes difficult due to the constraints of space, particularly in Years 5 and 6.

60. Although not a significant weakness, the interface with some parents needs addressing. For example, a significant minority of parents, despite a number of initiatives, are still reluctant to participate in the work of the school. There is also a perception by some parents that they feel the school could be managed better. Open sessions for parents, which are reasonably well attended, take place in the spring and summer terms only and some parents at the parents' meeting signalled that an autumn meeting would be helpful.
61. Taking into consideration, the average achievement of most children when they start school and the good progress they are now making towards rapidly improving standards of attainment, the very good attitudes of pupils, the good quality of teaching and strategic leadership in the school, overall the school provides sound value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to raise standards further and improve the quality of education, the headteacher, staff and governors should:

Improve standards and the quality of provision in ICT and the use of ICT in other subjects by:

(paragraphs 11, 25, 27, 53, 89, 97, 109, 139-146)

- raising the awareness of all staff, through further professional opportunities and visits to other schools, of what pupils can be expected to achieve in ICT;
- making better use of, and build upon, many pupils' existing knowledge and expertise in ICT brought with them from home;
- developing further, the programme of work already introduced by the new ICT co-ordinator;
- developing further, exemplars of good practice that demonstrate how ICT can be used in other subjects;
- allowing pupils, as they become more confident with ICT, opportunities to explore ICT as a tool in all aspects of their learning.

Improve the provision for the most able and talented pupils by:

(paragraphs 31, 56, 86, 122)

- ensuring that opportunities are more evident in all teachers' planning;
- developing a policy that defines these pupils and makes explicit how they are identified and how this is communicated to others;
- raising awareness amongst all staff of how all areas of the curriculum can be extended to challenge these pupils;
- promoting the exceptional achievements, so that others aspire to these levels.

Provide increased opportunities for more extended written work in English and in other subjects by:

(paragraphs 6, 29, 80, 86, 133)

- allowing the timetable to be sufficiently flexible to allow time for applying the writing skills already learnt through literacy strategy;

- emphasising more, the importance of written accounts and reports in other subjects, especially in science and the humanities;
- integrating extended writing into pupils' homework and out of school studies.

Devise strategies to enable some parents to obtain a better understanding of the work of the school and to further the opportunities for the school to work more closely with them.

(paragraphs 43, 44, 60)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	15	26	13	1	0	0
Percentage	8	25	43	22	2	0	0

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

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)	19	239
Number of full-time pupils known to be eligible for free school meals	0	31

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	1	24

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
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	12	21	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	6	11
	Girls	20	19	20
	Total	29	25	31
Percentage of pupils at NC level 2 or above	School	88 (71)	76 (68)	94 (95)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	11	10
	Girls	20	20	19
	Total	28	31	29
Percentage of pupils at NC level 2 or above	School	85 (76)	94 (84)	88 (87)
	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	21	6	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	10	16
	Girls	5	3	6
	Total	13	13	22
Percentage of pupils at NC level 4 or above	School	48 (73)	48 (64)	81 (98)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	14	16
	Girls	5	6	6
	Total	15	20	22
Percentage of pupils at NC level 4 or above	School	56 (64)	74 (66)	81 (75)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	229	2	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	6	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	0	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)	10.6
Number of pupils per qualified teacher	22.5
Average class size	26.5

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	133

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	35
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6.9
Number of teachers appointed to the school during the last two years	7.5

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.

Financial information

Financial year	2001-2002
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	£
Total income	573,222
Total expenditure	545,061
Expenditure per pupil	2,112
Balance brought forward from previous year	-18,543
Balance carried forward to next year	9,618

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	276
Number of questionnaires returned	70

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	37	13	6	0
My child is making good progress in school.	33	57	6	3	1
Behaviour in the school is good.	20	65	6	6	3
My child gets the right amount of work to do at home.	26	51	12	9	2
The teaching is good.	42	49	3	2	4
I am kept well informed about how my child is getting on.	28	39	26	7	0
I would feel comfortable about approaching the school with questions or a problem.	53	25	9	13	0
The school expects my child to work hard and achieve his or her best.	45	47	4	1	3
The school works closely with parents.	39	22	26	10	3
The school is well led and managed.	33	39	15	7	6
The school is helping my child become mature and responsible.	41	46	6	4	3
The school provides an interesting range of activities outside lessons.	37	42	9	0	12

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

63. The quality of provision is excellent for all children under five. There are excellent induction procedures for children who enter nursery at three years old. These are supported by good information for parents and well planned home visits. These ensure that very good relationships are established early and help children settle into school. Improvements since the last inspection have been substantial. Attainment has improved so that in all areas of learning it is now very good.
64. Attainment on entry for the current reception group is average. The records indicate that this group has made very good progress during their time in the nursery. They are confident, settled and very well prepared to take advantage of their school life. There has been particularly good development in their listening and speaking skills, which means that they play a full and active part in all their learning. By the time they start Year 1 most children will have reached the expected standards in all the areas of learning. A substantial group of children are making better progress and will exceed these expectations by the time they begin Year 1. Children who are identified as having special educational needs and those who speak English as an additional language are making good progress. The needs of higher attaining pupils are met well.

Personal, social and emotional development

65. From their earliest days in school children are encouraged to take responsibility, by putting things away and caring for living things. In the nursery, children learn how to work in harmony with each other, speak out confidently and to listen carefully. They are able to take part fully in literacy and numeracy lessons and consequently extend their range of vocabulary, communication and mathematical skills. Reception aged children continue to be excited about learning and are willing to try new activities and initiate ideas. They solve problems, make decisions, experiment, predict, plan and question many things. This represents very good progress for these children so that by the time they enter the reception class they have a capacity to concentrate on their own play or on group tasks for extended periods.
66. Teaching is often excellent and overall is very good. The nursery teacher is a first class role model to the newly qualified teacher in the reception class. The curriculum is rich and varied and meets the aspirations and high standards expressed in the published curriculum guidance. It is planned with vision and relevance to the children's needs. In the reception class, the planning very effectively links the desirable learning outcomes with the National Curriculum. This ensures that children working towards Level 1 of the National Curriculum are provided with the relevant tasks. The teachers are knowledgeable and have very high expectations. Other staff that support the teachers and children make a significant impact on the standards. Together the staff prepare opportunities for children to develop key learning skills such as listening, speaking, concentration, persistence and learning to work together and to cooperate with other children. Staff know children very well. They have very good procedures for assessing children's progress so that teaching is always challenging. The classrooms are attractive, and resources are used well, contributing to an excellent place for children to learn.

Communication, language and literacy

67. Language and literacy skills are above those expected at this stage. Speaking and listening skills are above the expected levels because all the adults take the time to listen carefully to questions and encourage conversations. There are many opportunities for children to explore, enjoy and use words and print in a broad range of activities. They enjoy listening to stories and readily share books with each other and with adults. They model the appropriate conventions such as taking turns, and waiting until someone else has finished. In reception, children listen enthusiastically and respond to stories, songs, music and rhymes. During the class reading of 'Jack and the Beanstalk' children had many ideas to share when asked questions about what the characters might say. For example *'I think Jack's mum would say take the cow away'* and *'we don't want the magic beans we want some money'*. Nursery children displayed a fascination for new words and phrases such as, *animal sanctuary, ditch and honeycomb*. One remarkable example of fluency and confidence was heard during a mathematics lesson. A bright boy described the two pence he held as being, *'bronze and round with the queen's head on one side and the number two on the other'*.
68. Teachers use lively games and interesting resources to encourage children to recognise letter sounds and shapes. Children use these skills very well when they are reading their own books. They experience a rich variety of books and stories that help them learn to read by becoming familiar with phrases and words, characters and sequences of events. In the nursery, children use picture clues to help them tell their own versions of stories and to put them in order. As a result of such good teaching, many pupils, by the time they are five, have made very good progress and read common words, phrases and simple sentences independently.
69. Children are encouraged to write in a variety of role-play situations that match their interest and stimulate talking. For example, in the nursery, the home corner has been converted into an animal shelter with appointment slips and telephone message notes. Similarly in reception, the children write notes in their giants castle. Some children in the nursery write their names or letters within their names with a steady and fluent hand. Reception aged children continue to practise writing, progressing to labels, sentences and lists as well as completing simple books with phonetically plausible words and sentences. For example, *On Sunday I pt on my mc chrs* translated to mean, "On Sunday I put on my magic trousers." This represents very good progress.

Mathematical development

70. This area of learning is well taught. Attainment is above the expected levels for most children. Children's mathematical development arises out of daily experiences in a rich and interesting environment. Most children in the reception classes can count to ten and some can count well beyond this. Many recognise numerals one to nine and more. They count and order numbers together or in small groups. When playing a fishing game children in the nursery had fun hooking their fish, counting the spots, and then matching their fish to the correct numeral on a number line. A few in the nursery could independently order numbers from one to ten and match them to the correct numerals. Teachers in both the nursery and reception classes use rhymes songs and stories, which involve counting. They model and encourage the use of mathematical language for example, 'count', 'count on', 'how many', 'the number before'. When playing games children use mathematical language with confidence, such as, 'more than' and 'less than' when comparing numbers.

71. Mathematical concepts are reinforced during outdoor play. Reception children were able to name square, rectangle, circle, and triangle during a walk around the school. Children handle, move, compare and build with three-dimensional blocks. Their conversations include comments such as *'this big block should go at the bottom'*, and *'put the slopy one there'*. In the classroom there are many opportunities to handle, compare and talk about two-dimensional and three-dimensional shapes by making models and elaborate pictures. Children are making very good progress.

Knowledge and understanding of the world

72. Children are making very good progress in this area due to very good teaching, so that they will at least meet the level for this age group. Some children will exceed this level. Children enter the nursery with a basic general knowledge. They build on this knowledge through the very good experiences provided. They learn about living things and are encouraged to observe and identify some of the features, for example, animal homes through the animal sanctuary role-play area. This experience was brought to life when a rabbit was introduced into the nursery by one of the parents. Their questions were searching. Such as *'What does he use his front legs for?'* and *'Why does he have fur?'* They found out that he liked broccoli and carrots and had hay in his hutch to keep him warm.
73. The wildlife garden offers real experiences for all children to observe the natural world. Children in the reception class had noticed and discussed the patterns in bricks, grates and gates when walking around the school. Nursery children show a great deal of curiosity and skill when using the class computer. They select their favourite programmes from the menu unaided and are particularly attracted to the programme with music. Children in reception regularly use taped stories to support their reading.
74. A whole-school project on Africa gave children the opportunity to become aware and develop respect for the different cultures and beliefs in the world. There were colourful displays, musical instruments and beads made by using simple threading, painting and fixing techniques. Adults develop these experiences by encouraging children to talk about their findings, ask questions and speculate on reasons.

Physical development

75. By the time they leave the reception class most children will exceed the learning goal expected. Children at this stage, through very good teaching are given the best opportunities for effective physical development. By using a good range of large and small equipment regularly and safely, they make very good progress in this area of learning. They develop and practise their fine and gross motor skills and increase their understanding of how their body works in dance, gymnastics and outdoor play. Even young children in the nursery demonstrate a good awareness of space and others in their dance lesson in the hall. Reception children use big spaces with confidence and control when they are running, jumping and skipping. Younger children respond to music expressively by crawling, slithering, jumping and running at speed. When outdoors, children travel under, over and through the large equipment and older children climb and balance safely.

Creative development

76. Some children exceed the levels expected. This is because the teaching is very good. Reception children know their colours and explore colour texture and shape.

There is a wide variety of media for children to use. They were encouraged to make their own choices from a range of collage material when making pictures of houses. The more able in this group selected their own materials confidently and experimented with new techniques and explained their choices confidently. Others in the class made good progress because they had appropriate support. Children in the nursery matched paint to real things, for example when they used printing techniques to make pictures of spring flowers. All children like to sing favourite songs. Reception children are building up a repertoire of songs in their music lessons. They explore different sounds with un-tuned percussion instruments. They sang, clapped and tapped their feet to a simple four beat rhythm. Children make good progress in their creative development.

ENGLISH

77. Pupils throughout the school are now making good progress and the standards they are now achieving at the end of Years 2 and 6 are improving. National test results in 2002 indicate that pupils performed well below the national average in reading and writing in Year 2, with a similar picture in English overall in Year 6. Trends over the past three years have shown standards by Year 2 in reading and writing have been well below the standard expected nationally. By the end of Year 6, English standards have tended to fluctuate but never rising above the national average. Work seen in literacy lessons now, however, does not reflect this picture. The schools rigorous approach to implementing the literacy strategy with an all round improvement in the quality of teaching through significant staffing changes shows that standards are now well on course to meet national averages by the end of the school year. Girls continue to perform better than boys at all levels but the school is working to address this issue.
78. Analysis of the recorded work of pupils in Years 2 and 6 shows that the skills and knowledge being acquired are in line with what is expected from pupils aged seven and 11. In Year 2, since September, pupils have made good progress. They are using full stops and capital letters accurately, attempting to use speech marks and starting their sentences in different ways. In Year 6, since the beginning of the school year, pupils have made expected progress and now, the use of characters and places of interest in written work are well developed. Dialogue, action and description are effectively woven together. Pronouns and tenses are consistently used. Adverbial phrases are also effectively chosen.
79. In Year 2, most pupils write a story unaided using a story plan. The indications are that pupils' standards in writing at this stage are improving.
80. However, many of the pupils in the Years 3 to 6, in particular, have too few opportunities to write extended pieces in English and also to practise their writing skills in other subjects. They are not provided with sufficient opportunity to use writing frameworks or structures to help them translate their ideas into a written form. Writing, particularly for boys in Years 3 to 6, is identified as a school priority within the school's development plan.
81. Inspection findings show that pupils make very good progress in reading, which is a major improvement upon the previous inspection report. This is because teachers provide good opportunities to talk and communicate in a meaningful way about books. In lessons, they use a range of appropriate texts to excite the pupils, and are highly effective in using these to develop pupils' reading and writing skills. Effective teaching of letter sounds at an early age, results in pupils learning the necessary

skills to read unfamiliar words. The school's organisation allows for pupils to have targeted support with reading and efficient use is made of certain times during the day for reading independently.

82. Pupils do very well in their reading skills throughout the school, and attain standards at seven and 11 that exceed those expected of their ages nationally. Teachers and classroom assistants work very hard and successfully to develop pupils' reading skills. Pupils experiencing difficulties, including those with special educational needs receive additional help to achieve success. Books drawn from commercial reading schemes have been carefully graded so that pupils make secure progress until they are able to choose reading books freely. Some parents voiced their concern that the reading scheme has uninspiring content but the inspectors found that pupils are extending their reading through being exposed to a wide range of additional books.
83. By Year 6, most pupils have read a wide range, including non-fiction and poetry. They read fluently and with very good expression. Very able readers are competent and confident in the use of deduction and inference, they skim and scan effortlessly, and talk about how the characters feel and why they act the way they do. When asked who is your favourite author, one less able girl said, *"I love Jacqueline Wilson because the story sounds like its coming from the child, so I can understand it more."*
84. In the infants, a high proportion of pupils are not confident in expressing themselves verbally. Most pupils have a wider knowledge of vocabulary than they use in practice when expressing their ideas and opinions fully. However, due to effective teaching they make good progress in this area and as a result they become more confident speakers in the juniors. Teachers' highly effective use of complex and challenging questioning does much to enhance pupils' speaking and listening skills, for example through building their confidence in whole-class discussions at the beginnings of lessons. There are good opportunities for pupils to take part in role play situations, including drama, or in working in pairs or in small groups.
85. Pupils are taught to join their writing from an early age. By the age of seven, pupils' presentation of their work is improving for many pupils. Progress in the standards of presentation, in the junior aged classes, is satisfactory with room for improvement, particularly in Year 3. In Year 6 the quality of handwriting is satisfactory overall, being legible, neat and joined. Teachers' high expectations of accuracy in spelling, punctuation and sentence structure are effective and support the improvement in standards across the school. Pupils are regularly reminded to develop these skills consistently. The setting of targets for them to do so shows the importance that teachers attach to these skills.
86. A large part of the writing programme through the school is in the form of formal exercises. They assure good knowledge of grammar, but are not always linked directly to extended writing tasks for junior age pupils. Insufficient time is given for pupils to put their skills into practice independently. Pupils who are average and very able are the most affected, with lack of practice evident in their shorter stories and factual accounts when they write independently under pressure. Pupils with low attainment receive additional help or simplified versions of the task so that they can achieve successfully. Pupils across the school have good access to poetry and know their favourite poets well and can give reason for their choice. One boy in Year 4 said that his favourite poet is Claire Bevan, because her poetry is funny and she makes you enjoy it.

87. Pupils with special educational needs make good progress especially when they are supported in or outside the classroom. Classroom assistants who give intensive support to these pupils are highly effective in helping them to achieve well and to make good progress in their work.
88. The quality of teaching literacy is predominantly good throughout the school with the exception of one lesson, which was deemed to be satisfactory. There is occasionally very good teaching seen in all parts of the school. The framework and planning units of the National Literacy Strategy are used highly effectively to guide teachers' planning but teachers take it and adapt it to take account of the needs of the pupils in their class. In the best lessons, teachers clearly explain the purpose of the lesson to the pupils at the beginning and the very good planning strongly supports the progress and attainment pupils make in the lesson. The teachers' really good use of questioning helps pupils with their thinking and in grasping the new skills. There is no wastage of time, the lesson flows seamlessly to be rounded off very effectively by evaluating progress and reinforcing the main points of the lesson. The waste of time in lessons was a key issue at the last inspection and is now successfully resolved. Marking pupils' work is still not consistently applied across the school. The best marking indicates to pupils how they can improve their work and then follows this up at a later stage.
89. Teachers are using information technology to consolidate skills in grammar and word processing, by using commercial software. Little evidence was seen, for example, of the direct teaching of word processing skills that would have challenged pupils to use a wider range of ICT skills such as deleting, inserting, use of spell check and paragraph formatting in order to extend and support pupils' work in literacy.
90. The subject is well led and effectively managed. The school has introduced a proficient procedure for tracking and measuring pupils' progress in each year group. The school is very clear about how each pupil is achieving and progressing. Monitoring procedures to improve teaching practices is firmly established by the headteacher and is being extended to include the subject leader. The school has invested considerable funding to improve the range and quality of children's literature to good effect since the last inspection. However, pupils' independent research skills are not fully optimised because of the extensive use of the library facilities for other purposes. Attainment in spelling has improved but remains below national averages.

MATHEMATICS

91. In national tests in 2002, Year 6 and Year 2 pupils achieved standards that are well below the national average. Inspection evidence based on work seen in class does not reflect this picture one year on. The impact of the management of mathematics to ensure that all pupils' learning needs are met through careful targeting and well planned lessons is now beginning to raise standards significantly. By Year 2, pupils are now achieving above average standards and making very good progress. By Year 6 most pupils are reaching standards that are in line with expectations and are making good progress. Much of the improvement is due to the way that the National Numeracy Strategy has been implemented which a focus on high expectations on all pupils. This is particularly the case in Year 3 where much of the previous year's underachievement has been addressed. The needs of pupils with special educational needs are well met in class, often supported by very well organised

- support assistants. Pupils' behaviour and attitudes in mathematics lesson are good and sometimes very good.
92. Lessons overall show that most pupils make very good progress in Years 1 and 2. In Year 1, pupils learn how to compare the size of two numbers and have a good understanding of such terms as "bigger than" and "smaller than". Average and above average pupils learn daily the importance of being able to explain how they worked out a particular problem. They also learn how to recognise coins and describe them to the rest of the class. Average pupils learn how to work out change in their heads from ten pence with the above average well stretched in working out change from 20 pence. In the same year group above average pupils working in the same class as Year 2 pupils were able to build on existing knowledge and recognition of coins by learning how to count on in five and ten pence intervals. Real coins are used in lessons to make learning relevant. The precise targeting of learning tasks meant that many of the above average Year 1 pupils are succeeding in the work normally recommended for Year 2 pupils.
93. In Year 2, coins are used as a medium for counting, pupils learned how to double and half set amounts. As part of the main activity, pupils used existing number knowledge to help them count on in tens to add 70 pence to 120 pence with the help of a number line. Reversing this operation to count back most pupils found this to be a real challenge.
94. Year 3 pupils are beginning to explore the relationships between multiplication and division. Their knowledge of tables are appropriate to their age group. Some of the above average pupils are beginning to grasp the use of remainders. Year 4 pupils successfully consolidate their understanding of the number operations associated with addition, subtraction, multiplication and division through the use of appropriate activities all aimed at testing their real understanding of how to apply this knowledge.
95. Year 3 and 4 pupils have made good progress since the beginning of the school year.
96. The average and below average pupils in Year 5 also make good progress. In one lesson they learned to use mental strategies to help them add two and three digit numbers together using rounding up techniques. Demands such as these show that pupils are well on course to meet national standards when they are in their final year. In the same year group, average and above average pupils show a very good understanding of place value and due to good teaching learn how to approximate – using existing knowledge of number facts. Some of these are already operating at the national standard and are on course to exceed these levels by the time they reach the end of Year 6.
97. The majority of Year 6 pupils responded well to quick fire questions such as 400 divided by five, or 270 add 90. The teacher, in these oral starters, is careful to include the below average pupils by deliberately introducing an easier question such as 36 add six to enable these pupils to be successful. In a lesson on angles all pupils learned about the characteristics of reflex angles. Above average pupils learned that angles when put together to form a straight line, came to a total of 180 degrees and that given the value of two of them, the third could be calculated. Below average pupils in this lesson were learning how to use a protractor correctly; some pupils having access to a simple computer programme developing the same idea. There were lost opportunities in the lesson to provide extension work for the above average pupils.

98. Discussions with eight average and above average Year 6 pupils showed that their mathematical understanding on a range of areas such as knowledge of the properties of shapes, number operations including square numbers and negative numbers, standard units of measure, ratios, and probability was such that they were all on course to meet the standards expected nationally in the forthcoming tests. However, pupils' understanding that would enable them to obtain the higher National Curriculum Level 5 is less secure. Pupils' confidence in using and applying existing knowledge is less well developed. Analysis of pupils recorded work shows good progress and a real attempt to address the underachievement that has existed in the past. This is particularly the case in Year 2 when pupils' books show a very good range of work, well presented and geared to national standards and higher.
99. Pupils in most classes have opportunities to explore and investigate mathematics and to apply existing knowledge in activities set. An example in Year 6, involved a follow up from a successful lesson on angles in which pupils were asked to construct regular solids using and folding card. Recorded work in this year group does not include sufficient opportunity for open-ended investigations particularly for the higher attaining pupils. On the other hand, recorded work in Year 2 is rich in opportunities for pupils to use and apply mathematics. For example, work on number patterns enables pupils to understand more fully how pattern is an essential characteristic and fascinating area of number work. In the same year group pupils were given opportunity to collect data, chart the information and interpret the results that emerged.
100. The quality of teaching is good overall with some very good teaching in Years 1 and 2. Lessons are planned well throughout the school and very good use is made of national guidance in this area. The National Numeracy Strategy has had a very positive impact on the quality of teaching. Teachers make very good use of teaching resources to motivate pupils as seen with the imaginative use of a glove puppet in the nursery, and use of real coins and money boxes in the Year 1 and 2 lessons and number lines and individual white board in most classes. Teachers make good use of grouping arrangements to ensure a good match between what the pupils need to know and what is being taught – particularly in Years 3 and 4. Teaching techniques are well practiced and including very good demonstrations, the skills of keeping pupils attention through very good use of questions and effective use of rewards or correction where deemed necessary. Teachers' knowledge in mathematics as a subject is good and therefore this helps in the very good pace in most lessons and the demands they make of pupils – particularly in Years 2, 5 and 6. Very good use is made of assessment data to direct lesson planning and recording in mathematics is thorough. Very good use is made of teaching assistants generally to enhance learning, but in particular, this adds significantly to the provision made for pupils with special educational needs, which is very good and as a result these pupils make good progress. Teachers make effective use of homework to support learning and this too contributes well to the progress pupils make. However, more use could be made of longer-term pieces of investigation as part of the homework programme, particularly in Year 6.
101. The mathematics co-ordinator has a good grasp of current issues in mathematics education and is effective within the role. She is confident in her role in helping and supporting other teachers in their practice. There is a close understanding of the mission in the school to raise standards in the subject. The co-ordinator participates in the school's annual cycle of monitoring opportunities, which includes analysing test data, evaluating teachers' planning, analysing pupils' work and some lesson observations. The practice of the school to invite parents into lessons to see how

mathematics is taught is quite well established and reinforces the confidence amongst teachers of their practice.

SCIENCE

102. The 2002 National Curriculum tests results show that, by the age of 11, standards are well below the national averages in comparison with all schools and well below those of similar schools. The percentage number of pupils achieving level 4+ dipped dramatically when compared with the previous year. When comparing the average National Curriculum points scores over the last five years, it is noticeable that there has been gradual falls in results, widening the gap between national results and pupils' attainment. The school's results also show that higher attaining pupils have been insufficiently challenged, as demonstrated by the low percentage of pupils achieving the higher levels.
103. Teacher assessment for seven year olds shows that pupils' attainment in experimental and investigative science, materials and their properties, and physical processes was below the national average, and pupils' attainment in life processes and living things was well below average.
104. No lessons were observed in Years 1 and 2 during the inspection, but from the evidence of work in the pupils' books and in displays in classrooms, pupils are attaining standards that are in line with the expected level for their age. Classroom observations and a scrutiny of recorded work, show that standards for seven to 11 year olds are satisfactory in relation to the pupils' prior attainment. An improvement in the rates of pupils' progress can be seen in lessons where the teaching is good or better and where the teachers' short-term planning ensures that pupils cover scientific skills, and, above all where the work is planned to meet all pupils' needs. Good support is provided for those pupils with special educational needs, allowing them equal access to the full curriculum. The pupils' speaking and listening skills are highly developed and most demonstrate their knowledge of scientific vocabulary when responding to questions or when asked to explain their findings. Tasks undertaken in class indicate that there is no significant difference in the attainment of boys and girls. Pupils are encouraged to work in groups as well as alone, and appreciate that science is frequently a collaborative activity, involving team work and joint reflection, rather than one which is typically undertaken by individuals working on their own.
105. Occasionally teachers have a tendency to over direct the pupils. During a study on 'how we see things', the pupils were developing an understanding of the principles of observation, investigation and recording when they tried to prove that light travels from a source in a straight line and when it hits a shiny surface it is reflected and when it hits a dull surface it is absorbed. However, there was not enough emphasis on allowing pupils to undertake their own experiments, and develop their own theories, for example on fair testing, to allow an improvement in pupils' enquiry and investigational skills. All pupils carried out a similar test and began to record their findings in the same way. In these situations the organisation of lessons does not assist in the development of the pupils' relevant knowledge and understanding of the process of fair testing, and this weakens pupils' attainment. When all pupils carry out the same experiments at the same level of challenge, regardless of their level of understanding it hinders the progress of both higher and lower attaining pupils.
106. It is not possible to make a judgement about the quality of the teaching in Years 1 and 2, but in other year groups it is good overall, and never less than satisfactory. Overall, teachers' subject knowledge is good. In the marking of pupils' work, too few

teachers' written comments are used to point out how the work could be improved. Marking in science is generally unsatisfactory. When work is corrected, it is usually ticked and only occasionally commented upon. Unfinished work is not always brought to pupils' attention so that it can be finished. Teachers' planning is good and it is usually drawn from commercial sources. The better teachers take care to modify the plans to suit the needs of the pupils and to ensure that sufficient use is made of building on pupils' prior attainment. Health and safety issues are always highlighted when pupils handle equipment.

107. Pupils have very good attitudes to their learning. They want to learn because they know that their teachers work hard to provide stimulating experiences. Most pupils are compliant, and carry out their teachers' instructions sensibly.
108. The school curriculum is based on national guidance. Units of study are organised into two-year cycles to ensure that there is full coverage of the National Curriculum and that there is progression in all areas. This academic year, pupils in Year 1, have studied 'light and dark' and can name a number of light sources including the sun; recognise that they cannot see in the dark; know that it is dangerous to look at the sun; name a number of light sources, and name and compare some light sources. In Year 2, pupils have learned about 'using electricity', and have learned to identify common appliances that use electricity; can describe some of the dangers associated with mains electricity; can construct a working circuit with help; and can make simple drawings of working circuits. In Year 3, pupils have studied 'rocks and soil' and they can name one or two rocks and give characteristics of several rocks; explain that rocks are used for different purposes. In Year 4, pupils have explored the unit 'keeping warm'. They can recognise that temperature is a measure of how hot or cold objects are; use thermometers to measure temperature and present results in tables. In Year 5, pupils have looked at the unit on 'changing sound'. They can suggest ways of producing sounds; distinguish between pitch and loudness; and generalise that sounds are produced when objects vibrate. In Year 6, pupils have looked at micro-organisms, recognising that very small living things can cause illness; and recognise that these micro-organisms feed, grow and reproduce like other organisms.
109. Information and communication technology is used in all classes to support pupils' learning. In a Year 3/4 lesson on temperature, the pupils were introduced to sensor logging software to measure temperature change in the classroom over a 24-hour period. However, there was some lost potential for development here because the pupils did not fully understand the line graph that was being produced.
110. The school has generally good procedures for assessing, recording and reporting pupil progress. Teachers use these procedures to provide diagnostic information about individuals and groups; to plan future teaching and learning; provide information to parents, and contribute to each pupil's Record of Achievement file. However, the school does not analyse the Year 6 test papers to identify where the gaps are in the pupils' learning; those aspects that are taught well and those that pupils clearly do not understand.
111. Science is a well-managed subject. The co-ordinator is well qualified and has good awareness of issues in science. However, there needs to be more rigour in monitoring and evaluating the quality of teaching and learning, and more regular scrutiny of the pupils' work. The quality and range of resources to support the teaching of science are very good. They are well managed and organised in boxes relating to the different units of study. The co-ordinator needs to ensure that the higher attaining pupils are more effectively challenged.

ART AND DESIGN

112. All pupils, including those having special educational needs, make good progress and attain the standards above those expected for seven and 11 year old pupils. This is an improvement upon the judgement made in the previous inspection.
113. The importance that the school places on pupils' artwork is evident in the "eye-catching" way that their work is displayed around the school. This is highly effective in developing the overall impression of a vibrant, stimulating and exciting environment for pupils and visitors. Pupils are very proud of their work created during the African art festival.
114. Pupils learn a good range of skills and many of their displays are based on the work of famous artists, for example Monet and Tony Hudson. The latter inspired pupils to create some breathtaking pictures using pastel and charcoal, to make light and dark to great effect.
115. Art is developed well with older pupils. A specialist art staff member has made a significant contribution to pupils' work through developing sketching skills for observational drawings and in making high quality three-dimensional African masks.
116. Pupils' attitudes to art are very good. They remark how they love art. Pupils enjoy art and feed from teachers' enthusiasm and enjoyment. They are pleased to show their work and enjoy talking about their designs and the different techniques that they use. Other pupils are encouraged to act as critical friends in appraising their work. This is achieved highly successfully.
117. In the lessons observed teaching was good overall. This is because of the specialist support, which has a major impact on improving the quality of pupils' skills in art. Talented pupils are able to extend themselves and produce work of real quality. Teaching supports groups of pupils to discuss, for example, materials that artefacts are made from, the form they take, the techniques used to make them and how they were created. Careful detailed planning with key questions promote pupils' understanding and learning very effectively. The subject co-ordinator provides clear leadership, enthusiasm and advice all of which help to develop the very good art work in school. An area to be further developed is three-dimensional art with the use of clay and the use of a digital camera to make three-dimensional self-portraits.

DESIGN AND TECHNOLOGY

118. During the inspection it was only possible to observe one lesson. However, evidence of pupils' designs and finished artefacts were seen in classrooms, in displays around the school and from photographic records in the subject portfolio. No overall judgement can be made on attainment. However, evidence from Year 4 shows that standards in this year group are satisfactory and pupils are achieving in line with national expectations for their age. Pupils are being given experiences to cover the processes of investigating, designing and making.
119. In a previous lesson the Year 4 pupils had already investigated a collection of money containers, looking at fabrics, decoration, seams, fastenings and component parts. The next stage was for the pupils to design and plan to make their own containers using materials and real objects brought from home. The pupils selected the appropriate materials for their own designs that turned out to be quite practical. One pupil designed a pyramid purse and proceeded to make it out of felt, using side stitching and a 'Velcro' fastener. This task involved the application of mathematical

skills. However, the pupils were not given the opportunity to evaluate their designs and make modifications, as this was not built into the planning.

120. Examples of design and technology work displayed around the school show a clear link with other areas of the curriculum. In science, pupils have designed and constructed simple electrical circuits; as a follow up to stories about 'The Three Little Pigs' and 'Goldilocks and the Three Bears', pupils have constructed houses out of various materials and designed hinges for doors and windows; in history, pupils in Year 6 have designed and made Greek chalices and pots, and for the African study display, pupils have made different types of masks using a range of materials.
121. It is not possible to make an overall judgement about the quality of teaching and learning. However, the quality of teaching and learning in Year 4 is good. Throughout the school, teachers' plan effectively, showing good organisation and structure, clarity of purpose, and clear, purposeful explanations enabled all pupils including those with special educational needs to make good progress.
122. There have been good improvements in the curriculum provision since the last inspection. The school has adopted national guidelines to ensure continuity and progression in the development of the pupils' skills. Opportunities to monitor, evaluate, and, therefore, to influence, the development of the subject by spreading the good practice which is available are planned for by the subject co-ordinator. Teachers are beginning to use ICT as a resource to enable pupils to develop their skills of planning, design and evaluation. The introduction of a curriculum map, ensures that links with other subjects are now included in teachers' planning. However, the school has still to address the needs of the talented pupils who are not yet given additional challenge.
123. The opportunity for pupils to participate in the two after school craft clubs enhances pupils' classroom experiences successfully.
124. In Year 4, the pupils show very good attitudes to learning and this enables them to make good progress in the lesson. They enjoy the subject, concentrate carefully on their constructions, are helpful to each other, show care with the resources they use, and take a pride in their results.
125. The co-ordinator is knowledgeable and has clear ideas about the further development of design and technology, and this is a strength of the subject. Assessment procedures require further development so that staff can adequately build upon pupils' prior knowledge. There needs to be some exemplification of the pupil work in the subject portfolio showing links with National Curriculum levels. This will then ensure that all teachers understand the standards expected for each year group. Resources are good; they are well managed and have a positive impact on learning. The overall, the leadership and management of the subject are good.

GEOGRAPHY

126. No teaching of geography took place in Years 3 to 6 during the inspection, and only two lessons were observed in Years 1 and 2. Evidence from past work, displays and lesson observations indicates that good standards are being achieved by the time pupils are seven and this represents an improvement since the last inspection. By the end of Year 6, standards have improved as they are now consistently in line with national expectations.

127. In a lesson involving six year olds, the pupils follow the exploits of 'Barnaby Bear' in order to find out about different countries, gain knowledge about how to find places on a map, the features of places and their location and the type of transport they would need to use to get them there. Recorded work of pupils aged between seven and 11 indicates that most pupils have an improving knowledge of geographical language and a more secure understanding of the nature of geography; for instance the relationships between the physical and human aspects. In Year 6 some good work has been completed about the core and mantle of the earth's crust and dormant and extinct volcanoes.
128. Standards of teaching in Years 1 and 2 is good overall. Teacher expectations are high and pupils are managed well; both factors enhance the quality of learning that is good. Pupils with special educational needs generally make good progress through tasks that enable them to achieve at their own level. The provision of a range of photographs, maps and a globe, supplement the teacher's good explanations and promote effective learning. It is not possible to make a judgement on teaching in Years 3 to 6 because of insufficient evidence.
129. Pupils are well motivated and sustain concentration. They respond well, listen carefully and exhibit very positive attitudes to their work. They are confident to both answer and ask questions. Relationships are good and supportive with learning taking place in a positive atmosphere.
130. The leadership and management of the subject are satisfactory. The scheme of work follows the Qualification and Curriculum Authority (QCA) guidelines and the curriculum map ensures that the co-ordinator knows exactly what is being taught in each class throughout the year. The co-ordinator monitors planning and has had some opportunity to observe teaching, but she is not yet in a strong enough position to be able to advise on how standards and the quality of pupils' learning can be improved.
131. Since the last inspection there have been improvements in the quality and quantity of the resources to enhance the pupils' geographical experiences. Resources are now satisfactory.

HISTORY

132. Because of the place of history on the timetable it was only possible to observe three lessons during the course of the inspection all in Years 3 to 6. Judgements in Year 1 and 2 are therefore mainly on the basis of the work already completed in pupils' books and displays in classrooms.
133. Standards are satisfactory and remain much as they were in the last inspection with pupils reaching average levels in Year 2 and Year 6. Many pupils reach higher levels of attainment in their oral work than they do in their written work. This is because their speaking and listening skills are better developed than their writing skills. However, there is more evidence, particularly amongst the seven to 11 year olds, of historical enquiry and interpretation with pupils undertaking independent research in order to come to their own conclusions about aspects of the past. Pupils are aware that information can now be retrieved beyond books as they have opportunities to use ICT to support their learning. The average and above average pupils are able to recall and articulate their learning with some accuracy.
134. The school's long-term planning indicates that infant-aged pupils study such topics as toys, seaside holidays and homes all in the past, and famous people and events. Junior-aged pupils undertake work from study units such as the Anglo-Saxons,

ancient Egypt, Victorian Britain, the Romans and the ancient Greeks. A scrutiny of the work in pupils' books would suggest that some of these topics are not being covered in sufficient depth or breadth. However, good quality displays of pupil work can be found in classrooms on such aspects as the Viking invaders and the ancient Greeks, and the artefacts in the school museum give pupils some indication of how people dressed and what school was like in Victorian times.

135. Pupils make satisfactory progress throughout the school. Pupils with special educational needs also make good progress because teachers are careful to match the tasks and lesson content to pupils' capabilities. The good support offered to one pupil with a Statement of Special Educational Need ensured his active participation throughout the lesson.
136. Junior-aged pupils' response to learning in most cases is good. Pupils' good behaviour and ready compliance to classroom routines create an orderly, working atmosphere. They respond well during question and answer sessions, occasionally pose questions of their own and many work hard to show pride in the content and presentation of their written work. The majority has good levels of concentration and only a small minority fails to complete their work.
137. The quality of teaching in lessons for the seven to 11 year olds is good overall, being satisfactory in one lesson and good in the other two. In the best lessons, teachers use their own good command of the subject to develop pupils' knowledge and understanding, often through good question and answer sessions. Where the teaching is satisfactory there is too much teacher talk and lack of pace and variety, and this affects the pupils' interest and gives them insufficient opportunity to consolidate what they had learned already from their research. Teachers choose resources and artefacts carefully to ensure that they have a strong impact on the teaching. They make good use of the local education authority's resource centre to supplement the school's own resources. Excellent examples of this were the ancient Egyptian artefacts made available to the pupils during the Year 6 lesson.
138. The subject is satisfactorily led and managed. The co-ordinator is very enthusiastic and she is trying to keep abreast of the subject. She is beginning to monitor the delivery of the subject across the school through the scrutiny of teacher planning, pupils' work and in class observations of the quality of the teaching. However, there is room for further development as her other subject responsibilities do not afford her enough time to carry out this role with sufficient rigour. The school has adopted the QCA guidelines for history and this ensures that appropriate units of work are planned for.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

139. Standards of attainment throughout the school are below those expected of pupils for seven and 11 year olds. This is because too little emphasis is placed on what most pupils can reasonably be expected to do by the time they are 11.
140. Although all pupils experience elements of the required strands of the subject, the school does not have sufficient computers to support the learning that needs to take place. Poor resourcing means that pupils have gaps in their skills and knowledge and there are too few opportunities for them to consolidate what they have learned. With the odd exception, most classes have only one computer. Although they are invariably switched on, opportunities to use them are frequently missed because of the limited time available for individual pupils to access the programmes. This is

particularly the case in literacy and numeracy lessons. Pupils who are currently taught literacy and numeracy in the library have no access to a computer. The school will soon have two small computer suites and this will help to rectify some of the current weaknesses.

141. By the time pupils are seven most have good keyboard and mouse skills. Most of the activities seen throughout the school are based on pupils' use of software designed to help pupils practise skills rather than using the computer as a tool to extend their learning. Occasionally, satisfactory use is made of the Internet as a research and communication tool. An example of this was two pupils in the Year 6 history lesson researching the Egyptians. Other types of apparatus such as learning centres and tape recorders are available but there is insufficient use made of them to confirm pupils' standards in the wider use of ICT. However, nursery and reception aged pupils make good use of software to support their learning.
142. Pupils access data they have previously saved to hard disk. This is an efficient way of recording their work and all pupils create their own folder, which is useful. However, evidence shows that these folders contain a limited amount of work stored in them, so the evidence base of what they have achieved and learned is limited.
143. Although timetables indicate when some teaching will take place, lesson plans in other subjects rarely identify opportunities for ICT to support pupils' learning. This is particularly the case in the core subjects of English, mathematics and science. Insufficient use is made of ICT to support the learning of pupils with special educational needs and the more able pupils who may have particular talents in this area due to the wider access to computers outside the school environment.
144. Lessons observed in ICT skills amongst Year 5 and 6 pupils, were about developing spreadsheets. The quality of the teaching at the computer was effective in demonstrating how to develop a spreadsheet and the pupils involved quickly grasped the formula for adding columns. The time spent at the computer was generally productive but very teacher directed. A supporting activity, set in one lesson, while pupils waited to move to the computer, was unsatisfactory and did little to develop the pupils' understanding of spreadsheets and their application. Although many pupils have access to computer and email at home, this is not reflected in the opportunities they have in school. Pupils in Year 6, when asked, were not confident in their use of appropriate software to design a simple leaflet that combined text and pictures.
145. However, overall teaching in ICT is just satisfactory. Good use has been made of the national funding for training teachers and they now feeling more confident than they were in the teaching of the subject.
146. The co-ordinator for ICT, who is only in her second year of teaching, has taken on the management of the subject this academic year and has made a good start. Given the constraints of the current resourcing situation she has worked hard to ensure that developments in ICT have continued to take place. She has clear plans for when the hardware for the two new computer suites is installed and she is well aware that there may be timetabling difficulties with there being only enough room to accommodate half a class at a time in either of the two bases. She has introduced recording sheets to identify the frequency of each pupil's access to a computer and a system for tracking the progress pupils make in developing their knowledge, skills and understanding in each of the key strands of the ICT.

MUSIC

147. Standards of attainment are average by the age of seven and above average by the time pupils are aged 11. All pupils in Years 1 and 2, including those with special educational needs and those few for whom English is an additional language, make at least sound progress. At the age of 11, all pupils make good progress that is an improvement upon the previous inspection report.
148. Pupils in Year 2 accurately identify low and high sounds. The majority of pupils successfully, but not yet confidently, identify relative pitch position from a range of notes played. The use of voice was the means of pupil participation in making sound. Pupils in Year 6 develop their understanding of songwriters and are looking at the fact that lyrics can be used to convey mood, attitude or to tell a story. This work produced some mature reflective considered responses from pupils. One pupil was particularly touched by the lyrics of one song and the other pupils were sensitive and responsive in supporting him. Pupils adapt the lyrics of a popular hockey chant very successfully. Some were nonsense rhymes and another group made social comment on the impending war with Iraq. They enjoy performing for each other and evaluate each other's work.
149. A specialist undertakes the teaching of music across the school. It is satisfactory in Year 1 and 2 and very good overall at lessons amongst the seven to 11 year olds. The teaching is less secure with the younger pupils where knowledge of how young pupils learn in music is not fully understood. However, in junior-aged classes teachers' knowledge is good and this very successfully develops pupils' musical knowledge and understanding. The teachers' enthusiasm is highly motivating for the pupils.
150. Music has a high profile in school. The scheme of work is comprehensive and a good basis for weekly lesson plans. The co-ordinator leads the subject very well offers guidance and support for staff. Lessons are taught by the co-ordinator and class teacher on alternate weeks and this ensures coverage of all musical elements and skills.

PHYSICAL EDUCATION

151. Standards in physical education are above average for pupils at seven and average for 11 year olds. This is an improved picture since the last inspection. There is no difference in standards between boys and girls and pupils with learning difficulties make appropriate progress. The school has worked hard to make substantial improvements particularly by the age of 11, where self-discipline and basic movement habits are now much improved. However, the inadequate space and equipment in the hall means that older pupils are unable to demonstrate fully the standards they are capable of achieving in gymnastics.
152. Children have a very good awareness of the space around them and use it well. They show increasing control when using small games apparatus in the playground. Pupils in Year 2 roll and catch hoops with good control and co-ordination. They have first-class ideas for extending the challenges, for example some pupils rolled their hoops then ran through them before they came to a stop. Standards in games are better than gymnastics by the end of Year 6. This is because teachers make good use of the outside play area and some lack expertise in dealing with the challenges presented in gymnastics. In Year 4 the majority of pupils used their bats confidently to hit a small ball correctly. Many pupils by the age of 11 have not yet developed sufficient fluency in their movements on the apparatus.

153. Teaching is mostly of a good standard across the school. Children in Years 1 and 2 are very clear about what is expected of them because teachers share their lesson objectives. This strategy also helps in discussions at the end of the lessons for children to understand how much progress they have made. Detailed plans give a sharp focus to lessons so that children are on the go for most of the time. All lessons have a precise focus, good structure and proceed at a good pace. Clarity of purpose is strengthened by the teaching plans. Emphasis is given to good control in movements so that pupils work hard on improving their skills. Opportunities provided by teachers in games lessons, gave pupils in Year 4 the chance to discuss in small groups what they needed to do to improve their striking and bowling techniques. Before pupils went outside for their games lesson the teacher prepared them well and set the tone and expectations. The challenges and activities presented to children are interesting and stimulating. Resources are well organised so that children make very good use of all the space and time available. Teachers managed the gender balance effectively so that teams were formed harmoniously and both boys and girls made good progress. In some gymnastics lessons, teachers' expectations lack sufficient challenge to help pupils develop a sequence of fluent movements. Teachers have not identified those pupils whose sporting and physical abilities are higher than the rest of the class. As a result, there is insufficient challenge demanded of these pupils, which has an impact on the overall standards by the time pupils are aged 11.
154. There have been considerable improvements in the self-discipline and basic movement habits of pupils between the ages of seven and 11 since the last inspection. They work very well with partners and in small groups. They are able to reflect and offer views on their own and others' performances. When asked why examples had been chosen for demonstration, Year 2 pupils gave answers such as, *'he didn't let the hoop go too far'* and *'she kept the hoop close to her body'*. Children in Year 3 gymnastics lessons made sensible choices when using apparatus and when they were given the freedom to choose where to begin their movement sequences. Pupils enjoyed the challenges presented by the apparatus but performed a limited range of actions. Their behaviour and cooperation in group activities were very good. Pupils understood and applied the rules of a simple bat and ball game fairly. At the end of lessons pupils were able to explain clearly what they had been doing and recognised how they had improved their skills. For example, pupils explained the strategies they had employed to gain an advantage over their opponents in a small side team game. In addition, they described the techniques they used when striking and fielding. They realised that bowling accurately was challenging and that they had to work hard to improve their precision. The physical education curriculum makes a substantial contribution to the social development of pupils because of the cooperative group work and team games with simple rules. Pupils in these situations are encouraged to act fairly and often act on their own initiative. Pupils' enthusiasm and interest in their lessons underpin their inventive and imaginative performances.
155. The teaching plans across the whole school provide progression, which has contributed to the improvements made. The role of the co-ordinator has recently been focused on monitoring standards. However, the role has yet to be fully developed so that specific advice can be given to teachers to help them overcome obstacles and get the most out of all lessons. The action plan to support improvements needs to have a sharper focus on the things that are an obstacle to raising standards. The plan to develop assessment procedures is progressing and should gain momentum particularly since the appointment of new staff with qualifications in physical education. The 'Tops Programme' has gone some way to

improving teachers' expertise and increasing equipment. Funding from the school budget has also been used to expand equipment. However, the equipment and space for gymnastics are very limited and is affecting the progress pupils make.

156. Time given to physical education enables the breadth of study within the subject to be taught. The curriculum over the year provides opportunities for pupils to develop knowledge, skills and understanding across the full breadth of study including dance, gymnastics, games, outdoor and adventure activities and swimming. Physical education is an important factor in supporting the school's aim to promote healthy lifestyles. There is good provision for extra-curricular activities, which contributes to attainment and encourages pupils' positive attitudes.

RELIGIOUS EDUCATION

157. Standards in religious education by Year 2 and Year 6 are satisfactory. Pupils between the ages of five and seven respond well and make satisfactory progress. In Year 3 and 4, good progress is made by most pupils. The strategies adopted since the last inspection have been effective in improving provision and raising standards. However, the improvements have not been in-place long enough to make the impact on standards that is possible.
158. Pupils in Year 2 know that Christianity is an important religion in this country. They know that Christians believe in God and are aware of the importance of Jesus in Christianity. They are familiar with a number of biblical stories from the Old and New Testament. They are particularly interested in the story of Creation, which they had previously dramatised in a whole-school assembly. They can identify key objects, places and events in Christianity and they have some knowledge of the places of worship in other religions.
159. Standards of work seen in lessons are satisfactory. Standards of work, seen by the time pupils are aged 11, are average and meet the demand of the locally agreed syllabus. In Years 5 and 6, pupils are learning about the main features of Judaism and Islam. These pupils display new knowledge and understanding of the distinctive features of these religious traditions and are able to apply this to the everyday life for believers. They appreciate the richness and diversity of different religious traditions. Year 6 pupils attain well in their study of the mosque and its importance in the life of Muslims. During discussion with some of these pupils they were able to express their ideas and opinions of the religious and moral issues raised through their learning. They recognised that people of other cultures may have different views.
160. Teaching is good overall. In a Year 2 lesson, good questioning techniques used by the teacher helped pupils bring to mind their previous learning and set the scene for the lesson on Christian places of worship. The teacher demonstrated good skills in building up a sense of anticipation for a planned visit to the local church and this held the class' attention. Use of paired discussions encouraged children to explore their attitudes and contributed to their understanding of the concept of 'Respect'. Effective questioning drew out the contribution of the boys in class when part of lesson was becoming dominated by the enthusiasm of the girls. Recording of their work in simple sentences reinforced the new learning. Older pupils' independent investigations are enhanced by a variety of good quality resources, including reference books and appropriate computer programmes. Very good questioning techniques encourage pupils to rehearse their previous learning about Islam and explore new ideas. Teachers make good use of resource posters to capture and maintain pupils' attention. Prompting pupils to use their skills in note taking to

record features of the teacher exposition is frequently a good use of literacy skills. There is good support for those pupils who needed help with their writing, by providing a writing frame. Good communications skills and relationships help effective learning to take place in a confined space in one class. Very good use is made of the designated learning support assistant when working with a child with a Statement of Special Educational Need resulting in the pupil playing an active part in the tasks set and leading to good progress made. Planning keeps lessons moving at a good pace and gives sufficient time for pupils to reflect and form thoughtful views on religious issues. Written work exists in every class although it is often of limited quality and restricted to a few examples. Insufficient attention has been given to this aspect to re-enforce pupils' learning, celebrate achievement and develop pride in presentation. This may reflect the fact that religious education has had a lower profile than is currently the case and indicates some gaps in pupils' knowledge and understanding.

161. Pupils in by the age of seven are sufficiently interested in their lessons to want to locate the religious education section in the school library to search for a Bible. They did this independently and went on to seek out and read bible stories that they remembered. Pupils worked conscientiously in pairs and alone to find out more information on the symbolism of features of the church and the relevance to Christian worship. They remembered the names of special things contained in a church such as pulpit, cross, christening font, and special vestments for celebrating services. Pupils in Year 6 were able to use their exercise books as points of reference when asked challenging questions about Islamic traditions. They enhanced their concentration by making notes during exposition to help them later. Pupils listen well in lessons, and answer and ask pertinent questions showing interest in the subject. They are particularly enthralled during debates about cultural differences. Pupils demonstrate their willingness to consider other people's views and beliefs when asked why it is important to study other faiths and cultures. In one lesson, a boy answered that it helped *'to alter your point of view'*. Others in the group recognized how the new knowledge helped them appreciate the beauty of places of worship and understand their importance to believers. This information helped them to develop respect for others, their traditions and holy places. Pupils in Year 4 created a real buzz during their research into Judaism. They carefully examined an interesting range of artefacts then worked diligently to discover their relevance in the Jewish faith by using appropriate reference materials including a computer programme. They were inspired by their newfound knowledge and were keen to talk about this to other pupils and adults.
162. The scheme of work is now linked to assemblies and other subjects and provides continuity year on year. Time allocations are adequate to provide a continuous and coherent religious education curriculum. Teachers' planning ensures that all pupils' needs are met and there is equal access for all. The co-ordinator has been influential in supporting staff by producing a coherent and continuous scheme of work, which enables all teachers to teach appropriately and contributes to raising standards. There is an improvement plan for religious education, which is focusing on the right priorities. Religious education in the school is promoting principles that build a framework of values of respect and fairness. The school has identified staff with specific expertise in the subject and has a plan to use this expertise. Further work is required to bring the scheme of work fully in line with the locally agreed syllabus.