

INSPECTION REPORT

KELBROOK PRIMARY SCHOOL

Kelbrook, Barnoldswick

LEA area: Lancashire

Unique reference number: 119250

Headteacher: Mrs W Harvey

Reporting inspector: Mrs M Gough
22361

Dates of inspection: 6th – 8th May 2003

Inspection number: 247981

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 5 - 11

Gender of pupils: Mixed

School address: School Street
Kelbrook
Barnoldswick

Postcode: BB18 6UD

Telephone number: 01282 842309

Fax number: 01282 844967

Appropriate authority: The Governing Body

Name of chair of governors: Mr J Drury

Date of previous inspection: January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22361	M Gough	Registered inspector	Science Art and design Design and Technology Music English as an additional language Equal opportunities	The school's results and pupils' achievements How well are pupils taught How good are the curricular and other opportunities offered to pupils How well is the school led and managed What could the school do to improve further
9981	S Hussain	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
17543	R Coupe	Team inspector	Foundation Stage Mathematics Physical education Religious education	
17767	S Power	Team inspector	English Geography History Information and communication technology Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the heart of the village of Kelbrook, which is close to the small town of Barnoldswick. There are currently one hundred and twenty four pupils on roll between the ages of five and eleven. Pupils come from a variety of backgrounds and their socio-economic circumstances are mixed. Currently six pupils are known to be eligible for free school meals. This represents 5% of the school population and is well below the national average. Almost all pupils are of white ethnicity. Three pupils have English as an additional language, but none are at the early stages of learning English. Thirty pupils are on the school's special educational needs register. This represents 25% of the school population and is well above average. Four of the pupils have a statement of special educational needs. The children's attainment when they start school is average overall, and spans the full ability range. Levels of pupil mobility are fairly typical for a school of this size, with four pupils having joined in the last year, other than at the usual point of entry, and two pupils having left other than at the usual point of transfer.

HOW GOOD THE SCHOOL IS

This is an effective school, that has some significant strengths in the way in which it cares for pupils, especially those who have special educational needs. Standards at the end of Key Stage 2 are good in science and mathematics, and satisfactory in English. Teaching is good in the Foundation Stage, and satisfactory in Key Stage 1 and Key Stage 2. Pupils of all ages and abilities are well behaved and have positive attitudes to school and to their learning. Parents are exceptionally pleased with the school and are very supportive. The headteacher provides inspirational leadership and enjoys the full support of a very effective Governing Body.

What the school does well

- The provision for pupils in the Reception class is good.
- Standards are good in science and information and communication technology at the end of Key Stage 1 and Key Stage 2. They are good in mathematics at the end of Key Stage 2 and physical education at the end of Key Stage 1.
- Pupils have good attitudes to work, and they are well behaved. Relationships are very good.
- The provision for pupils who have special educational needs is very good overall. The provision for pupils who have a statement of special educational needs is outstanding.
- The school makes good provision for pupils' personal, spiritual, moral, social and cultural development.
- The way in which the school cares for the pupils is very good.
- The partnership with parents is very good and has a positive impact on pupils' learning.
- The headteacher provides inspirational leadership.
- The Governing Body is very effective, and very supportive of the school's work.

What could be improved

- The rigour with which co-ordinators monitor the quality of teaching and learning in their subjects.
- The role of the deputy headteacher in shaping the educational direction of the school.
- The way in which pupils record and present their written work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1998, and since that time has made good progress overall. Most of the key issues that were raised at the time of the last inspection have been fully addressed but there is more to be done in terms of strengthening the role of the deputy headteacher. The school has made very good progress in the way in which it has improved the provision for information and communication technology, and as a result of a great deal of hard work, standards have risen significantly. The strategies used to develop this aspect of the school's work have been most effective, and would provide a good model for further development in other subject areas. Good progress has been made in raising standards in art and design, although there is still room for further improvement. Schemes of work are now in place for all subjects, and they are helping to give continuity to pupils' learning. Good progress has been made in developing tracking systems to enable the progress and attainment of pupils to be monitored in English, mathematics and science, although the school has not yet developed a secure whole-school system for assessment in other subjects of the National Curriculum. In addition to the key issues arising from the last report, the school has been very proactive in other areas. The building of a new Nursery Unit is underway, and is the culmination of many years planning and fund-raising, and the school is involved in an exciting national project with other local schools, which is focused on improving the quality of pupils' learning. The headteacher and Governing Body are extremely proactive in the way in which they tackle school development, which they see in its widest sense. They have a very good overview of the strengths and weaknesses in the school, and a clear and shared sense of how the school can continue to develop. However, although the majority of staff are very keen to move the school forward, not all respond to new initiatives with the same enthusiasm as the headteacher and the Governing Body, and at times this hampers whole-school development.

STANDARDS

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

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

The table shows that on the basis of the 2002 end of Key Stage 2 national tests, pupils' attainment in English is in line with the national average, and standards in mathematics and science are above the national average. In comparison with similar schools, pupils' attainment is average in English, above average in mathematics and well above average in science. Pupils' attainment on entry to the school varies year on year, sometimes quite significantly. As a result it is difficult to draw meaningful conclusions about the trend of the results over time, as they often vary from year to year depending on the natural ability of the pupils. The school sets appropriate and realistic targets.

On the basis of the end of Key Stage 1 national tests, pupils' attainment in reading and mathematics is in line with the national average, and their attainment in writing is above the national average. In comparison with similar schools, pupils' attainment is average in reading,

above average in writing and below average in mathematics. The 2002 teacher assessments for science show that pupils' attainment is below average.

The inspection findings indicate that pupils' attainment is in line with national expectations at the end of Key Stage 1 and Key Stage 2 in English. In mathematics, pupils' attainment is in line with national expectations at the end of Key Stage 1, and above national expectations at the end of Key Stage 2. In science, pupils' attainment is above national expectations at the end of both key stages. Pupils make satisfactory progress in English and mathematics and good progress in science. Pupils with special educational needs make good progress towards their individual targets and in class because of good levels of additional support from their teachers and classroom support assistants. Differences between the test results and the inspections findings are because of the differences in the natural ability of the groups of pupils, and fluctuating levels of pupils with special educational needs.

In art and design, design and technology, geography, history, music and religious education, standards are at the expected level at the end of both key stages. In physical education, pupils' attainment is above national expectations at the end of Key Stage 1 and in line with national expectations at the end of Key Stage 2. In information and communication technology, standards are above national expectations at the end of both key stages.

The current group of Reception children are on course to attain beyond the Early Learning Goals in the areas of learning of communication, language and literacy, mathematical development, personal, social and emotional development, physical development and knowledge and understanding of the world. Most children will attain the Early Learning Goals in the creative area of learning. The Reception children make good progress overall.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils of all ages show enthusiasm for their work, and take a full and active role in lessons.
Behaviour, in and out of classrooms	Good. Pupils behave well in class and at playtimes. They are polite and kind to one another.
Personal development and relationships	Good. Pupils take responsibility for a variety of jobs around the school, and relationships at all levels are very good.
Attendance	Good. Above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	good	satisfactory	satisfactory

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

Teaching is good in the Reception class where the teacher has some very imaginative ideas, and where tasks are always very well matched to the children's needs. Basic skills are taught well, and often in an exciting way. There is a good balance in terms of the activities that the children select themselves, and those that are led and chosen by the teacher. The teacher copes well with the constraints of a small classroom, and works hard to provide a good

range of activities, but the lack of daily access to paint and modelling materials is a minor weakness that affects the children's progress in terms of their creative development.

The quality of teaching and learning in Key Stage 1 and Key Stage 2 is satisfactory overall, and some good examples of teaching were seen during the inspection. Teachers are highly committed, and hard working, but some of the teaching lacks 'sparkle'. This is sometimes the case when teachers lack confidence in the subject, and rely too heavily on commercially produced worksheets which do not really extend and enliven the pupils' learning. Conversely, when teachers have good levels of knowledge and expertise, they bring activities to life by the good use of resources which capture the pupils' attention and interest. The teaching of English, mathematics and science has some good features, although as in other subjects, the over reliance on worksheets as a means of recording constrains the creativity of the pupils. Throughout the school, teachers have very good relationships with pupils. This means that discussions are often lively, and pupils are keen to share their ideas, and are not fearful of making a mistake. Behaviour is very well managed in all classes, enabling lessons to run smoothly.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good for children in the Foundation Stage and satisfactory for pupils in Key Stage 1 and Key Stage 2. The school offers a good range of extra-curricular activities including an after school club.
Provision for pupils with special educational needs	Very good overall, and outstanding for those pupils who have a statement of special educational needs. Pupils with special educational needs make good progress overall and are fully integrated into all aspects of the school's life and work.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school makes good provision for pupils' personal, spiritual, moral and cultural development and very good provision for their social development.
How well the school cares for its pupils	Very well. This is a very caring school where the well-being and happiness of the pupils is a prime concern. Very good procedures are in place to ensure the pupils' health and safety. Teachers know their pupils very well, and informally monitor their progress and attainment, but there are no systems for formally monitoring, recording and tracking pupils' progress in subjects other than English, mathematics, science and information and communication technology.
How well the school works in partnership with parents	Very well. Parents are exceptionally pleased with the school and the education it provides. The school has established a very good partnership with parents, and provides very good information. Parents are very supportive, and make a very good contribution to their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other	Good overall. The headteacher provides very good leadership for the school, but the role of the deputy needs strengthening. The monitoring role of the curriculum co-ordinators is

key staff	underdeveloped.
How well the governors fulfil their responsibilities	Very well. The Governing Body is very effective and supportive and very knowledgeable about the school. Governors fulfil their statutory duties.
The school's evaluation of its performance	The Governing Body and headteacher have a good general overview of the school's performance. However, the monitoring of teaching and learning sometimes lacks rigour.
The strategic use of resources	Very good. The school makes very good use of its finances to support educational development, and applies the principles of best value when making spending decisions.
The adequacy of staffing, accommodation and learning resources;	Satisfactory overall. The accommodation is cramped in parts, but staff make the best use they can of all teaching areas. There is a good number of staff, and a generous number of support staff, all of whom are very effectively deployed. Resources are satisfactory overall, although in some subjects they are old and in need of replacing. Resources for information and communication technology are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents agree that their children like coming to school. • Parents are pleased with the standard of teaching and are very pleased with the way in which the school is led and managed. • Parents are very comfortable about approaching the school and appreciate the accessibility of the staff and the headteacher. • Parents agree that the school is very effective in the way in which it promotes positive values and attitudes. • Parents note that the school values individuals. • Parents of pupils with severe special educational needs cannot praise the school too highly for its support, care and compassion. 	<ul style="list-style-type: none"> • Parents have no major concerns about any aspect of the school's work.

Parents are exceptionally pleased with the school, and are very supportive. They have no major concerns about any aspect of the school's work.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of the children when they start school varies sometimes quite significantly from year to year. The attainment on entry of the current Reception group was average, with several children working at a higher than expected level. This is not always the case, and the attainment on entry of the current Year 2 and Year 6 pupils was considerably lower than this. One of the factors affecting the children's attainment on entry is the difference in the children's pre-school experience. This is very mixed, and the school is hoping that the newly built Nursery Unit will ensure that future Reception children will have had a period of pre-school experience prior to joining the main school.
2. The current group of Reception children are on course to attain beyond the Early Learning Goals in the areas of learning of communication, language and literacy, mathematical development, personal, social and emotional development, physical development and knowledge and understanding of the world. Most children will attain the Early Learning Goals in the creative area of learning. The Reception children make good progress overall, although their progress in terms of their creative development could be even better if they had daily access to painting, modelling and music making activities, and more freedom of choice in some aspects of their creative work. The Reception children benefit from good teaching which fully reflects their needs and prepares them well for the next stage in their education.
3. On the basis of the end of Key Stage 1 national test results, pupils' attainment in reading and mathematics is in line with the national average, and their attainment in reading is above the national average. In comparison with similar schools, pupils' attainment is above average in writing, average in reading and below average in mathematics. Although all pupils achieved at least the expected level in science, based on the 2002 teacher assessments, only a small number of pupils attained the higher Level 3, and overall, their attainment is below average.
4. The inspection findings indicate that, at the end of Key Stage 1, pupils' attainment in English and mathematics is in line with national expectations, and their attainment in science is above national expectations. The difference between the inspection findings and the teacher assessments in science is the result of more emphasis having been placed on pupils developing their investigative skills. There is a wide spread of ability in the current Year 2 class, and although a number of pupils attain a higher level than expected in their work, a similar number of pupils are working at a lower level than expected.
5. Overall, Key Stage 1 pupils make satisfactory progress in English and mathematics, and good progress in science. Pupils with special educational needs often make good progress because of the additional support they receive in class, and the focused targets in their individual education plans. Pupils' reading is enhanced by the regular opportunities the school provides for them to practise their skills, and the support most pupils receive at home from their parents or carers. Pupils of all abilities see reading as a positive experience, and have good levels of confidence. Their writing is at a satisfactory level overall, although the overuse of worksheets as a means of recording in subjects such as history, religious education and geography, means that there are not enough opportunities for pupils to develop their literacy skills across the curriculum.

Pupils' speaking and listening skills are at the expected level. Pupils enjoy taking part in discussions, and use an appropriately wide vocabulary to express their ideas. In mathematics, pupils are secure in their number work, but the lack of practical opportunities means that they are not always confident when making estimates of length, weight and capacity. A strength of pupils' learning in science, is their ability to carry out investigations and experiments. Pupils observe carefully, have a good understanding of the notion of a 'fair-test', and have some good opportunities to record their ideas in different ways.

6. On the basis of the 2002 end of Key Stage 2 national tests, pupils' attainment is in line with the national average in English, and above the national average in mathematics and science. In comparison with similar schools, pupils' attainment is average in English, above average in mathematics, and well above average in science. The school sets appropriate targets for Year 6 pupils, which are generally achieved. The inspection findings paint a very similar picture to the 2002 results, and indicate that pupils' attainment is in line with national expectations in English, and above national expectations in mathematics and science. Overall, pupils make satisfactory progress in English and mathematics, and good progress in science. Pupils with special educational needs often make good progress towards the targets in their individual education plans because of the good support they receive from their teachers and classroom support assistants.
7. In English, pupils' reading is satisfactory overall, although as in Key Stage 1, there is a wide spread of ability. Pupils of all abilities enjoy reading, and have a good range of strategies that enables them to tackle new and complex words. Pupils attain the expected level overall in their writing, but the overuse of worksheets in some subjects limits the cross-curricular writing opportunities for the average and higher attaining pupils. Pupils do not always take enough care with the presentation of their written work, especially when they are completing worksheets. Speaking and listening skills are satisfactory overall, although there are times when pupils give only short answers to questions instead of the more detailed answers of which they are capable. In mathematics, pupils have a good grasp of number and make good use of a wide range of strategies when making mental and written calculations. They have a secure knowledge of aspects of shape, space and measure, but are less secure when using and applying their mathematical knowledge in 'real life' situations, or when solving problems. As in Key Stage 1, there are not enough practical opportunities for the pupils to consolidate their learning. Pupils' attainment in science is above national expectations. Pupils have a good scientific knowledge, and a good recall of their learning. They explain their ideas using appropriate scientific vocabulary. However, although there are some good opportunities in the lower part of Key Stage 2 for pupils to carry out investigations and experiments, there are not enough practical opportunities in the upper part of the key stage.
8. In art and design, design and technology, geography, history and music, pupils' attainment is in line with national expectations at the end of both key stages. In information and communication technology, pupils' attainment is above national expectations at the end of both key stages. In physical education, pupils' attainment is above national expectations at the end of Key Stage 1 and in line with national expectations at the end of Key Stage 2. In religious education, pupils' attainment meets the requirements of the Locally Agreed Syllabus at the end of both key stages.
9. Since the last inspection, the school has worked hard to introduce schemes of work in all subjects which are effective in guiding teachers' planning and in ensuring continuity and progression in the pupils' learning. However, there is now a need for some fine-tuning to ensure that the work fully reflects the spirit of the National Curriculum across

all subjects. For example, although the areas of study are appropriate in geography and history, not enough emphasis is placed on the pupils developing enquiry skills, or on carrying out fieldwork, and this is a weaker aspect of their learning. The school has been particularly effective in the way in which it has raised standards in information and communication technology and art and design since the last inspection. Staff development in these subjects has led to teachers being more confident both in terms of the activities they provide and in their expectations of what the pupils can achieve. The input of a specialist learning support assistant to work with small groups of pupils in the information and communication technology suite is very effective, and has had a very positive impact on pupils' progress and attainment.

10. A shortcoming across several subjects is the overuse of worksheets as a means of recording. Whilst there are occasions when worksheets are a good alternative to the pupils writing their own accounts, the overuse of worksheets constrains the creativity of pupils, and means that they have too few opportunities to organise and plan their own work. There are times, such as in design and technology in Key Stage 1, and music and religious education throughout the school, when the lack of recorded work means that pupils have few prompts to enable them to accurately recall their previous learning.
11. The school's provision for pupils with special educational needs is very good, and the provision for pupils with a statement of special educational needs is excellent. The additional support in class for these pupils ensures that they make good progress towards their individual targets, and that they are able to fully participate in all lessons.

Pupils' attitudes, values and personal development

12. Pupils of all ages, including those in the Reception class, have positive attitudes to school and to work. This is a similar picture to the time of the last inspection. Pupils show high levels of interest and involvement in lessons and in other school activities. They are keen to take part in practical activities, and play an active part in whole-class and group discussions. They respond very well to the positive ethos of the school, and as a result of the very good relationships between pupils and their teachers, show very high levels of confidence, and are willing to take risks in their learning. Most pupils work hard in lessons and try to do their best, but they do not always take enough care with the presentation of their written work, especially when they are completing worksheets. Pupils show high levels of interest and enthusiasm in after-school clubs and school visits, and older Key Stage 2 pupils vividly recall and enjoy talking about their visit to the Egyptology Museum. Pupils look forward to activities such as cricket, rounders and working on the school magazine, and show good levels of commitment.
13. Pupils' behaviour is good overall, as it was at the time of the last inspection. Pupils are kind, well mannered and show respect towards others. They co-operate well with one another, and there are very good levels of collaboration when pupils are asked to work on joint tasks. Pupils of all ages respond well to the teachers' high expectations of behaviour, and to the system of rewards that the school operates. They behave well in lessons, assemblies, at break-times and as they move around the school. Lunchtimes are pleasant social occasions where pupils enjoy their meals and talk happily with their friends. Pupils and their parents agree that bullying is extremely rare, and they are confident that staff will deal swiftly with incidents of misbehaviour. There have been no exclusions from the school in recent years.
14. The school makes good provision for pupils' personal and social education, and this is successful in promoting pupils' personal development and in helping them to develop positive values and attitudes. Relationships between adults and pupils, and amongst

pupils, are very good. Older pupils are encouraged to care for younger pupils, and parents see this as a significant strength in terms of helping pupils to become responsible for others. Pupils often show high levels of empathy for others. For example, older Key Stage 2 pupils make a real effort to welcome new pupils into the school, as they understand that this is often an anxious time for them. Pupils of all ages are exceptionally kind to and considerate of the pupils in the school who have severe special educational needs. Pupils grow in confidence and maturity as they move through the year groups. They are keen to take responsibility for jobs around the school, and when they are given the opportunity, they use their initiative well in learning. For example, many pupils get involved in editing and preparing the school magazine. However, opportunities for pupils to organise their own work, and for them to carry out personal study are limited.

15. Parents confirm that their children like school and this is reflected in good levels of attendance. Although still above the national average, attendance is not quite as high as it was at the time of the last inspection, and this reflects an increase in the number of parents who take holidays during term time. The rate of unauthorised absence is very low.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. The quality of teaching is broadly the same as it was at the time of the last inspection. It is good in the Foundation Stage, and satisfactory in Key Stage 1 and Key Stage 2. Teaching throughout the school has good features, but good practice is not consistent within year groups or within subjects. Although some aspects of teaching have improved since the last inspection, such as long-term planning, weaknesses, such as the overuse of worksheets, still exist.
17. Teaching is good in the Reception class where the teacher has some very imaginative ideas, and where tasks are always very well matched to the children's needs. The Reception children benefit from being taught alongside some of the Year 1 pupils, who provide a good example in the way in which they independently set about their work. Although there are some shared activities for both age groups, the teacher is very effective in ensuring that there are also specific tasks for the Reception children which are very practical so that the children can learn through first hand experience. The teacher and support assistants work very effectively together, and a strength is the way in which they overcome the constraints of the small classroom to ensure that the children have access to a suitably broad range of learning experiences. Basic skills are taught well, and often in an exciting way. Daily 'table-top' activities are often planned to promote and consolidate language and number skills, and because many of these activities are presented as games, the children take part in them with high levels of enthusiasm. There is a good balance in terms of the activities that the children select themselves, and those that are led and chosen by an adult, although there are occasions when creative activities, such as painting, modelling and craft work, are a little too prescribed, and this constrains the children's imaginations. Despite the current lack of a designated outside play area, because of building work, the teacher is very effective in ensuring that pupils have regular opportunities to play and work outside. A minor weakness of the teaching in the Reception class is the lack of daily access for children to art, craft and music activities as part of their 'free-choice' menu.
18. Although the quality of teaching and learning in Key Stage 1 and Key Stage 2 is satisfactory overall, and some good examples of teaching were seen during the inspection, some of the teaching lacks 'sparkle'. This is sometimes the case when

teachers lack confidence in the subject, and rely too heavily on commercially produced worksheets which do not really extend and enliven the pupils' learning. This is a weakness of teaching in most classes, and has an adverse impact on the learning of all pupils, but especially those who have imagination and flair which are not allowed free rein. Conversely, when teachers have good levels of knowledge and expertise, they bring activities to life by the good use of resources which capture the pupils' attention and interest. For example, in a science lesson seen during the inspection, real examples of flowering plants provided a good focus and promoted good levels of discussion and interest. In the past, monitoring of classroom practice has not been sufficiently rigorous in identifying ways in which teaching and learning could be more effective, nor has it been sufficiently effective in identifying the good practice that exists.

19. The teaching of English is satisfactory overall, and has some good features. The National Literacy Strategy is fully implemented in all classes, and where the best teaching occurs, it is used flexibly to ensure that the needs of all ability and age groups are fully met. Teachers are often effective in the way in which they teach basic skills of literacy, but there are not enough opportunities in other subjects for pupils to practise these skills in different contexts. Teachers are effective in promoting reading as a pleasurable activity, and provide some good opportunities for pupils to practise their reading skills. However, there are not enough opportunities for pupils to carry out independent research that would stretch higher attaining pupils and give them opportunities to use higher order skills such as note taking, skimming and scanning. The development of pupils' writing is an ongoing priority in the school, and teachers are aware of the need to provide more writing opportunities across the curriculum, and to reduce the number of worksheets that are used for recording.
20. The teaching of mathematics is satisfactory overall, and has some good features. Teachers follow the recommendations of the National Numeracy Strategy in their planning, but there is a tendency in some classes for teachers to be too dependent on a workbook based commercial scheme of work which limits the opportunities for pupils to set their calculations out for themselves. Teachers often make good use of introductory sessions to check pupils' mental agility, and where these sessions are well paced, pupils rise well to the challenge and are responsive and well motivated. Some of the best teaching seen during the inspection was characterised by the good use of resources which the pupils explored in order to draw conclusions and to solve problems. However, not all teachers make enough use of resources to enliven their teaching, or to enhance the pupils' learning, and in the main there are not enough opportunities for pupils to learn through practical experimentation and exploration.
21. The teaching of science is good in Key Stage 1 and the lower part of Key Stage 2, and satisfactory in the upper part of Key Stage 2. One of the strengths of teaching in Key Stage 1 and the lower part of Key Stage 2 is the emphasis that teachers place on pupils learning through investigation and experimentation, and on developing scientific vocabulary. In Key Stage 1 there are some good opportunities for pupils to record their work in their own way, and this is effective in promoting good levels of independence and in giving pupils a good context for using their literacy skills. In the upper part of Key Stage 2, pupils have too few practical opportunities to reinforce their learning. Throughout Key Stage 2, the overuse of worksheets as a means of recording is a weakness.
22. The quality of teaching and learning in art and design is satisfactory overall, and is often good in the lower part of Key Stage 2. Pupils throughout the school take part in a range of art activities, but currently not enough opportunities are provided for pupils to work in three dimensions. In Year 3/Year 4 sketch books are used well for pupils to record their

initial ideas and to collect samples, such as fabric swatches. However, this good practice is not consistent throughout the school. Where the best teaching occurs, pupils' creativity is promoted well, but in some classes, tasks are too tightly prescribed and the outcomes too similar. In design and technology, teaching and learning are satisfactory overall, and some good lessons were seen during the inspection. Often good links are made with other subjects, and this gives a real and meaningful context for the pupils' learning. As with art and design, there are times when activities are over-directed by teachers and this constrains the pupils' creativity. In most classes, satisfactory emphasis is placed on pupils evaluating their work against their initial plans and designs, but in Key Stage 1, these evaluations are rarely recorded, and as a result pupils sometimes have difficulty in recalling their learning.

23. The quality of teaching and learning in geography and history is satisfactory overall. Good use is made of the local area as a learning resource, and teachers often draw well on their own local knowledge to make lessons come to life for the pupils. Discussions are often well led, enabling pupils to consider new ideas, and to present their views, and these opportunities are often effective in promoting aspects of pupils' spiritual, moral, social and cultural development as they consider the impact of pollution or war. A weakness in the teaching of both history and geography is the lack of opportunities for the pupils to develop enquiry skills. As a result, pupils are not always secure about how to find things out for themselves. In both key stages, the overuse of worksheets for pupils to record their ideas constrains their creativity, and limits the opportunities for them to use and practise their skills of literacy.
24. The quality of teaching and learning in information and communication technology is good throughout the school. Pupils are taught in small groups in the computer suite, and benefit from the input of a well qualified teaching assistant whose expertise in the subject is considerable. Very good emphasis is placed on the pupils learning through first hand experience, and they quickly become confident about solving the problems they encounter. Records of the pupils' progress are used very effectively to plan the next stage of their learning. The skills that pupils learn through their work in the computer suite are often well reinforced when they work on classroom computers, but the use made of information and communication technology to support pupils' learning varies from class to class.
25. The teaching and learning of music is satisfactory overall, and some good lessons were seen during the inspection. Some of the teaching is carried out by a part-time specialist who works with different classes in turn. For the rest of the time, classteachers teach their own classes, and the quality of teaching varies according to the confidence and expertise of individual teachers. Where the best teaching occurs, teachers plan varied lessons that contain elements of listening, appraising, performing and composing, and pupils are encouraged to be creative and original in their work. Where there are weaknesses in teaching, these are linked to lack of subject knowledge.
26. In physical education, teaching is good in Key Stage 1 and satisfactory in Key Stage 2. Teachers are often effective in the way in which they show pupils how to improve their performance, although there are not always enough opportunities for pupils to evaluate their own work or that of their classmates. On occasions, teachers lack confidence, and the lessons are not sufficiently well paced, leading the pupils to become restless. Throughout the school, teachers place good emphasis on the pupils working safely in the confined hall space, and use the available apparatus and equipment to best effect.

27. The quality of teaching and learning is satisfactory overall in religious education. Work is planned in accordance with the Agreed Syllabus, and an appropriate amount of time is allocated to the subject. The most effective teaching is characterised by the good use of artefacts, and this leads to pupils responding with high levels of interest and respect. Good use is made of discussions to help pupils to formulate their ideas, but there is not always enough recorded work to help pupils to recall their previous learning. In some classes an overuse of worksheets limits the pupils' ability to give accounts in their own words.
28. Throughout the school, teachers have very good relationships with the pupils. This means that there is a positive learning environment, and that pupils are not afraid of sharing their ideas and opinions. Teachers set a very good example to the pupils through their own relationships with others, and are instrumental in encouraging pupils to have respect for others, and to treat their classmates with kindness. The way in which behaviour is managed is a strength of teaching. Teachers deal with occasional incidents of misbehaviour firmly, but pleasantly, and are consistent in their use of the school's agreed strategies for promoting good behaviour. Praise is used well in all classes to motivate the pupils and to encourage those who are less confident about sharing their views.
29. Whole class discussions at the start of lessons are often used well by teachers to give clear explanations about the tasks, and to help pupils to recall their previous learning. Teachers often use questions well to check the pupils' understanding and to extend the learning of the higher attainers. Where teaching is at its best, teachers encourage pupils to give extended answers that develop their vocabulary. Teachers use introductory sessions well to give clear instructions about the tasks. This means that pupils can get on quickly and independently with their activities. End of session discussions are often successful in enabling pupils to share their work with others, although in some classes, opportunities for pupils to evaluate their work and learning are sometimes missed.
30. The quality of pupils' learning is good in the Foundation Stage, and satisfactory overall in Key Stage 1 and Key Stage 2. Pupils throughout the school have positive attitudes and enjoy their learning. They respond very well when teachers have high expectations, and they enjoy being challenged. Pupils show good levels of enthusiasm when they take part in practical activities, and are keen to perform and demonstrate their work to others. However, there are not enough opportunities for them to critically appraise and evaluate their work, or to suggest ways in which it might be improved. Because teachers create a very positive working environment, pupils are not frightened about making mistakes, or giving incorrect answers to questions, and they are very respectful and supportive of those classmates who they know have difficulties. Some older pupils show good levels of independence in finding things out for themselves, but in the main, their capacity for personal study, although satisfactory, is a relatively weaker area of their learning.
31. Satisfactory use is made of homework in most subjects, but activities could be more exciting and more effective in promoting pupils' capacity for personal study.

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

32. Overall there has been good improvement in terms of curriculum development since the time of the last inspection. Schemes of work are now in place for all subjects, and

the National Literacy Strategy and the National Numeracy Strategy have been successfully implemented. The school has fully taken on board the recommendations of the new Code of Practice for pupils with special educational needs.

33. The curriculum for Reception children is good. Planning is appropriately based on the six recommended areas of learning for this age group, and the children enjoy a wide range of activities that help them to achieve the Early Learning Goals. Currently there is no designated outside play area because of the ongoing building work, but nevertheless the teacher ensures that the children have daily outdoor play activities. Despite the constraints of the accommodation, pupils have access to sand and water, but they do not have daily access to painting and modelling activities, and this is an aspect of the curriculum provision that needs to be developed further. Statutory requirements are met in respect of teaching religious education to those children who are five and over. The current arrangement whereby Reception children are taught with some Year 1 pupils works well, and the teacher appropriately provides very different activities for the two age groups.
34. The curriculum for Key Stage 1 and Key Stage 2 pupils is satisfactory overall, and meets statutory requirements. All subjects of the National Curriculum and religious education are taught on a regular basis and for an appropriate amount of time. The school satisfactorily promotes pupils' literacy and numeracy skills across the curriculum, although the overuse of commercial worksheets in some classes reduces the opportunities for pupils to practise writing accounts and reports in their own words.
35. The statutory curriculum is effectively enhanced by a good variety of visits, which have a positive impact on pupils' learning. Pupils talk with animation about their visits to the local Lowry Museum and the Egyptology Museum, and of their visits to places of local interest for geography fieldwork. In addition to day visits, the school encourages older pupils to take part in a residential visit to an activities centre. This opportunity has a very positive impact on the pupils' personal and social development and provides opportunities for them to extend their knowledge of adventurous activities. The school offers a good range of extra-curricular activities, including an after school club. Activities are popular and well supported by pupils who show good levels of commitment. Opportunities include netball, football, golf, choir, chess and reading clubs.
36. As at the time of the last inspection, the provision for pupils' personal, social and health education is good. Personal, social and health education lessons are well planned and give pupils opportunities to develop listening, speaking, thinking and decision making skills. During lessons, 'Circle Times' and assemblies, pupils are encouraged to consider the importance of caring for themselves, their classmates, their community and environment. External agencies make a good contribution to sex and drugs education. For example, the school nurse gives talks to pupils on sex education, and a life-education mobile unit provides good opportunities for pupils to learn about the dangers of drug abuse.
37. The school has made good improvements in developing its links with the community since the last inspection, and they are now very good. The school is a valued focal point within the local community. For example, it has membership of the local 'youth committee', which comprises key local agencies and community representatives, and which meets regularly to discuss a range of local issues. There are very strong relationships with St Mary's Church, and visits from the local clergy support pupils' learning. The Kelbrook and Sough Parish Council have provided considerable funds to construct the 'community play-area' on the school grounds. This gives pupils enhanced

facilities for play and physical development. Pupils are provided with much coaching in sports such as badminton, cricket and golf through sporting links. Many community visitors support learning by playing leading roles in lessons. For example, in a personal, social and health education lesson a member of the community made an extensive presentation about alcohol abuse, tracing the history of social drinking including information about public houses, signage and local history.

38. The school has very good, constructive relationships with local universities and colleges. Several trainee teachers attend the school each year as part of their work experience and this is providing pupils with additional learning experiences. The school works closely with the local college in organising courses for parents. Links with other schools are also very effective. There are very good arrangements for the transfer of Year 6 pupils to their secondary schools. Very good links with the local special school have proved invaluable in supporting individual pupils with special educational needs.
39. The provision for pupils' spiritual, moral and cultural development is good, and the provision for social development is very good. There has been good overall improvement in this aspect of the school's work since the last inspection.
40. The good spiritual provision is supported through well-planned school assemblies that provide time for pupils to reflect on issues arising from the chosen theme. Pupils are regularly invited to participate in the presentation of assembly and often write their own prayers, which are added to the school's Book of Prayers. In lessons, pupils are taught to explore emotions and feelings such as sadness and happiness. Pupils are encouraged to appreciate and celebrate their own good work and achievements, and those of others. Pupils are encouraged to appreciate and respect the beauty of their local natural environment. Planned spiritual development is not generally identified in teachers' lesson notes, but teachers are effective in the way in which they develop incidental opportunities as they arise.
41. The provision for pupils' moral development is good. Pupils of all ages have a good understanding of the difference between right and wrong, and a very good understanding of the impact of their actions on others. Behaviour throughout the school is guided rather than enforced, and pupils are treated with high levels of respect. Minor incidents of misbehaviour are dealt with effectively, but with compassion and fairness. Moral issues are explored in lessons. For example, pupils in Key Stage 2 have been encouraged to write their arguments for and against capital punishment, and to explore the reasons and consequences of war.
42. Provision for pupils' social development is very good. The school has been very successful in the way in which it has created a welcoming, caring and inclusive environment in which everyone is respected and valued. Teachers are very good role models. They spend time talking to pupils about their problems or concerns, or sharing their pleasures. The particular care and consideration given to pupils who have severe special educational needs enable them to participate fully in all activities, and this gives all pupils a very strong sense of belonging to the community of the school. Older pupils are quick to offer assistance to younger pupils and they sit with Reception pupils to help them at lunchtime. Co-operation and collaboration in lessons are often very good. Further good collaboration and social development are encouraged when pupils in Year 6 spend time together on an extended residential visit. Social development with pupils from other schools is encouraged through inter school games and matches, and such activities as participation in the local schools' music festival. The school raises pupils' awareness of the needs of others by encouraging pupils to form for themselves a committee for charitable fundraising. Through the pupils' initiatives, the 'charity

committee' has raised over £900 in the current school year to support such charities as the Blue Peter Appeal, Marie Curie Cancer Fund and a local Children's hospital.

43. The provision for pupils' cultural development is good. In art and design and music pupils learn about their own and other cultures. In history they learn about cultures of the past, such as the Ancient Greeks and the Romans. Pupils are provided with many opportunities to study the faiths, customs and traditions of other people through their religious education lessons and through associated displays and artefacts. Visitors to school also contribute to cultural development. For example, pupils learned about Indian culture through a dancer who performed traditional dances in school. Books and artefacts help to raise pupils' awareness of other cultures, and the school does much to positively promote the richness of other cultures, in terms of the art and music they offer.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The way in which the school cares for the pupils is one of its most significant strengths. The school has continued to improve this aspect of its work since the last inspection. Staff and governors do everything they can to make the learning environment safe, secure and happy for the pupils. Parents are very pleased with the way in which the school treats all pupils as individuals, helping them to work to their strengths and to overcome any difficulties. All pupils are fully integrated into the life and work of the school, and the school's strong equal opportunities policy is fully and effectively implemented in practice. The school has implemented a very good quality race equality policy following recent legislation, which includes some comments by the pupils themselves, reflecting their understanding of the issues involved.
45. As at the time of the last inspection, arrangements for child protection and for ensuring pupils' welfare are very good. The designated officer for child protection is appropriately trained and deals with any issues effectively. In addition to the designated officer for child protection, there is another trained member of staff, and a governor who has responsibility for this aspect of the school's work. Escalation procedures are clearly communicated to all staff, and observed carefully. Accident and emergency procedures, including arrangements for first aid, are very well developed. Risk assessments are carried out on a regular basis, as are fire drills. The school works very closely with several external agencies in raising awareness regarding health and safety matters. For example, the police service regularly gives talks to pupils on issues such as 'stranger danger' and road safety, as well as citizenship. The school has implemented a good policy to outline procedures for ensuring the pupils' safety when working on computers, and especially the Internet, and these have been communicated to parents.
46. Procedures to monitor and support pupils' personal development are good. The headteacher and staff know the pupils very well and provide much informal advice and guidance as and when needed. Recorded information about attendance, behaviour, and personal development is used well to set and monitor targets for individual pupils. Pupils' annual reports give good information to parents about their personal and social development.
47. As at the time of the last inspection, procedures to monitor and improve attendance are good. The headteacher monitors attendance issues closely, particularly any holidays taken during term-times. Day to day monitoring is also good and home telephone calls are made promptly regarding any unexplained absence. Regular reminders are given to

parents about the importance of good attendance and punctuality in newsletters.

48. Procedures for monitoring and promoting good behaviour, and monitoring and eliminating oppressive behaviour, are very good, and very effective. This represents good improvement since the last inspection. The discipline policy successfully fosters politeness, courtesy and caring attitudes towards others. Detailed records are kept regarding any serious and bad behaviour. If necessary, 'behaviour report cards' are used to ensure that improvements take place. There is a highly developed system of rewards, including certificates, team points, stamp cards and treats. Pupils' achievements and efforts are regularly celebrated, and this positive reinforcement has a positive impact.
49. The provision for pupils with special educational needs is very good overall, and the provision for pupils who have a statement of special educational needs is outstanding. Pupils with special educational needs benefit from good classroom support from their teachers and classroom support assistants and this enables them to make good progress towards their individual targets. The procedures for identifying pupils with special educational needs and for assessing their progress towards their individual targets are very good. Pupils giving cause for concern are quickly identified so that their needs can be evaluated. The specialist dyslexia support teacher employed by the school is effective in identifying problems at an early stage and is able to advise the school about the most appropriate course of action. Particularly sensitive support and care are given to pupils with special medical needs. Parents praise the school's provision for pupils with special educational needs very highly, and recognise and greatly appreciate the dedication of staff and the special educational needs co-ordinator.
50. The school's procedures for assessing the progress and attainment of its pupils are satisfactory overall, and good in the Reception class. The picture is broadly the same as it was at the time of the last inspection. Good procedures are in place for tracking and monitoring pupils' attainment and progress in English, mathematics and information and communication technology. In science, assessment systems, and the use made of assessment, are satisfactory. In other subjects of the National Curriculum and religious education, teachers make regular ongoing assessments of pupils' work, but there is no whole-school system for recording, tracking and monitoring this information, and this is unsatisfactory. Some teachers are beginning to set individual targets for pupils, and this is a good step forwards, but is not consistent practice throughout the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The school's links with parents are very good, and are a strength. They have continued to improve since the time of the last inspection. Parents have an exceptionally high opinion of the school, and are justifiably very pleased indeed with the way in which the school cares for pupils, especially those with special educational needs. The contribution of parents to children's learning, at school and at home, is very good and has a positive impact on their learning. Since the last inspection, the school has worked hard to further improve the quality of the information it provides, and the minor issues relating to the prospectus have been fully addressed.
52. Parents have a particularly high opinion of the school. Replies to the inspection questionnaire and responses given at the parents' meeting show that parents are very confident in the school, the headteacher and staff. Almost all parents are very pleased

about the quality of leadership and management and teaching. They are equally pleased with how the school helps their children to become mature and responsible, and the school's expectations for the children to work hard and to achieve their best. The vast majority of parents are pleased about the progress made by their children and are comfortable and confident about approaching the school with any concerns or suggestions. Parents are very appreciative of the way in which the school communicates with them if there are any problems. Parents of pupils with special educational needs recognise the sensitivity and care with which the staff and special educational needs co-ordinator deal with issues, and praise the way in which the school involves them in decisions about their children's needs.

53. Overall, the quality of information to parents, especially about pupils' progress, is very good. The school brochure is excellent. It is particularly well presented and gives excellent, concise information about the school's policies and provision. The school has also developed a very good Internet site, and this is updated regularly. Very good information is provided on a termly basis about the curriculum for all year groups. The newsletters are excellent, and an annual outline, sent out at the start of the autumn term, is updated and confirmed on a half-termly basis so that parents have very good advance information about future events. Pupils' annual reports give good levels of detail about what the pupils know, understand and can do. Strong features of reports include future targets for the pupils and an overall summary of achievements. Occasionally, this computer-based system of reporting is not used as effectively as it might be, and reports are not sufficiently individual.
54. Virtually all parents have signed up to the home and school agreement, and this demonstrates their commitment to the school, and their willingness and genuine desire to work in partnership with staff in the education of their children. A considerable number of parents help regularly in school. For example, they listen to readers, give general support in lessons, help with after school activities and accompany school trips. The 'Parent Teacher Association' is very active in organising social and fundraising events. The group raises a considerable amount of money each year and this is used to provide additional learning resources. A separate group called 'the Voluntary Management Committee' has been formed to overview the funding and building of the new Nursery Unit. This group is highly committed to the project, and has worked tirelessly to secure funding and to ensure the smooth running of the project. The school regularly organises workshops for parents, about topics such as literacy, numeracy, transition to high school and drugs education. These sessions are very helpful in further involving parents in their children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The overall leadership and management of the school by the headteacher, key members of staff, and the Governing Body are good, as they were at the time of the last inspection. The leadership and management skills of the headteacher and Governing Body are significant strengths, but there is more to be done in terms of strengthening the overall role of the deputy headteacher, and the monitoring role of subject co-ordinators.
56. The headteacher is an inspirational leader who has a very good overview of the school's relative strengths and weaknesses. The Governing Body, and most of the staff, share her clear vision for the future and ongoing development of the school, and her enthusiasm for improving the pupils' learning. However, some staff are reluctant to

take on new ideas, and this sometimes holds back the development of some aspects of the school's work.

57. The way in which subject co-ordinators lead and manage their areas is satisfactory overall, but their monitoring role is unsatisfactory. Co-ordinators offer good informal advice to colleagues, and in some cases have been instrumental in organising in-service training, such as the painting course that all staff attended. They satisfactorily manage their own budgets, and audit and maintain resources. Co-ordinators regularly meet to share ideas, and to discuss pupils' work, but there is not enough rigour to the process of evaluating standards, teaching and learning through the systematic sampling of pupils' work so that standards can be improved. There have been some opportunities for co-ordinators to monitor classroom practice through the observation of lessons, but the evaluations are sometimes too general, and do not show the next steps forward.
58. There has not been enough improvement in developing the role of the deputy since the last inspection. Currently the deputy does not have any non-contact time, and this means that he is not sufficiently active in monitoring teaching and learning. As a result, his input into whole-school development is limited. The Governing Body has not taken a sufficiently proactive role in defining or monitoring the work of the deputy headteacher, and in ensuring that he has the time to fulfil his role.
59. The work of the special educational needs co-ordinator in managing this aspect of the school's work is very good. The overall provision for pupils with special educational needs is very good, and the provision for pupils with a statement of special educational needs is outstanding. Teachers and learning support assistants have been very well trained so that they can fully meet the individual and very specific needs of pupils with special educational needs. The way in which other pupils in the school care for and relate to pupils with severe special educational needs is excellent, and magnificently demonstrates the school's policy of inclusion. For example, many pupils are fluent in the sign language of Makaton, and this means that they can communicate more effectively with a pupil who is profoundly deaf. The Governing Body has a special educational needs committee, which meets regularly, and which ensures that funding for pupils with special educational needs is properly used, and subsidised from the school's own budget when necessary. Parents of pupils with special educational needs are delighted with the provision, and the school fully deserves the excellent reputation it has in the local area for the way in which it meets the needs of all pupils.
60. The Governing Body is very effective, and fulfils its statutory duties very well. Governors make regular visits and participate actively in many aspects of the school's life and work. The work of the Governing Body is appropriately managed through a range of sub-committees, and there are regular meetings of the full Governing Body. In addition to the statutory meeting that is held once per term, the Governing Body holds a further termly meeting so that issues about school policy can be fully discussed. Governors give willingly of their time to support the school's development, and a number of governors have become members of the 'Voluntary Management Committee', which has been set up to oversee the planning and building of the new Nursery Unit. Governors are equally committed to the school's involvement in the 'Network Learning Community', which is funded by a national body, and which will enable the school to be more effective in helping pupils to learn.
61. The role of the Governing Body in monitoring the school's work is good overall, although governors have not given enough attention to monitoring the role of the deputy headteacher. Governors successfully fulfil their role of 'critical friend' to the school and

to the headteacher, and healthy debate is a feature of most Governing Body meetings. The Chair of the Governing Body and the Chair of the Finance Committee are frequent visitors to the school, and they have regular meetings with the headteacher so that they are fully informed about the school's day to day life. Governors benefit from detailed termly reports from the headteacher, but do not rely on these reports as their only source of information.

62. The way in which the school's finances are managed is very good. Working within a limited budget, the Governing Body and headteacher plan expenditure to reflect ongoing priorities in the School Development Plan. The headteacher and the school secretary work very well together to monitor spending, and on a weekly basis spend time working on the budget so that the accounts are always well maintained and up to date. The Governing Body receives monthly printouts of the budget, and therefore has a very clear knowledge of the ongoing balance. Good measures of cost-effectiveness are in place to ensure that spending has a positive impact on the pupils' education, and the Governing Body knows and applies the principles of best value when making spending decisions. The school gives good value for money.
63. The school has an appropriate number of teachers and support staff to meet the demands of the curriculum and the learning needs of all pupils. Staff take part in a range of professional development, that is mostly linked to priorities identified in the School Development Plan. The school's system of performance management is well established, but has not focused sufficiently on developing the role of the deputy headteacher.
64. The school makes the best use it can of the available accommodation but space is at a premium. Refurbishment of toilets, criticised at the time of the last inspection, has already been carried out and much needed refurbishment of the girls' toilets is due to begin in the near future. Recent additions to the building provide valuable extra teaching space and further work is in progress to extend the building, in order to provide a Nursery Unit, and office space. However, the use of the hall as an access route to other areas of the school can sometimes disturb lessons and the limited hall space places restrictions on movement in physical education lessons. The library is not big enough for more than a few pupils at a time and this limits the development of the pupils' library skills. The small computer suite can only accommodate small teaching groups and is rather cramped because it is also used for storage. Outside there are spacious grassed areas and two playgrounds with appropriate markings for playing games.
65. Resources for most subjects are adequate but there are shortcomings in some areas, notably design and technology, science, geography and music where resources are old and insufficient to meet the demands of the subjects. Resources for information and communication technology are good. The school is already aware of the need to replenish some of the library and reading scheme books that are becoming shabby and unattractive because of heavy usage.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The headteacher and Governing Body should:-

- ensure that the monitoring of teaching and learning by co-ordinators is more rigorous, so that it leads to further improvements in the quality of teaching and learning, and the standards pupils attain.
(*paragraphs 55, 57, 106, 122, 127, 132, 137, 142, 154*)

The Governing Body should develop the role of the deputy headteacher by:-

- ensuring that his job description gives a clear outline of his roles and responsibilities;
- setting clear priorities and targets which are to be achieved within an agreed timescale;
- ensuring that he has enough time to fulfil his management role;
- setting up a rigorous system for monitoring the impact of his work in terms of whole-school development.
(*paragraphs 55, 58, 61, 63*)

The headteacher and staff should improve the presentation of pupils' work by:-

- reducing the number of worksheets used for recording;
- introducing larger exercise books for the pupils to work in so that they can set their work out more neatly;
- devise incentives to encourage the pupils to improve the presentation of their work;
- ensuring that pupils use and transfer the handwriting skills they learn to their work in other curriculum areas.
(*paragraphs 7, 12, 105, 106, 121, 136*)

In addition to the main issues, the school should consider the following minor issues, and should:-

increase the range of outside play equipment for the Foundation Stage children;

(*paragraph 89*)

ensure that Reception children have daily access to paint, craft and modelling materials;

(*paragraphs 2, 17, 67*)

improve resources where there are weaknesses;

(*paragraphs 65, 70, 122, 127, 132, 137, 154, 159*)

continue to develop and improve the assessment procedures in foundation subjects.

(*paragraphs 50, 127, 132, 159*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		3	14	16			
Percentage		9	42	49			

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 three 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)	N/A	124
Number of full-time pupils known to be eligible for free school meals	N/A	6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	4
Number of pupils on the school's special educational needs register	N/A	30

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	7	8	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	15	14	15
Percentage of pupils at NC level 2 or above	School	100 (100)	93 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year. School totals only are given where the number of boys and/or girls in the cohort is fewer than ten.

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	17	11	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	17
	Girls	11	11	11
	Total	25	25	28
Percentage of pupils at NC level 4 or above	School	89 (95)	89 (76)	100 (95)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	17
	Girls	8	11	11
	Total	18	22	28
Percentage of pupils at NC level 4 or above	School	64 (76)	79 (81)	100 (86)
	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	122		
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese	2		
Any other ethnic group			
No ethnic group recorded			

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)	6.1
Number of pupils per qualified teacher	20
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	167

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	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	346 419
Total expenditure	347 218
Expenditure per pupil	2 800
Balance brought forward from previous year	51 214
Balance carried forward to next year	50 415

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	124
Number of questionnaires returned	53

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	38	5	0	0
My child is making good progress in school.	72	26	2	0	0
Behaviour in the school is good.	55	43	0	2	0
My child gets the right amount of work to do at home.	34	55	5	2	4
The teaching is good.	77	23	0	0	0
I am kept well informed about how my child is getting on.	68	28	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	19	2	0	0
The school expects my child to work hard and achieve his or her best.	75	25	0	0	0
The school works closely with parents.	63	32	5	0	0
The school is well led and managed.	68	28	0	2	2
The school is helping my child become mature and responsible.	74	26	0	0	0
The school provides an interesting range of activities outside lessons.	56	36	4	0	4

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

66. The Reception children are taught in a mixed age class with Year 1 pupils. Most of the Reception children have had some pre-school experience before starting school. Their attainment on entry varies from year to year depending on the natural ability of the children, and the attainment for the current Reception group is average. The ability of the Reception children spans the full range, and the school has very good procedures for identifying children who may have special educational needs so that their needs can be quickly met.
67. The current group of Reception children is on course to achieve the Early Learning Goals in the creative area of learning. The children are likely to exceed the Early Learning Goals in terms of their personal, social and emotional development, communication language and literacy, mathematical and physical development and in their knowledge and understanding of the world. The children make good progress in most areas of learning, but their progress in the area of creative development, although satisfactory, could be improved if the children had daily access to painting and modelling activities.
68. The quality of teaching in the Foundation Stage is good overall, and some very good teaching was seen during the inspection. There is strong sense of teamwork between the classteacher and the learning support assistants. All contribute to the good quality planning, and this practice ensures that all staff are clear about their individual roles and responsibilities. The teacher is very effective in managing the teaching of the two age groups in the class, and ensures that Reception children have a very different curriculum from the Year 1 pupils. However, there are times when the two age groups work together on shared tasks, and on these occasions, the Reception children benefit from the example and experience of their older classmates. Lessons are well balanced to provide a wide range of activities, and there is a good combination of activities that the children choose themselves and those that are led and selected by an adult. The teacher often uses resources well to enliven her teaching, and she injects a real sense of excitement into activities that captures and maintains the children's attention and enthusiasm. The teacher and support assistants work hard to integrate children into all aspects of school life, ensuring their participation through firm control, yet showing kindness and concern for their individual needs.
69. Good use is made of assessments that are carried out soon after the children start school to establish the strengths and weaknesses in the children's learning. Day to day observations provide a very good record of ongoing progress and attainment and are used well when planning the next stage of the children's learning. An end of year assessment provides a good overall picture of the children's progress throughout the year.
70. The accommodation for the Reception children is satisfactory. Their classroom is housed within the school, but has its own access. There are safe grassed and hard play areas for the children to use under supervision. These are enhanced through good environmental initiatives developed by the school. The classroom is cheerful, but a little cramped. The available space is well managed, so that the children can work in groups on the carpet or at tables, or in specially designed activity corners such as the 'builders' workshop'. However, there is not enough room for sand and water trays to be available throughout the day. Good general displays enhance the children's learning, although

more examples of the children's work could be incorporated into the displays so that they could share their own achievements and celebrate those of other children. Resources are satisfactory overall. There is a good selection of educational games, construction kits and small toys to support imaginative play and learning, but there is a shortage of large wheeled toys.

71. Links with parents are very good. Parents are very pleased with what the school has to offer and most are keen to support their children's learning at home. They are welcomed at school and have regular informal discussions with the teacher about their children's progress. Parents are well informed about the school prior to their children's entry, thus providing opportunities to allay any concerns they may have. Parents receive regular informative newsletters and additional verbal reminders from the classteacher. Clear written information about the children's progress forms the basis for formal meetings between teachers and parents.
72. The good provision and teaching identified at the last inspection have been successfully maintained, and standards have improved. The curriculum and management of the Foundation Stage are good, enabling all pupils to make good progress and to be well prepared for the next stage of their education.

Personal, social and emotional development

73. By the end of the Foundation Stage, most children attain beyond the Early Learning Goals in this area of learning. They experience good teaching and consequently make good progress. All adults set an excellent example through their own cheerful and positive relationships, and the promotion of the children's personal, social and emotional development is an ongoing and shared priority.
74. The Reception children enjoy coming to school. On arrival, they are happy and cheerful, and quickly move to the table top activities that have been set out in readiness for them. Much of this positive response is generated through the teacher's enthusiasm, and the stimulating and attractive learning environment. The classteacher and learning support assistants are very successful in the way in which they encourage the children both to develop independent learning skills, and also to work co-operatively with their classmates. By the end of the Reception year, most children have good levels of concentration and stay involved with their chosen tasks for a good amount of time. They are keen to share their work with others, and learn through these sharing sessions the need to be respectful of the work of their classmates.
75. Most children have a good sense of gamesmanship, and understand the need to follow rules when playing games, and to take their turns. Often the children require little adult supervision when playing board games, and settle any minor disagreements quite amicably themselves. The Reception children play well together when outside at playtimes, often demonstrating good levels of independence as they organise themselves into groups to play simple games. The Reception children show very good levels of kindness to one of their classmates who has special educational needs. All of the Reception children manage their own personal hygiene well, and most change quickly and independently for physical education activities.

Communication, language and literacy

76. By the end of the Foundation Stage most children attain beyond the Early Learning Goals in communication, language and literacy. Teaching is good, enabling children of all abilities to make good progress. There is a consistent effort by the staff to extend and develop pupils' speaking and literacy skills. Well-crafted questions, constructive development of vocabulary, word games, rhymes and jingles are all part of a planned programme of development. There is very good incidental development of language through the day, and adults rarely miss an opportunity to extend the children in their learning.
77. By the end of the Reception year, children's speaking skills are well developed. Most children talk in sentences and use an appropriately wide vocabulary to explain their ideas clearly. When they are involved in constructive play in the 'builders' workshop', they talk freely with one another, and the highest attainers quickly adapt to the roles they are taking on, matching the pitch of their voice to the characters. Very good opportunities are provided for pupils to develop spoken language through role-play, and timely intervention by adults helps pupils to maintain good levels of concentration and to develop their ideas. Frequent opportunities for the children to join in with well known rhymes and songs help them to practise articulating words clearly.
78. The Reception children enjoy listening to and reading stories and have particular favourites which they enjoy hearing time and time again. One of their favourites is 'Giraffes Can't Dance'. When this story is being read, they join in with words they recognise and express excitement in anticipation of the next page. They enjoy and respect books when handling them independently. They select their favourite books from the library and talk about the characters and story sequence often using the pictures as cues. They have a growing awareness of the importance of books and many are keen to be able to read. By the end of the Reception year, a good number of children identify words on a line and recognise the sound of initial letters. Teachers use incidental opportunities well to develop children's reading skills across all areas of learning. The learning environment contains a good variety of labels and captions which are used well to reinforce the children's reading skills. Most children are keen to take reading books home with them, and they enjoy very good levels of support from their parents.
79. Reception children take part in a good range of writing opportunities, and by the time they transfer to Year 1, most have a good idea of the purpose of writing as a means of communication, and an understanding of the link between reading and writing. The Reception children are taught how to form letters properly and, as a result, most write legible letters by the end of the Reception year. There are daily writing tasks that are set by the teacher, and some good additional 'free-choice' activities, which are popular with the children. Most children copy accurately, and are keen to generate their own writing. For example, following a visit by the road safety consultant, several children were inspired to compose their own statements about crossing the road safely. Writing is very effectively promoted in play activities, as the children make 'lists' or 'take notes' in the 'builders' workshop'.

Mathematical development

80. The Reception children make good progress in their mathematical development and attain beyond the Early learning Goals by the end of the Foundation Stage. Teaching is good and learning is supported through a wide range of activities.
81. By the end of the Reception year, most children count confidently to ten and beyond, and the higher attaining children have a secure knowledge of numbers up to one hundred. There are daily opportunities for the children to practise counting, such as when the register is taken, or when they join in with counting songs and rhymes. Regular opportunities to match objects to numbers give children the confidence to add and take away small numbers. For instance, they can add together two and five paint brushes, and draw and find the total of five spots on each wing of a ladybird. The children are systematically taught how to form numbers correctly when they are carrying out simple recording tasks, and by the end of the Reception year, most children can do this well.
82. By the end of the Foundation Stage, most children have a good understanding of aspects of shape. Most children recognise squares, rectangles and circles, and higher attainers talk about the properties of these shapes in terms of the number of edges and corners. Through their construction play, where they work with blocks of different shapes and sizes, the children have learned the names of three-dimensional shapes such as cubes, cuboids and pyramids. Computers are used well to reinforce the children's knowledge and understanding of shapes, and they enjoy drawing, matching and copying shapes on screen.
83. Through structured play activities, the children learn a good range of mathematical vocabulary such as empty/full, bigger than/smaller than, more than/less than. Most children are gaining an appropriate understanding of the passage of time as they consider the routines of the school day, or the order of important events in the school year.

Knowledge and understanding of the world

84. By the end of the Foundation Stage, the children's knowledge and understanding of the world extends beyond the requirement of the Early Learning Goals. Teaching is good, enabling children of all abilities to make good progress. The teacher and other adults in the classroom make very good use of incidental opportunities to reinforce the children's learning, such as the current role-play area, which is a 'builders' workshop' and which coincides with the ongoing building work in the school.
85. The Reception children are very well prepared for their transition to Year 1, and the early stages of the Key Stage 1 science National Curriculum, through the many opportunities they have for observing, investigating and identifying living things and objects in their environment. Many of the activities are practical, and this captures the children's interest and promotes high levels of enthusiasm. For example, the children recently sowed bean seeds, and observed their growth, noting that this was affected by water and light. There is very good promotion of their mathematical development as they measure the growth of the plants, and excitement as they talk about their work. Most children have a good knowledge of the names of their body parts, and through such activities as 'sound walks' they have learned about the sense of hearing. Many of the children observe carefully and well, and acquire a good scientific vocabulary that helps them to explain their ideas.

86. Pupils' awareness of the world in which they live is promoted effectively through discussion and a good range of activities. For example, during the inspection, the children were made aware of the dangers of crossing the road, as they listened to a talk by the road safety consultant. They talk on a daily basis about the weather, and higher attainers are beginning to link signs such as dark clouds with weather conditions such as rain. The children make good use of their local environment as they learn about the buildings and other important features, and they have developed a good understanding of the purpose of maps as they drew simple plans of their local village.
87. By the end of the Foundation Stage, most children have a growing understanding of the passage of time. They explore and identify how time changes things by comparing themselves as they are now with how they were when they were babies, or by observing and drawing their own toys and comparing them with those of their grandparents. Most have a good understanding of their position within their immediate families, although only the higher attainers have fully unravelled more complicated relationships, and have understood, for example, that their grandparents are their parents' parents.
88. Statutory requirements are met in respect of teaching religious education to pupils who are five years old and over. The children learn about other people's faith, cultures and traditions through assemblies, through displays around the school and by visitors to school such as a troupe of Indian dancers.

Physical development

89. By the end of the Reception year, most children exceed the Early Learning Goals in this area of their learning. Teaching is good, and the children make good progress. However, the limited range of outside play equipment means that children's skills in pedalling and manoeuvring large wheeled toys are somewhat restricted.
90. Reception children have good fine-motor skills. They use scissors well to cut very neat shapes and follow an outline. They colour and shade within lines, stick down objects carefully and when using other tools, such as pencils and paintbrushes, they exercise good control and technique. When they use the computers, most children show good levels of mouse control, and accurately 'click' on icons and objects on the screen.
91. In physical education lessons the children skip, jump and land in a controlled manner. They make good use of space, taking care to avoid others as they move about. In a dance lesson seen during the inspection, the children skipped and hopped, responding well to the beat of the music. Most of the children are aware that they get hot and breathe more quickly when they exercise. Children show skill, imagination and dexterity when they play with large construction apparatus in the classroom or outside in planned activities, as they make garages, towers and other models.

Creative development

92. By the end of the Foundation Stage, most children attain the Early Learning Goals in their creative development. The teaching in this area of learning is satisfactory overall. Although there are some good opportunities for the children to take part in formal music and art activities, there are not enough 'free-choice' activities where the children can choose media for themselves, or explore sounds. There is a tendency for adults to over-direct creative activities with the result that the outcomes the children produce are too similar.

93. Some of the art work on display is of good quality, such as the pictures created in the style of Noble. This work shows the children's skills in using paint and sponges for printing. Other good work is produced as children make collages using various fabrics and paper, which they cut and tear into shape. The children have learned some useful painting techniques such as painting lines across a paper using thick or very fine brushes, or the edges of different objects. The children have opportunities to explore the effect of paint on materials and to make simple and repeated patterns.
94. The Reception children enjoy making music. They clap and repeat a rhythm and distinguish between loud and quiet sounds. They particularly enjoy singing short rhymes and jingles in class and are often willingly volunteer to do this individually. As a group, the children sing enthusiastically and tunefully. They recognise and use some instruments such as the tambour, triangle and glockenspiel, and after listening to Peter and the Wolf, identify a number of orchestral instruments on a bright wall display in the classroom. These include the oboe, the violin and the trumpet.
95. There are good ongoing opportunities for the children to take part in role-play activities, and the current role-play area, the 'builders' workshop' is a favourite 'free-choice' activity for the children.

ENGLISH

96. Pupils' attainment on the basis of the Key Stage 2 national tests in 2002 is in line with the national average, and average when compared with similar schools. At the end of Key Stage 1, the 2002 national test results show that pupils' attainment in reading is in line with the national average, and their attainment in writing is above the national average. In comparison with similar schools, the pupils' attainment in reading is average, and their attainment in writing is above average.
97. The inspection findings paint a similar picture to the test results, and show that pupils' attainment overall is in line with national expectations at the end of both key stages. There is no significant difference between the performance of boys and girls. Since the time of the last inspection, the school has placed more emphasis on improving standards of reading and writing, and has been successful in improving standards in both of these areas, particularly in writing in Key Stage 2. As at the time of the last inspection, the high proportion of pupils with special educational needs has an adverse effect on the test results in both key stages. In addition, there is often a significant variation in the natural ability of the pupils from year to year, making it difficult to measure improvement over time.
98. Pupils of all ages make satisfactory progress overall, and often good progress within individual literacy lessons. However, the overuse of worksheets as a means of recording, in some subjects, limits the opportunities for pupils to use and apply their literacy skills across the curriculum. Currently there are too few opportunities in the upper part of Key Stage 2 for pupils to carry out independent study, and to use and practise research skills such as note-taking, and skimming and scanning text. However, there are some good opportunities for pupils to practise their speaking and listening skills, and the very good opportunities for pupils to take part in whole-school performances enhance their confidence, and hone their performing skills. Pupils with special educational needs make good progress towards their individual literacy targets and benefit from good support in class from learning support assistants and teachers.

99. Standards in speaking and listening are in line with expectations for pupils at the end of both key stages. When given the opportunity to speak in formal situations, most pupils express themselves with reasonable confidence and fluency, but responses to questions are sometimes short, and in some classes, pupils are not pressed to provide longer explanations or extended answers. Where the best teaching takes place, pupils are encouraged to take part in paired or group discussion, and these opportunities are helpful in enabling pupils to clarify their ideas and to rehearse their answers. Most pupils of all ages and abilities listen well to the contributions of their classmates, and show respect for the views of others. They take turns to give answers in discussions, and respond well to the teachers' instructions and suggestions. In the main, pupils use a wide and varied vocabulary to express their ideas, and the very good relationships between teachers and pupils mean that pupils are secure about expressing their feelings, and are not frightened of making a mistake.
100. By the end of Key Stage 1, pupils' attainment in reading is in line with national expectations and the great majority of pupils make satisfactory progress in developing their reading skills. The spread of ability within the current Year 2 group is particularly wide, and although a number of pupils are working at the higher level in their reading, a similar number of pupils are working at a lower level than expected and this depresses the overall attainment of the group. Pupils recognise a satisfactory range of words on sight and employ effective strategies for decoding new or unfamiliar words. They enjoy looking at the pictures in the reading books, and lower attainers use them well to help them in their understanding of the text. Pupils of all abilities have good levels of confidence. The pupils' understanding and interpretation of fiction and non-fiction texts is developing well, and they are beginning to read aloud with confidence and fluency. Teachers work hard to promote an interest in books and reading, and provide ample opportunities for pupils to choose and read books in school, but there are only limited opportunities for pupils to use books for research. Pupils' progress is significantly enhanced by the valuable contribution made by parents, who regularly encourage reading at home and take their children to the public library.
101. By the end of Key Stage 2, pupils' attainment in reading is in line with the national expectations, and as in Key Stage 1, the spread of ability is wide. Higher attainers read well. They are accurate and fluent, and use expression well to bring their reading to life. Conversely, lower attainers are less fluent, and because they are concentrating so much on decoding new words, their reading often lacks expression. Pupils of all abilities enjoy reading and, as a result of experiencing a wide range of good quality texts in literacy lessons, they are discriminating in their choice of books and express preferences for their favourite authors, such as Philip Pullman or Jacqueline Wilson. Pupils of all ages and abilities have a secure understanding of what they are reading, and teachers take care not to move lower attaining pupils too quickly onto the next level of reading book. Higher attainers have developed good inferential and interpretive skills, and are keen to predict what might happen next. The pupils' research and library skills are less well developed because of insufficient opportunities to carry out independent research as part of their lessons in other subjects, and this is an aspect of learning that could be more effectively promoted in all Key Stage 2 classes.
102. The standard of handwriting is inconsistent throughout the school, and because of the overuse of worksheets for recording, some of which only require short answers, there are too few opportunities for pupils to really develop a consistent individual writing style. In the early stages of Key Stage 1, pupils are taught to form their letters correctly and are encouraged to join their writing at an early stage. However, this good start is not built upon sufficiently as the pupils move through the school, and this is partly attributable to the changes in Key Stage 2 staff over recent years, which has led to an inconsistent approach to this aspect of the pupils' learning.

103. By the end of Key Stage 1, standards in writing are at the nationally expected level, and pupils make satisfactory progress overall. Pupils with special educational needs make particularly good progress, enabling most to achieve the nationally expected level by the end of the key stage. However, the higher attaining pupils are not always sufficiently stretched in their writing, and could do even better. The school has already identified this as an area for development and is taking appropriate action. By the end of Key Stage 1, most pupils know that capital letters and full stops are used to demarcate sentences, and they use these conventions with reasonable consistency in their independent writing. The majority of pupils sequence their ideas appropriately and spell frequently used words correctly. Higher attaining pupils use simple connective words and phrases to link ideas, but they are not always sufficiently ambitious and experimental in their use of vocabulary. Teachers provide a good range of grammar exercises to enable pupils to practise newly learned skills, but there are currently not enough 'free' writing activities. Opportunities for pupils to write independently in their work in other subjects are limited.
104. By the end of Key Stage 2, standards in writing are in line with national expectations, and pupils' ability spans the full range. Most pupils have good levels of awareness about the use of punctuation, rules of grammar and common spelling patterns. However, older pupils do not always take enough care with their work, and do not consistently apply the grammatical rules they have learned to their independent writing. Most pupils communicate sequences of ideas in a logical order, and write at length for different purposes when required to do so. The pupils' narrative writing describes and sequences actions and events with reasonable consistency, and higher attaining pupils structure their work appropriately in paragraphs, using complex sentences and ambitious vocabulary. The spelling of frequently used words is usually accurate but pupils do not always spend enough time checking and editing their final pieces. As in Key Stage 1, the overuse of worksheets for recording work in other subjects limits the opportunities for pupils to write their own accounts and to develop their ideas.
105. The quality of teaching and learning is satisfactory overall, with some good features in both key stages. The planning of individual lessons is satisfactory in most classes and reflects the recommendations of the National Literacy Strategy. Teachers make good provision for pupils with special educational needs, but could do more to really stretch the highest attaining pupils. Learning support assistants make a valuable contribution to the learning of all pupils, and give sensitive and well-informed support to those with special educational needs. Behaviour is well managed, enabling lessons to run smoothly, and teachers have very good relationships with the pupils, ensuring that pupils feel confident about sharing their ideas. Teachers often use questions well in lessons to check the pupils' understanding, but they sometimes too readily accept short answers. On these occasions, pupils' speaking skills are not fully challenged. The marking of pupils work is a little inconsistent throughout the school. Where marking is at its best, pupils are shown how they could improve their work further, and good achievement is celebrated. A weakness of teaching and learning throughout the school is the presentation of pupils' work. Pupils do not always take enough care with the presentation of their written work, and in some classes, teachers' expectations are not sufficiently high. Homework is used appropriately to support pupils' learning, and pupils are given regular reading and spelling tasks to be completed at home.
106. The leadership and management of the subject are satisfactory overall. The co-ordinator has worked hard to set up systems and procedures to support the effective implementation of the National Literacy Strategy. She provides very good leadership in areas such as assessment of pupils' progress, lesson planning and the promotion of

good spoken language. However, although there has been a regular programme of lesson observations, the procedures for monitoring the quality of teaching and learning across the school have not been sufficiently rigorous to address the weaknesses in areas such as marking and presentation of work. The school has rightly identified writing as a major focus for improvement and is currently developing initiatives to raise standards, particularly in the attainment of the higher attaining pupils in both key stages. The school has enough books for teaching reading, and for the pupils to select from school and class libraries. However, some of the books are old and unattractive, and are in need of replacement. Although the school has successfully implemented the National Literacy Strategy for teaching English, there are not enough opportunities for the pupils to develop their literacy skills in other subjects. Information and communication technology is used appropriately to present pupils' work, and older pupils have a developing understanding of the value of computers in the drafting and editing processes. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development, for example in the excellent range of quality texts used as a basis for teaching, and the encouragement of a love of reading.

MATHEMATICS

107. On the basis of the 2002 end of Key Stage 1 national test results, pupils' attainment is in line with the national average, but below average in comparison with similar schools. The 2002 test results indicate that pupils' attainment at the end of Key Stage 2 is above the national average, and above average in comparison with similar schools. The inspection findings paint a similar picture, and indicate that pupils' attainment is in line with national expectations at the end of Key Stage 1, and above national expectations at the end of Key Stage 2. Overall, pupils make satisfactory progress as they move through the school. Pupils with special educational needs make good progress in both key stages and benefit from good levels of additional classroom support. The test results over the last few years have been variable, reflecting the natural differences in the ability of the different groups of pupils. The starting point of the current Year 2 pupils was lower than that of the current Year 6 pupils. There has been satisfactory improvement since the last inspection.
108. Although satisfactory, pupils' attainment in terms of using and applying mathematics is a weaker area of learning for pupils in both key stages. There is a tendency throughout the school for teachers to rely too heavily on commercially produced workbooks and worksheets, which place insufficient emphasis on pupils learning through practical and 'real-life' experience. As a result, pupils do not have enough opportunities to use and apply their mathematical knowledge and understanding, or to solve 'real-life' problems, even when they have the necessary mathematical skills. For example, during the inspection, a group of Year 6 pupils had difficulty calculating the area of carpet required to cover the floor, leaving a one metre border around it.
109. By the end of Key Stage 1, pupils have a satisfactory knowledge of number, and their mental arithmetic skills are satisfactorily developed. However, lower attaining pupils are sometimes slow in giving answers to questions, and this slows them down in their written work. Most pupils have a secure grasp of number facts up to and beyond twenty, but do not always use their knowledge to check their answers. For example, in mental arithmetic sessions, pupils demonstrate that they know that multiples of five always end in zero or five, but do not use this fact as a checking device for their written calculations. Most pupils count forwards and backwards in twos, fives and tens, and know how to double and halve numbers accurately. Average and higher attaining pupils

have a secure grasp of place value, although lower attainers have some difficulty with this.

110. By the end of Key Stage 1, although most pupils have a satisfactory knowledge and understanding of aspects of shape, space and measure, they do not make as much progress as they could in this aspect of their work because of the lack of practical opportunities for them to develop their conceptual understanding. Pupils recognise a range of two and three dimensional shapes, and explain their properties in terms of the number of edges, faces and corners, and higher attainers are starting to draw generalisations about the number of corners in relation to the number of edges. Pupils' knowledge of length and their ability to measure using standard units such as centimetres are satisfactory, but there are weaknesses in their knowledge and understanding of weight and capacity. Higher attaining pupils make sensible estimates of length, but average and lower attaining pupils are not accurate in their estimates. Most, but not all pupils can tell the time to the nearest quarter of an hour, and have an appreciation of the difference between analogue and digital displays. There are some good opportunities for pupils to collect data, which they represent in a variety of graphs and charts.
111. By the end of Key stage 2, pupils' mental arithmetic skills are good, and most have fast recall of number facts. Pupils make good use of mathematical vocabulary as they describe their methods of solving number problems, and use a variety of different and appropriate processes to arrive at their answers. Higher attainers very effectively use one strategy to arrive at their initial answer, and another to check its accuracy. Pupils' knowledge of place value is good. Most pupils are confident when computing numbers to ten thousand, and can order numbers to three places after the decimal point. Higher attainers understand the relationship between decimals, fractions and percentages, and quickly convert from one to another.
112. By the end of Key Stage 2, most pupils have a secure grasp of shape, space and measure, although, as in Key Stage 1, they have too few opportunities to learn through practical experience. As a result, they are not always accurate when making estimates of length, weight and capacity. Pupils confidently identify a range of two and three dimensional shapes, and describe their different properties. They know the names of the different types of triangles, and most are confident about measuring angles using a protractor. Pupils know how to calculate the perimeter of both regular and irregular shapes, and how to calculate area. Pupils are confident in collating and interpreting data and read, produce and effectively use a variety of graphs, such as block graphs, pie charts and conversion graphs. Pupils have regular opportunities to use computers to collate and present data.
113. Overall, the quality of teaching and learning is satisfactory, although some good teaching was seen in both key stages during the inspection. The National Numeracy Strategy is fully implemented in all classes, but there is a tendency for teachers still to rely too heavily on commercial workbooks for pupils to record their work, and these routine exercises sometimes constrain the learning of the higher attaining and more creative pupils. The teaching of pupils with special educational needs is good, and these pupils benefit from the additional support they receive from learning support assistants. There are times in both key stages when pupils of all abilities would benefit from more practical and first-hand mathematical experience, especially when pupils are introduced to new concepts. When pupils learn from practical experience, the teaching is often at its best. For example, during the inspection some good teaching was seen with Year 1 pupils, when the teacher used resources very well to enable pupils to investigate aspects of shape. In this lesson, pupils of all abilities were fully

stretched and highly motivated by the open-ended task. Throughout the school, there are some good opportunities for the pupils to use computers to support their learning, and the school is building up a good range of software. In both key stages, pupils have positive attitudes to mathematics and are keen to take part in discussion sessions. Discussions at the start and end of lessons are often used well to check the pupils' understanding and to stretch higher attainers in their thinking, but even more could be done in the end of lesson discussions to involve pupils in evaluating the extent of their learning. Homework is set regularly, and most pupils complete tasks conscientiously. However, the range of tasks is limited, and more use could be made of homework to help pupils develop problem solving skills.

114. The subject leader has been in post for less than one year, but is beginning to gain a clear overview of what needs to be done to improve standards still further. Assessment procedures are satisfactory, and enable teachers to monitor the pupils' progress from year to year. A good analysis of the national test results highlights areas of strength and weakness in pupils' learning and provides a good basis for whole-school development. The subject leader has observed teaching in each classroom over the course of the year, but these observations have not been sufficiently rigorous in terms of identifying ways of raising standards. Resources to support learning are satisfactory. The subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development.

SCIENCE

115. The 2002 Key Stage 1 teacher assessments show that overall pupils' attainment in science is below national expectations. Although all pupils attain the expected Level 2, the percentage of pupils attaining the higher Level 3 is below the national average. The 2002 end of Key Stage 2 test results show that pupils' attainment is above the national average, and well above average in comparison with similar schools.
116. The inspection findings indicate that pupils' attainment is above national expectations at the end of Key Stage 1 and Key Stage 2. Pupils make good progress in Key Stage 1, and in the lower part of Key Stage 2, but only satisfactory progress in the upper part of Key Stage 2 where insufficient emphasis is placed on pupils learning through investigation and experimentation. The discrepancy between the inspection findings and the test results is partly because of natural differences in the ability of different groups of pupils, and partly because standards are improving as the result of better teaching. Standards overall have improved since the time of the last inspection.
117. By the end of Key Stage 1, pupils' investigative skills are good. Pupils are encouraged to observe carefully and to record their findings in different ways. There are some good opportunities for pupils to record their ideas in their own words, and this helps them to develop their scientific vocabulary, and their literacy skills. By the end of the key stage, pupils of all abilities have a good understanding of what constitutes a fair test, and are very clear about the need to change only one variable when comparing a range of events. Pupils have recently considered what happens when toy cars are moved across different surfaces, and their writing conveys clearly their very good understanding of the factors involved in making this test fair. Most pupils use their previous knowledge well when making a prediction, and try hard to find an explanation when their predictions and final outcomes are different. By the end of Key Stage 2, pupils' investigative skills are satisfactory, but could be even better. Although some good investigative opportunities are provided in the lower part of the key stage, too little emphasis is placed on practical work in the upper part of the key stage. By the end of

the key stage, although pupils are confident about carrying out experiments that are directed by the teacher, few are capable of setting up their own investigations and pursuing their own lines of enquiry. When pupils do carry out experimental work, they make sensible predictions, and accurately record their conclusions and findings. Throughout the key stage, an overuse of worksheets prohibits the development of literacy skills, and constrains the creativity of some of the higher attaining pupils.

118. By the end of Key Stage 1, pupils have a good understanding and knowledge of living things and life processes. Pupils of all abilities confidently classify living things according to their main characteristics, and know that all living things have common needs. Pupils carry out some good work about maintaining 'healthy lifestyles', and this work effectively supports their personal development. By the end of the key stage, pupils know and understand the importance of exercise and a healthy diet. They have carried out some interesting investigations into the effect of exercise on their bodies, and noticed that their heart rate increased, their skin became warmer, and their breathing became faster. Through their work linked to medicines, pupils have learned that drugs can be both beneficial and harmful, and that they must be treated with care. By the end of Key Stage 2, most pupils are very confident about life processes and living things. They are knowledgeable about the main systems of the human body, including the respiratory, circulatory and digestive systems, and use scientific vocabulary well to explain their ideas. Good use is made of the natural environment of the school to support pupils in their learning, and Year 6 pupils, for example, have examined the hedgerow to investigate the habitats of small creatures and insects. Pupils confidently explain the food chain, and understand that almost all food chains start with plants. Pupils use decision trees well to classify living things according to their main characteristics, and know the features of main animal groups.
119. By the end of Key Stage 1, pupils' knowledge and understanding of materials and their properties are above national expectations. Pupils of all abilities confidently explain how materials can be changed by heating and cooling, and understand that some changes are permanent whilst others are reversible. Pupils understand why materials are used for different purposes and note whether they are transparent, translucent or opaque. Higher attaining pupils are beginning to understand that some materials are effective in keeping things hot or cold, and know that some materials conduct electricity. By the end of Key Stage 2, pupils have a good understanding and knowledge of materials. Pupils know the difference between solids, liquids and gases, and explain how some liquids, such as water, can be turned into solids and gases by the processes of cooling and heating. Most pupils give good suggestions about how to separate solids of different sizes, such as dried peas and sand, but lower attainers are less secure when explaining how to separate solutions. Pupils explain terms such as 'condensation' and 'evaporation' well but are not always sure about the scientific vocabulary associated with making solutions, such as 'dissolving', 'solute', and 'saturation'. Through their work with electricity, pupils have gained a good understanding of how materials can be either insulators or conductors, but are less sure when using these terms in the context of sound.
120. By the end of Key Stage 1, pupils' knowledge of forces is very good. Pupils of all abilities are very confident when explaining forces in terms of pushes and pulls, and most pupils know that force can change the shape of an object, and that it can alter the direction and speed of a moving object. Pupils know that the roughness of a surface is a factor when investigating friction, and know some ways in which friction between two surfaces can be reduced. Most pupils know that an electrical circuit must be complete if it is to work, and higher attainers understand that a switch breaks and reconnects a circuit. By the end of Key Stage 2, pupils have a good knowledge of physical

processes. Their understanding of forces is secure, although some pupils become confused when talking about air resistance. Higher attainers are very clear about what happens when two equal forces meet, and explain such concepts as 'upthrust' clearly. Pupils have a good understanding of the earth and beyond, and explain the relationships between the earth, moon and sun in good detail. Pupils know how light and sound travel, and have carried out some experiments to prove that light travels in a straight line.

121. The quality of teaching and learning is good in Key Stage 1 and in the lower part of Key Stage 2, and satisfactory in the upper part of Key Stage 2. Although there is some effective teaching in Year 5 and Year 6, insufficient emphasis is placed on the investigative element of the curriculum, and pupils do not have enough practical experiences. The lack of opportunities for pupils to set up their own investigations prevents them from achieving higher standards in their work. A good feature of teaching throughout the school is the way in which teachers help pupils to develop and practise using scientific vocabulary. As a result, most pupils explain their ideas well. Coverage of the National Curriculum programmes of study is generally good, although there is some unnecessary repetition of topics at the same level, such as electrical circuit diagrams and the use of forcemeters. Where the best teaching was seen during the inspection, teachers made good use of resources to enliven teaching and to capture and maintain the pupils' interest. For example, in a Year 3/Year 4 lesson about flowering plants, the pupils had good opportunities to observe and investigate real specimens, and this brought their learning to life. A weakness of teaching throughout Key Stage 2 is the overuse of worksheets for pupils to record their work. Pupils do not always take enough care when completing the sheets, and do not take enough pride in the presentation of their written work. Work is often not dated or titled, and it is not always clear to see what the focus of the activity was. There are some good opportunities in Key Stage 1 for pupils to practise their literacy skills, but fewer in Key Stage 2, where worksheets are the main means of recording work. Some use is made of computers to support pupils' learning in Key Stage 2, but this practice is not consistent in all classes. Homework is sometimes set, and this enhances and extends the pupils' learning.
122. The leadership and management of the subject are satisfactory overall, but the co-ordinator is employed on a part-time basis, and has little time to carry out his duties. Although the co-ordinator has a good general overview of what is being taught in each year group, and regularly meets informally with staff, his monitoring role is undeveloped, and this means that important strengths and weaknesses are not identified. Although some lesson observations have been carried out, they lack the necessary rigour to move teaching and learning forward. There has been little sampling of pupils' work, and there is no systematic process for focusing on specific areas for development. The co-ordinator has a good overview of the pupils' progress and attainment as they move through the school, and makes good use of tests he has devised himself to ensure that pupils are at the appropriate stage for their age. The school makes good use of visits to support the pupils' learning, and the subject makes a good contribution to pupils' personal, social and moral development as they consider issues such as pollution, and the adverse impact of drug abuse. Resources for the subject are unsatisfactory in terms of quantity and range, and the co-ordinator is aware of this.

ART AND DESIGN

123. Pupils' attainment in art and design is in line with national expectations at the end of Key Stage 1 and Key Stage 2. There has been good improvement since the time of the last inspection, when standards were below national expectations at the end of both key stages. The subject is taught regularly in all classes, and pupils of all abilities make satisfactory progress as they move through the school.
124. As they move through Key Stage 1, pupils have good opportunities to practise and refine their drawing skills, and by the end of the key stage, they attain the expected level in this aspect of their artwork. Most pupils pay good attention to detail when they draw portraits, taking care to position the features of the face appropriately, and trying hard to give a sense of proportion. Older pupils extend their skills by using pastels for drawing, and some show a good understanding of this medium as they blend colours and lines together. Pupils often produce good pieces of collage work, and the highest attaining pupils show good levels of imagination as they combine fabric, paper, card and sequins to make their pictures or patterns. In Year 1, pupils successfully illustrated their own books, based on the story of 'Elmer the Elephant', using collage materials well to convey the distinctive patchwork pattern appearance of the elephant. There are some good opportunities for pupils to practise skills of pleating, weaving and curling paper in their collage work, and Year 2 pupils have produced some attractive paper plate faces which are embellished with curled/pleated 'hair' and features. Key Stage 1 pupils understand the notion of printing but, although they have regular opportunities to print repeated patterns using a variety of objects, their work in this aspect of the curriculum is not always sufficiently challenging, and most pupils could be extended further. Pupils' painting skills are at the expected level for their age, and most pupils have a good idea of how to blend colours to create different shades and tones. They understand, through their work using positive and negative images, how the stark contrast of black against white can have a dramatic effect. Pupils' knowledge and understanding of the work of well-known artists and craftspeople is the weakest aspect of their learning. Although pupils have recently been looking at the work of Mondrian, and have produced some computer generated pictures in his style, they find it difficult to explain the main characteristics of his work.
125. Pupils make satisfactory progress in most aspects of the art and design curriculum as they move through the school, and their attainment overall is in line with national expectations at the end of Key Stage 2. Pupils achieve satisfactory standards in their drawing, and develop a satisfactory sense of perspective, but older pupils sometimes have difficulty in showing texture in their work because they lack the necessary mark-making skills. Younger Key Stage 2 pupils show a good understanding of pattern in their printing and painting work, and in Year 3/Year 4, pupils have produced some good work linked to patterns in Islamic art. Pupils have also looked at Viking knot patterns, and this work has successfully reinforced their learning in history. The pupils' exploration of pattern was developed well when they wove 'God's Eyes' using wool, and pupils enjoyed finding out about the cultural dimension of this activity. Pupils satisfactorily develop their printing skills by using string embossed polystyrene tiles, but this work in the lower part of the key stage is not sufficiently extended in the upper part of the key stage, and pupils could achieve higher standards in their printing work. Pupils of all ages show a satisfactory appreciation of colour, tone and shade. Some very effective work in Year 6 demonstrates how pupils have used small pieces of coloured paper to make collage pictures which show people performing a variety of sporting movements. Likewise, Year 3/Year 4 pupils have used paint very effectively when painting an arrangement of bottles in different shades of blue. Although in the past pupils have used media such as 'mod-roc' to produce small sculptures of people, and clay to make tiles, in the main, pupils' experience of working in three dimensions is very limited, and this is a weaker area of pupils' learning. Pupils have a satisfactory

knowledge of the work of well known artists and craftspeople, and higher attainers have a good understanding of the way in which famous artists often conveyed emotions such as anger and sadness. Pupils who have been on trips to the local Lowry Museum have a good knowledge of the painter's work and style, and an appreciation of what he was trying to convey through his work.

126. The quality of teaching and learning in art and design is satisfactory overall. It is often good in the lower part of Key Stage 2 where the impact of the art co-ordinator is evident. The subject is taught regularly, and for an appropriate amount of time, in all classes. Pupils experience a good range of two dimensional activities, but there are only limited opportunities for them to express their ideas in three dimensional form. Teachers have a satisfactory subject knowledge, but some lack the confidence and skills to fully extend pupils in such areas as printing and sculpting. Sketch books are used well in the Year 3/Year 4 class where pupils have recorded their ideas, described some of the activities they have undertaken, and included some preliminary samples, such as fabric swatches. However, in other classes, pupils use their sketch books only for drawings, and do not make enough use of them as a point of reference, or for collecting initial ideas. Where the best teaching occurs, activities are not too tightly prescribed, giving pupils the opportunity to be creative and imaginative in their work. Pupils have a good attitude to learning and enjoy their art lessons. They work well together and share ideas and resources willingly. They contribute well to discussions and are keen to talk about their work. Pupils take pride in sharing their work that is on display, although the lack of annotation, showing what the initial stimulus was, and which media were used, makes it difficult for pupils to recall the context of some of their work.
127. The leadership and management of the subject are satisfactory overall. However, although the co-ordinator is effective in supporting colleagues in their planning, her monitoring role is underdeveloped. The co-ordinator has built up a good record of samples of pupils' work, and this demonstrates the skills pupils have acquired and the progress they have made as they have moved through the school. However, the monitoring of this work has been insufficiently rigorous in terms of highlighting strengths and weaknesses in teaching and learning. Although standards have improved well since the time of the last inspection, there is still more to be done, especially in the area of three dimensional work, and in developing assessment procedures which are currently very informal and at the discretion of individual teachers. Some good use is made of computers to support pupils' learning, but this practice is not yet consistent in all classes. Resources are unsatisfactory, in that there are too few resources to extend the more imaginative pupils, and too few resources for promoting three dimensional work. The subject makes a good contribution to pupils' personal, spiritual, moral, social and cultural development, as they consider the feelings and emotions that can be portrayed through art, and the artwork from different traditions and cultures.

DESIGN AND TECHNOLOGY

128. Pupils' attainment is in line with national expectations at the end of both key stages, and standards are broadly the same as they were at the time of the last inspection. Pupils make satisfactory progress as they move through the school, and acquire an appropriate range of skills, knowledge and understanding.
129. By the end of Key Stage 1, pupils' making skills are at the expected level when working with card, paper and fabric, although pupils have had few opportunities to work with resistant materials such as wood and plastic. Through their work with commercial

construction kits pupils gain a good appreciation of structures, and learn that structures need a secure base. Pupils understand how hinges enable joints to move, and know that hinges are often used when making furniture. Pupils know that corner joints, such as those found in picture frames, often need strengthening to reduce movement, but are not sure about which techniques might be used to achieve this. Older pupils explain well why some methods of joining and fixing are better for some materials. Pupils understand that there is a need to plan a design before starting on the making process, and that, in the case of food technology, a recipe would serve this purpose. A weakness in pupils' learning is the recording of their evaluations. Although pupils regularly evaluate their finished work through discussion, they have no record of their ideas, and this means that they have no point of reference if a similar task is performed at a later date.

130. By the end of Key Stage 2, pupils' attainment is in line with national expectations, and there are some good features to the pupils' work. However, as in Key Stage 1, opportunities for pupils to work with resistant materials, such as wood and plastic, are limited. Pupils make good evaluations of their work, and make good suggestions about how they might improve their finished products. They have a good understanding of the need for an initial plan to guide the making process, and generally these plans are well thought out. Pupils have some good opportunities to develop their knowledge of food technology, and recently Year 5 pupils have made bread. Prior to the making process, pupils considered the range of bread currently available in shops, and evaluated different types in terms of their appearance, texture and flavour. This initial evaluation gave the pupils a really good idea of what they needed to look at when evaluating the quality of the bread they made, and gave them a good understanding of the importance of ensuring that the finished product looks attractive. Pupils are prepared to modify their initial plans, and understand that some ideas that appear to work on paper are not always practical in terms of the making process.
131. The quality of teaching and learning is satisfactory overall, and some good teaching was seen during the inspection. Pupils enjoy taking part in a good range of activities, especially in Key Stage 2, although not enough emphasis is placed on pupils working with resistant materials. Some good links are made with other subjects, such as when Year 5 pupils made books based on nursery rhymes, and these opportunities provide a meaningful context for the pupils' learning. Good use is made of commercial kits to give pupils the experience of putting models together and taking them apart, and in Key Stage 1 especially, these activities help to develop the pupils' manual dexterity. Where the best teaching occurs, pupils are given good opportunities to develop their creative skills, but there are times when activities are over-prescribed by teachers, and this curtails the pupils' imaginations. A weakness in teaching in Key Stage 1, is the lack of opportunity for pupils to record their work on paper for future reference. Pupils throughout the school have positive attitudes to learning and are keen to take part in lessons. They work well together, sharing resources and ideas willingly. Pupils often respond with high levels of enthusiasm, especially when the task is challenging. This was seen in Year 6 during the inspection when pupils were told how they would in future weeks be using the computer to control the movement of their vehicles. Currently, little use is made of homework to support and extend the pupils' learning.
132. The leadership and management of the subject are satisfactory, and the co-ordinator provides a good point of reference for colleagues. However, there has been little in the way of rigorous monitoring of pupils' work or of classroom practice and, as a result, some weaknesses have not been picked up and addressed, and some strengths have not been highlighted and shared. The school is following the national curriculum guidance for the subject, and this is helping to ensure continuity in the pupils' learning

as they move through the school. The assessment of pupils' progress and attainment is at the discretion of individual teachers and, whilst teachers have a good idea of what the pupils in their class can achieve, this information is not systematically recorded or transferred to the next teacher. The school is beginning to make good use of information and communication technology to support pupils' learning in design and technology, and Key Stage 2 pupils regularly use the internet to find information about ongoing projects. The subject makes a good contribution to pupils' personal and social development, especially when they work on collaborative projects which require high levels of co-operation and negotiation. Resources for the subject are limited.

GEOGRAPHY

133. Standards in geography are broadly in line with national expectations at the end of both key stages, as they were at the time of the last inspection. The great majority of pupils, including those with special educational needs, make satisfactory progress in the acquisition of geographical knowledge and understanding, although the development of the pupils' geography study skills is uneven as they move through the school. The school has now adopted the national curriculum guidelines for geography, and this has improved teachers' planning. However, some of the weaknesses identified at the time of the last inspection are still present in some classes, in particular, the overuse of worksheets as a means of recording.
134. By the end of Year 2, most pupils have satisfactory levels of knowledge about their own locality and they are developing a satisfactory awareness of other localities at home and overseas. They are keen to talk about some of the human and physical features of their local area, and recognise that features such as churches, shops and public houses provide useful landmarks when giving directions. Pupils represent their journey from home to school as a simple plan, and higher attainers understand the notion of a 'bird's eye' view. Most pupils have a secure understanding of the purpose of maps in terms of locating places and finding routes, and know that maps vary in scale and in the amount of detail they provide. Pupils have a secure knowledge and understanding of the jobs people do in school and the local community, and have constructed graphs to show the popularity of different leisure provision in the local area. Through their studies of the shopping patterns in the local area, pupils have made good progress in learning about aspects of human geography. The weakness in pupils' learning is their lack of geographical enquiry skills. Pupils have too few opportunities to find things out for themselves, and to represent their findings in different ways.
135. By the end of Year 6, the pupils have extended their range of study to include localities overseas, through studies of rivers such as the Nile and the Orinoco. However, although the pupils name some continents and countries with reasonable accuracy, their knowledge of the lifestyles of people who live in contrasting localities, or of physical features and weather patterns, is a little insecure. Most pupils make satisfactory progress in developing appropriate geographical vocabulary and, when discussing their ongoing topic of rivers, use words such as tributary, meander and confluence, correctly and confidently to explain their ideas and knowledge. The pupils' mapping skills develop at a satisfactory rate. Pupils know how physical and human features are represented in maps, and use maps and atlases with reasonable proficiency. Through their studies of contrasting localities in the British Isles, pupils draw comparisons between their home village of Kelbrook, and seaside places such as Blackpool, and large cities, such as London.

136. The quality of teaching and learning in geography is satisfactory overall but there are shortcomings in some areas. Where the best teaching occurs, activities are closely linked to the National Curriculum programmes of study and focus well on the development of pupils' geographical skills. For example, Year 1 and Year 2 pupils have recently made good progress in developing their geographical skills as they learned about shopping patterns in the local area, finding things out for themselves through research and the collection of data. In some classes, teachers use their knowledge of the local area well to motivate the pupils and to enliven teaching and learning. Good links are sometimes made with other subjects. For example, in a Year 3/Year 4 science lesson about flowering plants, the teacher imparted exciting information about the secret location of a very rare orchid, and went on to share his expertise by telling pupils about other countries where orchids are to be found in the hedgerows. However, despite these good features of teaching, there are some shortcomings which adversely affect pupils' learning. The overuse of worksheets as a means of pupils' recording, reduces opportunities for pupils to use and develop their literacy skills, and results in pupils taking insufficient care with the presentation of their written work. There is too much variation in the quality of teaching that has not been picked up through monitoring, resulting from teachers' differing levels of subject knowledge and expertise, and this leads to inconsistencies in pupils' progress. Although there are some opportunities for pupils to extend their geographical knowledge through homework tasks, the activities could be more lively, and could be more effective in promoting fieldwork skills.
137. The leadership and management in the subject are satisfactory overall, and the co-ordinator is a useful point of contact for colleagues. Although the co-ordinator has a satisfactory general overview of how geography is taught throughout the school, the monitoring of teaching and learning lacks rigour, and strengths and weaknesses have not been highlighted. Individual teachers make satisfactory ongoing assessments of the pupils' progress and attainment, but there are no whole-school systems for recording this information so that pupils' progress can be monitored over time. Resources for geography are adequate overall, although the school needs to continue to increase the number and range of books, atlases, globes and maps at different scales for pupils to use in their lessons. The use of information and communication technology to support geography is satisfactory, but more use could be made of computers and other technology in Key Stage 2, particularly for research, map work and simulations of real life situations. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development, and older pupils talk sensibly and maturely about issues such as pollution, and the adverse impact of humans on the environment.

HISTORY

138. Standards in history are broadly in line with expectations at the end of both key stages and the great majority of pupils, including those with special educational needs, make satisfactory progress. No judgements were made about standards in history at the time of the last inspection, and it is therefore not possible to evaluate whether standards have improved since that time. Since the last inspection, the school has adopted the national curriculum guidelines for the subject, and they are helping to ensure continuity and progression in the pupils' learning. However, not enough emphasis is placed on pupils developing historical enquiry skills, or on them finding information about the past for themselves.
139. By the end of Key Stage 1, pupils have a growing awareness of the past. They know some of the ways in which their lives today differ from those of their parents and

grandparents, for example, through their study of children's toys. Higher attaining pupils offer some suggestions for the changes they observe, and link them to historical development and change, such as the introduction of electricity, and the discovery of manufacturing of materials, such as plastic. Pupils use appropriate language to describe the past, and talk confidently about the contributions made by famous people, such as Francis Drake and Mary Anning. Pupils have a secure sense of chronology when ordering past events in their lives and those of their families, but have difficulty with the concept of the long ago past. Pupils' enquiry skills are not always sufficiently developed in lessons, which rely heavily on the completion of worksheets as a means of recording information, and pupils have little understanding of the notion that artefacts are an important source of historical evidence.

140. By the end of Key Stage 2, pupils have made satisfactory progress in the development of historical knowledge and understanding, but, as in Key Stage 1, their historical enquiry skills are under-developed. The pupils extend their basic historical knowledge and awareness through studies of appropriate topics such as Ancient Greece, Ancient Egypt, the Vikings and Tudor England. They have a satisfactory grasp of the key features of these periods but little real understanding of differences in the way the past is represented and the reasons why people acted as they did. Because of the overuse of worksheets as a means of recording, pupils have insufficient opportunities to represent their knowledge and understanding of the past in different ways. On the occasions when the study of history is brought alive for them, such as when the pupils visited the Manchester Museum of Egyptology, enabling them to see for themselves the relevance of artefacts and other sources of information in finding out about the past, they develop a stronger sense of what life was like in the period studied.
141. The quality of teaching and learning is satisfactory overall in both key stages. Most teachers have appropriate subject knowledge about the periods they teach but they do not always place enough emphasis on the pupils learning from practical and first-hand experiences, or from finding things out for themselves. Teachers do not always make enough use of good quality learning resources to bring the subject to life for the pupils, or to reinforce important or new learning. Where the best teaching occurs, and pupils learn through visits to places of historical interest, pupils of all abilities have a very vivid recall of what they have learned and are very keen to discuss their findings. Throughout the school, too much reliance is placed on commercial worksheets for recording, and there is insufficient emphasis on pupils communicating their learning in their own words, or through activities such as drama or art and design. Pupils complete some homework tasks to support their learning in history, but not enough use is made of homework to develop pupils' skills of enquiry.
142. The leadership and management of the subject are satisfactory overall. However, although the co-ordinator gives good support to colleagues in their planning, the monitoring of teaching and learning lacks rigour. Teachers regularly assess the pupils' progress and attainment, and keep their own records, but there is no whole-school system for monitoring pupils' progress as they move through the school. Resources are satisfactory, and visits to places such as the Egyptology Museum and Eden Camp add significantly to the quality of learning in history. The subject makes a good contribution to the development of the pupils' spiritual, moral, social, and cultural development, and older Key Stage 2 pupils show empathy for the plight of people who have suffered hardship, such as the poor Victorian families, or those involved in war. Although some use is made of information and communication technology to support pupils' learning, even more could be done.

INFORMATION AND COMMUNICATION TECHNOLOGY

143. Pupils' attainment is above national expectations at the end of both key stages and the great majority of pupils make good progress in the development of their information and communication technology skills. This represents very good improvement since the time of the last inspection when standards were below national expectations at the end of both key stages, and progress was unsatisfactory.
144. The significant improvement since the last inspection is a direct reflection of the considerable investment of time and money that have been spent on developing the subject. The school now has a small computer suite with appropriate teaching aids, where pupils learn how to use different software packages, and there are at least two computers in each classroom to support learning in other subjects. In addition, there has been considerable investment in further hardware and software to teach the full requirements of the subject. Staff have undergone extensive training and are now much more confident in teaching information and communication technology. The appointment of a very competent teaching assistant has done much to improve the quality and pace of learning in the computer suite. Teachers are beginning to make use of information and communication technology to support pupils' learning across the curriculum, but even more could be done in some subjects. Computer technology is used effectively to support the progress of pupils with special educational needs across the curriculum.
145. By the end of Year 2, pupils are confident in using computer technology to communicate and present information in text, pictures and graphs. They make good progress in developing their word processing skills and are able to change the font, colour and size of text, select capital letters and use the computer keyboard and mouse with increasing confidence and accuracy. Pupils develop good understanding of control by programming a floor robot to follow instructions and travel along simple routes. They develop increasing competence in the use of software to create artistic effects, such as when they produced a design in the style of Jackson Pollock. Pupils make good progress in data handling through the collection and input of relevant data, such as favourite toys and pet ownership, in order to communicate the information comparatively in pictograms and graphs.
146. By the end of Year 6, the great majority of pupils have developed considerable competence in their use of information and communication technology. Their word processing skills have developed to a good level and they use them very effectively to present some of their work. Older pupils use technology skills very effectively to create multi-media presentations for a specific audience, for example, a 'talking book' for younger pupils in school. Their skills, in planning pages, inserting text and graphics and adding sound, are above the level expected for their age. Key Stage 2 pupils are familiar with the use of the Internet to research information, and are developing their use of electronic mail to communicate with people abroad and nearer home. Some older pupils recently used 'e-mail' effectively to send messages to the headteacher, who responded appropriately. This experience made a very good contribution to the pupils understanding of electronic communication. The pupils make good progress in other areas of the subject. They enter data and generate graphs in various forms, and develop their control skills well by programming an 'on-screen' turtle. In the past, pupils have used computer software for creative purposes, such as painting in the style of Matisse, and designing gift wrap. Pupils use CD ROMs for research purposes and digital cameras to import photographs into text, but could make even more use of these skills to support their learning in subjects such as history and geography. Recently, pupils in Year 3 used a simulation of a real life situation very proficiently to make

decisions and choose options in order to help a badger survive in the wild. The school website provides further good opportunities for pupils to use and understand the potential of computer technology to communicate with the outside world.

147. The quality of teaching and learning is good throughout the school. There is excellent liaison between the information and communication technology teaching assistant and the subject co-ordinator, who plan the whole-school teaching programme together. This programme is very effective in enabling pupils to make very good progress and to build on the skills they learn as they move through the school. The teaching the pupils receive in the suite is of high quality and provides opportunities for small groups of pupils to learn specific skills in relation to a wide range of software. Pupils are encouraged to work as independently as possible and, as a result, they develop good strategies for solving the problems they sometimes encounter. The teaching assistant keeps careful records of the progress pupils are making, and these are used well to keep classteachers informed. In lessons in other subjects, pupils are given appropriate opportunities to use the skills they learn in the computer suite. However, there is room for further use to be made of information and communication technology to support learning across the curriculum, as the confidence and expertise of classteachers increase. Pupils throughout the school show very positive attitudes to their learning. They show very high levels of interest and enthusiasm, and collaborate extremely well together when sharing the use of computers. Pupils of all ages and abilities behave exceptionally well and show good levels of independence in their work. The positive attitudes of pupils are a significant factor in the success they achieve and the good progress they make.
148. The subject is very competently led and managed by the well qualified coordinator. The very good programme of work provides a secure basis for teaching all areas of the subject. Good assessment procedures are in place and the pupils' work folders provide a good means of monitoring progress as pupils move through the school. In spite of the limitations placed on the subject by the size of the computer suite, the available resources are managed effectively to optimise opportunities for learning. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development. The school takes extreme care to ensure that pupils work safely on the computers, and parents have been issued with guidelines for pupils working on the Internet.

MUSIC

149. Pupils' attainment in music is in line with national expectations at the end of both Key Stage 1 and Key Stage 2, as it was at the time of the last inspection. Pupils make satisfactory progress as they move through the school across all aspects of the curriculum. Music is highly valued in the school, and there are many very good out-of-school activities in which the pupils and staff participate. For example, pupils regularly take part in the local 'Pendle Schools' Festival', which recently celebrated its fortieth anniversary. These opportunities very effectively promote pupils' personal and social development as they sing and perform with other pupils from the area. In addition, the school regularly puts on concerts, which are seen by parents as a highlight of the school year.
150. Throughout the school, singing is of a good standard, and pupils sing tunefully and enthusiastically. Younger pupils especially enjoy singing action songs which help to reinforce the beat of the music, and from an early age they are taught to articulate

words carefully and clearly. Older Key Stage 2 pupils are confident singers who respond well to the mood of the music, altering the volume and speed of their singing to convey different emotions. Pupils talk enthusiastically about the concerts they take part in, and the massed choir events for which they join other schools. The practice of pupils singing for the elderly of the community at Christmas time serves to strengthen further the very good links the school has with the local community.

151. By the end of Key Stage 1, most pupils have a secure sense of rhythm, although some find it difficult to maintain a steady pulse and to repeat complex rhythmic patterns. In a lesson seen during the inspection, pupils' learning was significantly advanced when they listened to some Indonesian music, and learned that music does not always have a regular beat. They compared this music well with the very predictable rhythm of the 'Grand Old Duke of York'. Key Stage 1 pupils make clapping accompaniments to songs, and are at the early stages of learning how to follow a graphical score. By the end of Key Stage 2, pupils compose short pieces of music based on simple rhythmic patterns. In a lesson seen during the inspection, older pupils successfully used the syllables of a four line rhyme as the basis for a short composition. However, they were limited in their work by the lack of tuned instruments. In both key stages, there are too few opportunities for pupils to compose 'mood' music and to fully extend their imaginations.
152. Pupils' listening and appraising skills are satisfactory at the end of both key stages. Pupils of all ages listen well to recorded music and to the performances of their classmates. They learn about the work of different composers as they listen to different pieces of music each week during assembly. Key Stage 1 pupils have recently listened closely to the musical story of 'Peter and the Wolf', and have gained a good appreciation of how different characters can be represented by different instruments. Although Key Stage 2 pupils have listened to a variety of music, their recall of this learning is poor. The lack of books for recording listening experiences means that pupils have no prompts when they try to recall their previous learning.
153. The teaching and learning of music are satisfactory overall, and some good lessons were seen during the inspection. Some of the teaching is carried out by a part-time specialist who works with different classes in turn. For the rest of the time, class teachers teach their own classes. Teachers' expertise and confidence in teaching music vary, and there has been little in the way of professional development in recent years. Schemes of work provide satisfactory support for teachers, although non-specialists would benefit from some of the more lively commercial schemes that are currently available. Where the best teaching occurs, teachers plan varied lessons that contain elements of listening, appraising, performing and composing. Pupils are encouraged to make music in small groups, and to evaluate and edit their work. Good use is often made of graphical and pictorial notation by both pupils and teachers, and this provides good opportunities for pupils to record their ideas and to revise them at a later date. Pupils throughout the school have positive attitudes to music, and are keen to take part in practical activities. They respond well to the teachers' suggestions for improvement, and perform with good levels of confidence. Currently, little use is made of information and communication technology to support the pupils' learning, and homework is rarely used to extend the pupils' range of experience.
154. The subject is satisfactorily led and managed, and the way in which the co-ordinator promotes music as a pleasurable activity across the school is a good feature of her leadership. However, too little has been done to rigorously monitor the quality of teaching and learning, and as a result, standards have not improved significantly since the last inspection. Teachers make satisfactory ongoing assessments of the pupils'

work, and lessons generally build well on the pupils' previous experiences. However, there is no whole-school system for recording and tracking pupils' progress and attainment as they move through the school. Resources for the subject are barely adequate. Many are old, and there is a shortage of good quality tuned percussion instruments to enable older Key Stage 2 pupils to achieve better standards in their composition work. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

PHYSICAL EDUCATION

155. Pupils' attainment is above national expectations at the end of Key Stage 1 and in line with national expectations at the end of Key Stage 2. Pupils make good progress in Key Stage 1 and satisfactory progress in Key Stage 2. Pupils with special educational needs make similar progress to other pupils. Standards have been maintained at Key Stage 1 since the last inspection. In Key Stage 2, standards are not quite as high as they were. There is no explanation for this other than differences in the natural ability of the pupils.
156. By the end of Key Stage 1, pupils have good gymnastic skills. They perform quick, slow, long and short steps with good levels of control. Pupils run, skip and hop, and perform these actions well, although some pupils have difficulty in co-ordinating their skipping. Pupils use the apparatus well, showing purpose and imagination in their movements. For instance, they use their arms and legs very well when performing both zig-zag and scissor movements on mats and platforms, and confidently link together movements to form short sequences. Higher attainers are very fluent in their movements, and take care to land neatly and with control and poise. In dance, pupils respond well to the mood of the music. For example, during the inspection, they performed heavy and light movements as they dramatised the actions of the characters in the musical story of Peter and the Wolf. Pupils work very hard in lessons and understand the impact of exercise on their bodies. They watch others giving demonstrations, and take on board their teachers suggestions about how they can further extend and improve their own performances. Currently, there are too few opportunities for pupils to evaluate and appraise the performance of others.
157. By the end of Year 6, pupils' overall attainment is in line with national expectations. They achieve satisfactory standards in dance, and respond to music through movement. In a dance lesson seen during the inspection, Year 5 pupils represented radio and telephone waves through their movements. Although their initial responses lacked originality and inspiration, they worked hard to refine and practise their movements, taking on board the teacher's suggestions for improvement. By the time they leave school, nearly all pupils have learned to swim a distance of at least twenty-five metres. Many pupils in Key Stage 2, benefit from the good range of extra-curricular provision for physical education, and enjoy participating in cricket, rounders, netball and football, as well as competing in sporting events with pupils from other schools. Through these activities, pupils extend their learning in lessons by developing the understanding of rules and the need for teamwork in games. Pupils in Year 6 benefit from a residential visit to the Lake District, where they participate in a number of adventure activities including abseiling, walking and canoeing.
158. The overall quality of teaching and learning is good in Key Stage 1 and satisfactory in Key Stage 2. A strength of teaching in both key stages is the way in which teachers help the pupils to improve their work. However, not enough opportunities are provided for pupils to evaluate their own work or that of their classmates. In Key Stage 1, instructions are given very clearly so that pupils know what is expected of them. Teachers have high expectations, and encourage the pupils to practise their routines and movements so that they improve. In both key stages there are good opportunities for pupils to demonstrate their movements and where the best teaching occurs, teachers themselves also make good use of demonstration to clarify particular teaching points. Where teachers lack confidence, the pace of lessons is sometimes a little slow, and this means that pupils start to lose interest and concentration. Teachers place good emphasis on the pupils working safely in the confined hall space, and use

the available apparatus and equipment to best effect. Currently, little use is made of homework to extend the pupils' learning.

159. The leadership and management of the subject are satisfactory overall, but there has not been enough rigorous monitoring of teaching and learning in recent years to highlight staff training needs and to raise attainment further. Although teachers make regular ongoing assessments of pupils' progress in lessons, formal whole-school assessment procedures are not established. Resources are satisfactory. However, the hall is small and is also used for dining and for the storage of some learning resources. This lack of indoor space constrains the range of activities that can be offered.

RELIGIOUS EDUCATION

160. Pupils' attainment at the end of both Key Stage 1 and Key Stage 2 is broadly in line with the requirements of the Locally Agreed Syllabus. All pupils, including those with special educational needs, make satisfactory progress as they move through the school. Standards are broadly the same as they were at the time of the last inspection.
161. By the end of Key Stage 1, pupils have a secure knowledge of Christianity. They talk about Jesus and significant events in His life, including some of His parables and miracles. They recall the Feast at Cana and the raising of Jairus' daughter. They have very good recall of the events leading to Christmas and Easter, recognising that without Jesus, these Christian feasts would not exist. Pupils also know a few Old Testament stories, such as those about Joseph, and Noah and the flood. However, their knowledge of similar Old Testament stories is not very extensive. Most pupils know that Christians believe in God and worship in churches. They are gaining insight into other world religions and know, for example, that the name of the Muslim god is Allah, and Muslims worship in a mosque. However, overall, their knowledge of other world faiths is insecure. Key Stage 1 pupils have a good understanding of the wider notion of Christianity in terms of being kind and helpful to others.
162. As they move through Key Stage 2, pupils further extend their knowledge and understanding of Christianity. They have a clear knowledge of the structure of The Bible, and explain that it is made up many books including those of the Psalms and Proverbs. Pupils understand the notion of Jesus as a role model, and higher attainers explain well why He is referred to as the 'Good Shepherd' and 'The Light of the World'. Pupils' knowledge of other great faiths is satisfactory, and most pupils have some knowledge of aspects of Judaism, Hinduism, Islam and Buddhism. However, pupils know very little about Sikhism. Key Stage 2 pupils compare holy books such as the Qur'an and the Torah with the Bible, and explain how people of other faiths consider faith similarities, such as The Creation, The Commandments and the significance of Jesus. Through these comparative studies, and in line with the School Mission Statement, pupils learn to have respect for other faiths, their symbols and practices.
163. Teaching and learning are satisfactory overall. Work is planned in accordance with the Agreed Syllabus. Regular lessons ensure sufficient time is allocated to the curriculum, but the limited quantity of work in pupils' books does not provide sufficient material for them to look back, review and recall previous learning. Pupils' work is often guided by worksheets, which restrict opportunities for them to research and record their individual thoughts and ideas. There are some good opportunities in lessons for pupils to discuss ideas and issues, and pupils show good levels of respect for the views of others. Some very good displays of artefacts and religious objects in classrooms and around the school enable pupils to have close experience of and compare the world's great faiths.

For instance, in the Year 4/Year 5 classroom, the teacher has arranged a very good display to enable pupils to compare the Torah and the Bible. This display has helped pupils to understand that both the Christian and Jewish faiths have similar scriptural references to the Exodus and the Ten Commandments. Pupils generally find their religious education lessons interesting and work hard. They respond well to their teachers and sustain concentration.

164. Although the leadership and management of the subject are satisfactory, there are areas for development. Currently the school does not have whole-school systems for recording pupils' progress and attainment as they move through the school. There has been little in the way of monitoring teaching and learning through classroom observation, and as a result, good practice has not been shared, and areas for development have not been identified. Resources are satisfactory overall, and the quality and use made of religious artefacts are good. Visitors to the school such as the local clergy, and more recently the Diocesan Bishop, effectively support teaching and learning, particularly in Christianity. The subject makes a good contribution to pupils' personal, spiritual, moral, social and cultural development, and some good links are made with other subjects, such as geography.