

INSPECTION REPORT

Bilton Grange Community Primary School

Harrogate

LEA area: North Yorkshire

Unique reference number: 121394

Headteacher: Mr. S. Puchalka

Reporting inspector: Kate Ford
OIN 1470

Dates of inspection: 18 – 21 November 2002

Inspection number: 248253

Inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school: Primary

School category: Community

Age range of pupils: 4 – 11 years

Gender of pupils: Boys and girls

School address: Bilton Lane
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North Yorkshire

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Appropriate authority: Governing Body

Chair of governors: Mr J Melanaphy

Previous inspection: 19 May 1997

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1470	Kate Ford	Registered inspector	Science and design and technology Special educational needs	What sort of school is it?, How well are the pupils taught? Assessment of academic and personal development How well is the school led and managed? What should the school do to improve further?
12511	Linda Buller	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 and carers?
21094	John Brennan	Team inspector	Mathematics, information and communication technology, religious education English as an additional language	The school's results and pupils' achievements
27545	Andrew Scott	Team inspector	English, art, physical education Education inclusion	How good are the curricular and other opportunities offered to pupils?
30827	Sandra Withnall	Team inspector	Foundation Stage, geography, history, music	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bilton Grange Community School is a larger than average primary school with 308 pupils aged 4 – 11 years. When children begin school their attainment spans a broad range, but the baseline assessments indicate that the majority are working at levels slightly below what is expected. A very small number of pupils are from minority ethnic families, and the numbers of pupils for whom English is not their mother tongue is low. The numbers of pupils with special educational needs, including statements, is in line with the national average. The percentage of pupils eligible for free school meals is well below the national average. The school makes provision for pupils from other schools, who need a ‘fresh start’ and this increases the movement of pupils in and out of the school, so that the mobility rate is considerably higher than in most schools.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory education, but in the Foundation Stage and in the area of pupils’ personal development, teaching and provision is good ensuring that pupils progress well. Art is strength of the school. Standards in other subjects are satisfactory except in information and communication technology and design and technology, which are unsatisfactory. The quality of teaching is satisfactory overall with just over half of lessons judged good or better during inspection, and a small amount of teaching which was unsatisfactory. The quality of teaching varies across the school and as a result the rate of pupils’ progress is uneven, particularly for higher attaining pupils. Pupils who have special educational needs make satisfactory progress in their work because they receive good support. Leadership and management by the head teacher, senior staff and governing body are satisfactory, but not rigorous enough in relation to systematic and regular monitoring of the school’s work, including teaching. The governing body is committed, with some good mechanisms in place to support its work. These are not yet used to maximum effect, in ensuring the best possible quality of education, and the principles of best value are not yet embedded in the school’s work. The school provides satisfactory value for money in relation to the resources it receives.

What the school does well

- Children make a good start to their education because of the good teaching and curriculum in the foundation stage.
- Good teaching in Years 3 and 4 has a positive impact on pupils’ learning and progress.
- Pupils’ good attitudes and behaviour contribute effectively to their learning.
- The school promotes good relationships between pupils and between staff and pupils.
- The school is committed to the personal development of pupils and provides well in this area.
- Art is a strength and contributes to the school’s aim of a balanced, broad curriculum.
- The school is very inclusive in supporting new pupils, through its ‘Fresh Start’ initiative.
- Pupils with statements of special educational needs are well supported and their needs are met because this area is effectively managed.
- Parents are very positive about the school.

What could be improved:

- Aspects of leadership and management, in particular monitoring, evaluation and action with regard to the quality of education, especially teaching;
- The consistency of teaching across the school, especially in relation to higher attaining pupils;
- The governing body’s role as a critical friend and in holding the school accountable;
- Standards in information and communication technology (ICT) and in design and technology;
- Pupils’ investigative skills in mathematics and science;
- Adherence to nationally recommended curricular time

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory but varying progress since its previous inspection. The curriculum is more balanced, giving more emphasis to science, so that standards have improved. Conversely, the school's approach to teaching design and technology is not balanced and standards have declined. Standards in information and communication technology have also fallen compared to the previous inspection when standards were judged satisfactory. The quality of teaching remains broadly the same and despite some training, there is little evidence of the required dissemination of effective practice, so that the variation in teaching, previously reported, remains an issue. The school has been partially successful in the requirement to promote the development of skills across the school with the introduction of a skills record sheet and improvements to assessment procedures. These are not yet effective throughout the school, and are not effectively checked to ensure that they are being implemented. The school has introduced a performance management policy and procedures in line with statutory requirements. Beyond these key issues, the school has made several improvements, which have affected positively the quality of education for pupils. The building programme has resulted in significant improvements to the learning environment for the youngest pupils. The school's concern for personal development is reflected in the allocation of a dedicated room and staffing for its 'OASIS' programme, which provides good support for pupils' personal and social 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	B	D	well above average A above average B
mathematics	B	C	C	E	average C below average D
science	A	B	B	C	well below average E

The results for pupils in Year 2 in National Curriculum tests for 2002 show a dip from previous years, in part because of the ability of this particular group of pupils. National Curriculum tests for pupils at the end of Year 6 in 2002 show that standards were above the national average in English and science, and in line with the national average in mathematics. Compared to pupils with similar backgrounds the results show a less satisfactory picture, although these results are affected by the changes in the school population. Over the last three years the school's results have been broadly in line with the national trend. In 2002, the school achieved its English target but did not meet its target for mathematics. The achievements of pupils in the Foundation stage provide a good basis for progress at the later stages and most pupils go on to achieve satisfactory standards in their work, including those with special educational needs. This is not always the case for more able pupils who are not sufficiently challenged by the tasks they are given.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are positive and enthusiastic about their lessons.
Behaviour, in and out of classrooms	Good. Most pupils behave well in and out of class. They pay attention and have a diligent approach to their work, which helps their progress.
Personal development and relationships	Good. Pupils have positive relationships with each other and with their teachers and other adults. Their ability to work collaboratively has a positive effect on the classroom environment and on their learning.
Attendance	Good. The attendance figures show that pupils enjoy coming to school.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 and 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.

Children in the Reception year make good progress in all areas of their learning because they benefit from good and very good teaching. Teachers and nursery nurses work very effectively together, structuring their teaching according to individual children's needs and their own high expectations. The same is true of pupils in Year 1 who are taught alongside the younger children. Teachers understand the need for these pupils to work at higher levels, and are careful to take this into account when planning their lessons. The quality of teaching is more uneven as pupils move through the school and this leads to erratic progress. Within the overall picture of satisfactory teaching in Years 3 to 6, pupils in mixed Year 3 and 4 classes benefit from teaching that is usually good or very good, in which teachers are adept at meeting the needs of individuals and different year groups. Overall, literacy and numeracy are taught satisfactorily but the variations in teaching affect the rate of pupils' progress. The usually effective partnership between teachers and classroom assistants helps pupils with special educational needs to make satisfactory progress in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall, and good for the youngest pupils. There is an appropriate curriculum in place, but the way in which design and technology is planned does not give enough opportunities for pupils to reach high standards in this subject. The curriculum does not always meet the needs of more able pupils because too much common work is given to pupils of different abilities and needs.
Provision for pupils with special educational needs	Good. The support provided for pupils with special educational needs helps them to make satisfactory progress. Classroom assistants have a positive impact on their learning and the work is well co-ordinated.
Provision for pupils with English as additional language	Satisfactory. The few pupils for whom English is an additional language make satisfactory progress because of the support provided.
Provision for personal, including spiritual, moral, social and cultural development	Good. A clear code of conduct, concern for social development and opportunities to learn about their own and other cultures result in effective provision. Provision for spiritual development is satisfactory but opportunities are missed to enrich children's experiences.
How well the school cares for its pupils	Satisfactory. There are good procedures for monitoring and supporting pupils' personal development. Those for monitoring academic progress are developing, but are not yet consistent across the school. The school works well with parents, keeping them well informed about their children's progress and about school events and routines.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The head teacher and senior staff have a shared commitment to the school's aims. Leadership is based on the creation of a mutually supportive, inclusive school community, but it is one that lacks a specific and sharp enough focus on improvement.
How well the governors fulfil their responsibilities	Satisfactory. Governors fulfil statutory responsibilities and show considerable commitment to the school. Their understanding of the school's strengths and weaknesses is more variable and they do not always use all the means available to them to hold the school accountable or in being a 'critical friend' to the school.
The school's evaluation of its performance	Unsatisfactory. There is not an analytical or systematic approach to monitoring and evaluating the school's work and pupils' performance.
The strategic use of resources	Satisfactory. The school targets available resources well, for example in its deployment of support staff. The buildings programme reflects a considered and creative use of resources. Nevertheless, the principles of 'best value' are not well developed. There are sufficient staff and material resources to support educational provision in the school and the accommodation is satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school is approachable.• The teaching is good• Children make good progress• The school is helping their child to become more mature and responsible.	<ul style="list-style-type: none">• A significant minority would like to see a more interesting range of activities outside of lessons

The inspection team agrees that the school is very approachable and that children are helped to become more mature and responsible. The inspection finds that overall, teaching is satisfactory rather than good, because it varies across the school, leading to satisfactory rather than good progress. The inspection team agrees that the school's provision of activities outside lessons, mainly sporting and music activity, with a film club and design technology club, is somewhat limited, and that a wider, more interesting range would further promote pupils' personal and social development.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children join the reception class their attainment, according to baseline assessments, is generally slightly below that found nationally but a significant number of children do start school with a good range of skills. These children are familiar with books, speak confidently and are independent.
2. When they start school reception children are taught alongside Year 1 pupils. Careful planning of the curriculum and effective teamwork between teachers and learning support assistants ensures that each of these year groups experience a suitable curriculum, and the needs of individual children are met. Children in the reception year learn quickly so that by the time they reach the end of the Foundation Stage and start in Year 1, they attain standards in line with national expectations in all areas of learning, providing them with a good start to their education.
3. The school's results in National Curriculum tests for pupils at the end of Year 2 dipped in 2002 from the previous year, when results were significantly higher. Whilst the school's results were comparable to the national figures, when set against similar schools, they were below average for writing and well below average for reading and mathematics. One reason for the dip is that this particular group of pupils started school with levels of attainment, which were well below national expectations. However, the inspection findings show that the rate of learning is not uniform across the year groups or by differing ability groups. Higher attaining pupils do not learn as quickly as they could. This is reflected in the National Curriculum tests for Year 2 pupils.
4. The progress made by pupils as they move through the school ensures that in recent years, pupils in Year 6 have attained standards in National Curriculum tests, which, while fluctuating, have been at least in line with the national average, and sometimes better. In 2002 the numbers of pupils gaining the expected level or above in English and science were above the national average, and in mathematics were in line with the national average. Compared to schools in similar circumstances, the picture is not so positive. In English, results in the 2002 Year 6 National Curriculum tests show that pupils' attainment was below that of similar schools. In mathematics, attainment was well below that of similar schools and in science it was about the same as that found in similar schools.
5. Following a period of improvement in National Curriculum tests for eleven year olds, results have fallen for the past two years in mathematics and science, although they have continued to rise in English. One of the factors affecting results is the changes that have taken place in the school population. Approximately 25 per cent of pupils who took last year's tests joined the school during Years 3 to 6 and a high proportion of these were boys. A significant number of these were given a 'fresh start' at Bilton Grange following difficulties earlier in their schooling. The school has not undertaken a careful analysis of this situation, for example the possible reasons why English test results have not been adversely affected. However, a scrutiny of the records suggests that this does have an impact on the school's performance, but it is not the entire picture. Continuous progress is not assured as pupils move beyond the Foundation stage because of fluctuations in the quality of teaching and the lack of provision for higher attaining pupils in some subjects. This affects their overall performance at the end of Year 6 and is reflected in the numbers of pupils gaining the higher levels in tests, which does not always compare well with other similar schools.
6. Overall, pupils who have special educational needs, because they are well supported, make satisfactory progress from a below average starting point and achieve the levels, of which they are

capable. A real success for the school is the provision it makes for pupils who have had behaviour difficulties in other schools. The school sets clear goals for improvement and, well supported by classroom assistants, these pupils improve and usually overcome their problems. They become more prepared to work and form good relationships with adults and other pupils which improves their rate of learning. The school has few pupils for whom English is an additional language. None is at the early stages of learning to speak English, but the school is aware of their needs and, where necessary, ensures that effective support is provided. As a result pupils' achievements are similar to those of other pupils.

7. Standards in lessons in all aspects of English are in line with what is expected of pupils in Years 2 and 6 but are not as high as at the time of the previous inspection. The teaching of English is satisfactory overall but is not always consistent through the school, resulting in differing rates of progress. While the school recognises some important issues that need to be tackled in writing and boys' performance the precise and specific problems have not always been identified as the basis for improvement.

8. In mathematics pupils achieve standards that are in line with what is expected at Year 2 and 6 and the picture was similar at the time of the previous inspection. However, higher attaining pupils do not have enough opportunities to solve problems, and the teaching of problem solving is not as effective as in other areas of mathematics. Pupils' rate of learning in mathematics through Year 3 to 6 is not consistent. Pupils make better progress in Years 3 and 4 than they do in Years 5 and 6. This is because mathematics is better taught in these year groups. In addition the school does not look carefully enough at how well pupils progress from one year to the next and so does not identify pupils who are not progressing. For the most part this affects pupils who are at or just below national expectations for their age at Year 4. A significant number of these pupils slip back in Years 5 and 6, and do not do as well as they should.

9. Standards in science have improved since the previous inspection and because of better timetabling and planning, in lessons they are now in line with national expectations in Years 2 and 6. The school follows a careful programme of science topics linked to the national curriculum, including investigations and experiments. However, pupils' knowledge of science ideas is better than their understanding of scientific enquiry by the age of eleven, because older pupils are not given enough scope to experience at first hand the experimenting with, and testing of, ideas. The subject is better taught in Years 3 and 4, where pupils have more opportunities to develop both scientific skills and knowledge, but this is not extended effectively in Years 5 and 6.

10. The school places a strong emphasis on art. Good teaching and a well planned curriculum results in standards at the end of Years 2 and 6 being higher than national expectations. Standards in geography, history, music and physical education are typical of pupils by the end of Years 2 and 6. In religious education pupils at the end of Years 2 and 6 attain standards that meet the requirements of the locally agreed syllabus.

11. Worryingly for the school standards in both design technology and information and communication technology have fallen in relation to the findings of the previous inspection. In design and technology standards are satisfactory in Year 2, but below those expected of Year 6 pupils. Pupils are not taught the subject frequently enough to develop the necessary skills. In information and communication technology, standards are unsatisfactory in both Years 2 and 6. Progress has partly been hindered by technical difficulties associated with the computer suite. Although satisfactory, teaching has not been strong enough to overcome these setbacks.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to school are good and have been maintained since the time of the previous inspection. Their enthusiasm for school is apparent when discussing their favourite lessons and in their good levels of attendance. Pupils in Year 2 talked about the things they like best about school such as "writing stories and poems, mathematics and seeing their friends". Pupils with special educational needs also have positive attitudes to learning because of the extra help and guidance they get and the success they enjoy from activities planned to match their needs.

13. Pupils' personal development is good. Even the youngest children in the foundation stage are able to maintain good levels of motivation when working without support or intervention from an adult. The caring nature of the school promotes personal development well and lessons take place in a pleasant atmosphere where courtesy and politeness are encouraged. Because of the good relationships that exist, pupils work hard and are confident that their contributions will be valued. When teaching is at least satisfactory and work is well matched to pupils' abilities, they apply themselves to tasks with good levels of concentration and perseverance. For example, in a Year 5 and 6 art lesson pupils persevered to produce good observational drawings despite an initial lack of confidence in their own abilities.

14. Pupils' behaviour is good. All pupils are clear about what is expected of them because of their involvement in the setting of school and classroom rules. They understand that rules are important to keep them safe and they are confident and happy to come to school. Children in the foundation stage behave well and are developing good levels of independence. They listen carefully to instructions; for example, in a literacy lesson they carefully followed the instructions to make sandwiches, adding significantly to their rate of progress. Developing pupils' understanding of the term 'bullying' and the teaching of strategies to deal with this are given a high priority in school. Pupils know what to do if they have concerns and are confident that any incidents will be dealt with firmly by staff. As a result they work together well, play amicably and no incidents of bullying or racism were observed during the inspection. No pupils were excluded from the school for poor behaviour in the last school year.

15. Pupils understand how their actions can lead to others feeling sad and how important it is to consider the other person's point of view. School council meetings enable pupils to debate and discuss suggestions and concerns from each class and arrive at sensible solutions. Throughout the school, pupils take responsibility for getting out the materials they need in lessons and tidying them away when they have finished. As they get older, they take on more responsibility for a range of jobs such as cloakroom duties and working alongside younger pupils in the Foundation Stage play area. In assemblies and religious education lessons pupils demonstrate their ability to consider the values and beliefs of people of different faiths and cultural traditions.

16. Attendance is good. It is above the national average and has been maintained since the last inspection. Despite the good levels of attendance overall, there is an increasing number of pupils whose regular absence is causing concern because of the impact this is having on the standards they attain.

17. As at the time of the last inspection the reasons for absence have not been recorded in all registers yet have been counted as authorised absence.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching is satisfactory overall. Teaching was good in just over half of the lessons observed during inspection, and a small proportion was unsatisfactory. There are ups and downs in teaching across the school, and not surprisingly this inconsistency has a considerable impact on the

quality of learning in lessons and the progress that pupils make as they move through the school. While pupils make satisfactory progress, it is not as good as it could be, especially for higher attaining pupils because of variations in teaching. This issue was raised at the time of the previous inspection and has not been adequately dealt with by the school.

19. Much of the good and very good teaching is found in the mixed Reception and Year 1 classes, where adults have a very good understanding of children's' needs and meet these effectively. The close collaboration between teaching and non-teaching staff, good planning and careful assessment have a significant and positive impact on young pupils' learning and progress. Teachers teach the basic skills and all other areas of learning very effectively; giving pupils a good start to their education.

20. Similarly in Years 3 and 4, where pupils are also taught in mixed age classes, they benefit from a high proportion of good and very good teaching which is characterised by careful attention to the needs of individuals and those in different year groups. In a very effective mathematics lesson, the teacher matched her teaching very well to the needs of different groups, not only in the main activities, but also in the mental starter and the discussion at end of the lesson. The result was good progress by all pupils in a rigorous and lively session. In a science lesson with another Year 3 and 4 class, based on the testing of materials, the teacher had very high expectations of pupils' ability to cope with working in small groups, choosing and using appropriate scientific equipment, recording their findings in different ways and managing fair tests. The teacher's considered choice of class organisation, the quality of her questioning, and insistence on carefully thought out answers resulted in very good personal development for pupils as well as a greatly increased understanding of the key scientific ideas

21. Elsewhere in the school there are greater variations in the quality of teaching, with a greater mixture of good, satisfactory and unsatisfactory teaching observed in Year 2 and Years 5 and 6. The school's strategy of grouping pupils by ability for mathematics and English is more effective in some classes than others. It is less effective when teachers give too much identical work within the set, not allowing for the different needs of individual pupils. In the mixed Year 5 and 6 classes, teachers do not always meet the needs of different year groups and individuals effectively. For example pupils' books often show that, in several subjects, below average Year 5 pupils are doing the same work as higher attaining Year 6 pupils. The methods and organisation used by some teachers during lessons show that they do not always take into account pupils' age or ability and this impedes their learning.

22. All teaching across the school is characterised by good relationships and teachers promote these very well, for example by taking time prior to small group activity, to discuss with pupils what effective group work entails. This, together with teachers' high expectations of behaviour, impacts positively on pupils' learning, ensuring good behaviour and a willingness to work diligently. Teachers have an evident concern for the well-being of their pupils and explicitly address any issues that arise, thus ensuring that pupils feel safe and secure and in a better frame of mind to work.

23. In most subjects there is too much variation in the quality of teaching, except in art, which is usually taught well, so that pupils achieve good standards. In key areas such as the teaching of the basic skills of literacy and numeracy, the considerable variation in the quality of teaching, ranging from very good to unsatisfactory, results in unacceptable variations in pupils' progress.

24. Teachers usually work effectively with class support assistants to ensure that pupils with special educational needs make satisfactory progress, and those with statements of special educational need are particularly well supported by knowledgeable and experienced support staff. Pupils with special educational needs make most progress when classroom assistants have been fully involved in the planning of lessons and are very clear about their role, the objectives of the lesson and its links to pupils individual education plans. There are occasions when the skills of support staff are not always used

to best advantage, for example during whole class sessions, and there are times when they need to be more direct with pupils who are misbehaving.

25. There are considerable variations in the quality of teachers' ongoing assessment of pupils. Where it is done well it has a significant impact on the outcomes of the lesson and on pupils' learning. In a literacy lesson with lower ability pupils in Year 5 and 6 the teacher's careful questioning of pupils and constant reference back to their personal targets ensured that they worked at a good pace and understood what they had to do to improve. This is not always the case across the school. A consistent feature of good teaching in Year 3 and 4 classes was the quality of listening by teachers, resulting in very pointed and focused questions, which extended pupils' learning. Although there is some good practice, teachers do not always pay sufficient attention, when marking books, to pupils' personal targets or to identifying ways in which they might improve their work.

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

26. The curriculum of the school is satisfactory. The school rightly gives priority to literacy and numeracy in its timetable. The provision for the teaching of these basic skills is satisfactory although not always consistent in quality. The school offers a reasonable breadth of other subjects but there are some imbalances. For example, pupils receive a generous amount of physical education compared to national figures. There is no clear pattern of time allowance in teachers' timetables for music, with pupils in Years 5 and 6 receiving only one combined singing lesson each week. This limits their opportunities to develop their musical skills as effectively as they might.

27. The school alternates the time given to some subjects to ensure a good amount of time each week to study in depth. This is particularly true of history and geography, but the overall time over the year for each subject can be thin. The school's strategy of teaching design and technology in periodic blocks is not effective. It does not provide enough opportunities for pupils to increase their knowledge or develop their skills, and standards suffer as a result. The school does well to teach pupils in Year 1 and Reception together while meeting the different curricular requirements. It does less well in overall curricular time. The school's allocation of weekly time for pupils in Years 1 and 2 and in Years 3 to 6 is below the nationally recommended minimum. This, together with morning and afternoon sessions that do not always start promptly, has a negative effect on the quality of pupils' education.

28. The planning of the curriculum is satisfactory but has some weaknesses. All subjects are linked closely to national schemes of work, and the school continues to adapt them more to the needs of the pupils. Teachers of parallel classes plan lessons together effectively to ensure an equitable curriculum for all pupils. This is largely effective, not least because of good classroom support. However in some year groups, it too often results in identical content and teaching methods in which teachers do not take enough account of pupils' different needs or the make up of their own class. During inspection there were several instances where this had a detrimental effect on pupils' learning. For example in a Year 2 literacy lesson, carefully planned with colleagues, the main task of working together in small groups to write recipe instructions was not effective and the learning was minimal, because in that particular class there were several boys with concentration and behaviour difficulties for whom the structure of the lesson was inappropriate.

29. Because of the mixed year groups, the school operates a two-year rolling programme to ensure that pupils receive the right content of the curriculum as they move through the school. However, where teaching is less effective, teachers do not allow enough for the proper development of pupils' skills. For example, the youngest or least able pupil in Year 3 is expected to develop the same skills as the oldest or most able pupil in Year 4 in, say, art and design or information and communication

technology. The school takes pupils' abilities into account in literacy and numeracy, by placing pupils into sets. This is only partly successful in some year groups because the pupils within each set tend to have the same curriculum.

30. The school provides useful support for those pupils who need to catch up with their learning. In Year 3, for example, some pupils benefit from additional literacy teaching to help achieve as well as most other pupils. In Year 6, some pupils receive targeted support to help them to gain better results in the national tests. The school provides satisfactory support for lower attaining pupils mainly through its provision of classroom assistants in lessons. The school does not provide so effectively for higher attaining pupils. They usually perform satisfactorily in national tests but do not achieve so well in lessons, for example in mathematics, science, history, geography or religious education, because they are given work that is identical to that for average and below average pupils.

31. The school teaches each subject separately but teachers do make links with other subjects. For example, pupils learn how to write instructional writing in their plans to make puppets in design and technology. In art and design, pupils have drawn artefacts such as Red Cross parcels and gas masks to make World War 2 more understandable. One teacher incorporated the music of Handel's Messiah to give meaning to a discussion of Advent. However, these opportunities are not exploited fully. In English, for example, pupils in Year 3 and 4 do not supplement their stories and simple plays enough with factual accounts or ancient historical myths.

32. The school makes good use of visits and visitors to motivate pupils. Local people come to talk about their experiences during World War 2, for example. Theatre companies have visited to entertain the whole school. Pupils visit places of interest to reinforce their studies. Pupils in Year 3 and 4 have visited a local museum to further their work on the Egyptians. Pupils in Year 5 and 6 went to Harrogate Hospital to learn about personal injuries, and residential field visits enhance subject learning as well as personal development. The school's extra-curricular programme, is limited mainly to sport and music, but has included a film club and design and technology club. Extra curricular activities were suspended because of the building programme, but the school intends to resume them all in the near future.

33. The provision for pupils' personal, social and health education is good. The school has established a clear curriculum for weekly lessons during which pupils learn about how to tackle important issues like smoking and bullying. During these lessons, pupils are able to talk about their own problems freely and frankly. They appreciate the danger of drug abuse, helped by an intensive programme by visiting military police. Year 6 pupils also learn about sex education through science lessons and advice from the school nurse.

34. The school has satisfactory links with other schools. Members of staff visit local playgroups to smooth the way for pupils starting school. Pupils in Year 6 have a taster visit to their prospective secondary schools, while secondary teachers visit the school to give advice to the pupils. The school also has links with two local special schools enabling pupils with physical difficulties to have access to mainstream provision. Links with the broader community are also satisfactory. The school choir sings carols at the nearby hospital and for senior citizens. The school nativity takes place in the local church and visiting clergy regularly lead school assemblies.

35. Provision for pupils' spiritual development is satisfactory. The school has a Christian ethos and close links with local churches. A minister and parish priest regularly visit school to lead assemblies and pupils attend church for special services. Acts of collective worship focus strongly and successfully on moral and social development. They are less successful in developing pupils' spirituality. Assemblies in classrooms are sometimes rushed and become a routine rather than a time

of reflection. Better use could be made of these occasions to promote spiritual development. Opportunities are also missed in some lessons to allow pupils to explore emotions, share in the wonder of discovery, delight in beauty or to think about their place in the world.

36. Provision for pupils' moral development is good. A clear code of conduct is shared with pupils and parents, leaving no-one in any doubt about the school's high expectations for good behaviour. The principles, which distinguish between right and wrong are taught consistently through the application of clear rules, often devised by the pupils themselves. Pupils are encouraged to take responsibility for their own behaviour and are also encouraged to find ways of resolving problems and avoiding conflict. Supportive posters and pamphlets dealing with bullying are easily available to parents and pupils. There is a School Council where elected representatives can put forward issues of concern.

37. The school makes good provision for pupils' social development. Throughout the school, pupils learn to share and take turns when playing and working together. All adults working in the school provide good role models, encouraging pupils to be friendly, courteous and considerate. This has a positive impact on the development of good relationships evident in all classes. In lessons, pupils, with a few exceptions, co-operate well, share resources and work effectively in small groups. Pupils in Years 5 and 6 enjoy some additional responsibilities. For example, at break-time and lunchtime they help to look after the youngest children in the Foundation Stage. Pupils raise money for charities each year, by having a Bun Bake Day, for example. They help people in the community by making and distributing Harvest Baskets. These activities help to increase pupils' awareness of the needs of others and their appreciation that members of a community should support one other. Pupils are also prepared well for citizenship through involvement in environmental projects.

38. Provision for pupils' cultural development is good. They are given opportunities to learn about their own and other cultures. For example, they listen to music from around the world. Recent visits from an African dancer and an Indian performance artist impressed pupils and they recalled these visits with pleasure. Pupils enjoy opportunities to perform in special productions such as "Mr. Noah And His Wonderful Ark", or as a celebration of their musical talents. Educational visits to museums and galleries and the opportunities to see well-known artists and authors at work enrich pupils' experiences.

39. The curriculum picture reflects that found at the time of the previous inspection with its strengths in spiritual, moral, social and cultural development being maintained.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school's procedures for child protection and pupils' welfare are satisfactory. The policy for child protection is clearly written and follows approved guidelines. The teacher with designated responsibility for child protection talks knowledgeably about her role and is confident that staff are aware of the procedures to be followed. In the main, issues of health and safety are addressed well by governors and staff. The headteacher has begun to carry out and act on risk assessments, using a good system purchased from the local education authority. Thorough procedures ensure pupils' safety from fire and electricity. First aid and medical arrangements are in place, the school records any injuries to pupils that occur, and has satisfactory systems for informing parents.

41. Systems for checking on and improving attendance are satisfactory. Links with an educational welfare officer ensures that pupils with poor attendance are identified and that action is taken. The school discourages parents from taking their children on holiday during term time and reminds them of the benefits of full time attendance on pupils' learning. As a result levels of attendance are good overall.

42. Good procedures are in place for monitoring and ensuring good behaviour. The school has succeeded in establishing a culture of good behaviour through the sharing of its expectations with both parents and pupils. The involvement of pupils through the School Council and class discussions in formulating sanctions and school rules make a positive contribution to pupils' behaviour. Each class displays a list of 'Golden rules'. The consistent use of these procedures in the management of pupils ensures that good levels of behaviour are maintained and pupils are able to learn without disturbance. Pupils clearly understand what is expected of them and value the rewards that they receive. The school has very effective systems to discourage bullying. Any incidents are carefully monitored, discussed and any bullying discouraged in assemblies, in notices displayed through out the school and in personal, social and health education lessons. As a result the school is a harmonious place where pupils are keen to learn.

43. The school's procedures for assessing and monitoring academic performance have improved since the previous inspection but are still not entirely consistent or well used by all teachers. In the Foundation Stage pupils are assessed regularly, beginning with base line assessment when young children begin school. Good, easily accessible individual records are kept and the results used in planning the next stages of learning. As pupils move through the school, assessment procedures follow a pattern of half termly and end - of - work unit assessments, as well as more formal testing. The results are kept by subject rather than by pupil, so that is not easy to gain an informed picture of individuals' progress, and teachers planning shows that these assessments are not always used effectively.

44. Increasingly, the school keeps information on pupils' performance in tests but this is not yet analysed carefully enough to identify specific problems. For example there has been no analysis of the year on year progress of individual pupils with special educational needs in order to ascertain rates of progress. The school does have effective procedures for identifying pupils giving cause for concern, and class teachers prepare appropriate individual education plans, which, in the main, are well used in making provision for these pupils. Following the previous inspection the school introduced a 'skills' record sheet. This is the teacher's record of opportunities in the curriculum for teaching key skills. It has the makings of a useful system but as yet does not significantly or effectively contribute to the assessment of skills for individual pupils and in some instances gives a distorted picture of what has been achieved.

45. Procedures for monitoring and supporting pupils' personal development are good. Teachers know their pupils well and use this information to set targets and to give them the support and guidance they need to develop confidence and self esteem. Teachers' records of pupils' personal development state when targets are met and are used well to report aspects of their children's personal growth to parents. Pupils throughout the school take part in discussions during personal, social and health education lessons that increase their understanding of a range of issues and raise their awareness of matters related to health and personal safety. Pupils with special educational needs and those with English as an additional language are fully involved in all activities through the support that they receive.

46. The school has maintained the quality of its care for pupils since the previous inspection, but the effectiveness of the various initiatives for assessing and monitoring the quality of pupils' learning are not yet secure.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Most parents have very positive views of the school. Parents find teachers approachable and are pleased about much of the school's provision and the standards their children achieve. They think that the teaching is good, that teachers expect their children to work hard and help them to become mature and sensible. Inspectors' judgements support most of the positive views expressed by parents. However, while they agree that there is good teaching in the school their judgement is that teaching is satisfactory overall. A few parents think that there are too few activities to interest pupils outside of lessons. The inspection findings support this view.

48. The school has developed good links with parents; this is one of the reasons why pupils have good attitudes to learning. Parents are well informed about happenings in the school. Newsletters keep them up to date with school routines, advance news about events and ways that they can support their children's learning. It also provides workshops that inform parents of new initiatives and changes to the curriculum such as literacy, numeracy and science. Annual reports provide good quality information. They inform parents about what their children can do in each subject of the curriculum and comment on the progress made. They also report effectively on pupils' personal development. Targets are set where there is room for improvement in either academic or personal performance. The parents of pupils with special educational needs are kept informed of the targets within children's individual educational plans. By involving parents in pupils' individual targets the school places them in a good position to support their children's learning.

49. A few parents attend school regularly to help in classrooms and to contribute to teaching and learning. For example, a parent regularly shares her expertise in art and contributes to the good standards in this subject. Parents, friends and staff work well together to raise additional funds for the school and to create a caring atmosphere for learning.

50. The school has maintained and developed its positive partnership with parents since the previous inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The leadership and management of the school are satisfactory. The headteacher's vision for the school is based on a clear set of aims and values, which reflect a concern for pupils as individuals and as people, and teachers, governors and parents share this vision. The school's approach to its work, its emphasis on personal and social development, and the care taken by the head and staff in these matters reflect the school's aims. There are good relationships throughout the school between adults, between pupils and staff, and with parents and governors.

52. The school is a close, mutually supportive community, but this does not always work in the best interests of pupils because there is an imbalance in its approach. The emphasis on collaboration, teamwork and good relationships is not always matched by a systematic, analytical approach to improvement for pupils, for example in tracking the progress of various groups of pupils, analysing the make up of the school's cohorts in comparison to others, or in examining what lies beneath some of the information that has been gathered, such as the precise nature of boys' under achievement.

53. The priorities identified in the school development plan are appropriate, focusing properly on literacy and numeracy and other national and local priorities. The priorities are effectively supported by coherent action plans prepared by curriculum co-ordinators. Appropriate policies and guidelines are in place to support the school's work.

54. There is an appropriate management structure. The headteacher is effectively supported by an efficient deputy head teacher who carries significant responsibilities for Year 3 and 4 co-ordination,

budget management, the management of teaching assistants and their performance management, the co-ordination of information and communication technology, as well as sharing with the head teacher, responsibility for the effectiveness of the curriculum and assessment procedures. Beyond this there are other key stage co-ordinators, one of whom is also responsible for special educational needs, and manages it efficiently and effectively in relation to statutory requirements, liaison with external support agencies and the review of individual statements of need. Responsibility for individual curriculum subjects is delegated to curriculum co-ordinators who have responsibility for keeping their subjects under review.

55. This management structure has both strengths and weaknesses in its impact on the quality of education and on the standards achieved by pupils. Individual senior staff, despite some imbalance in responsibilities, are effective. However, because of the preferred whole school, collaborative approach which permeates all aspects of its work, the senior management team does not have a sufficiently high profile or a collective view of its role as a key lever in securing rigour, standards and improvements. There is an over dependence on conscientious year group planning teams as the mechanism for ensuring curriculum quality and effective assessment. The head teacher and deputy head do not regularly scrutinise teachers' planning or check on the use of assessments and tests to ensure that these key components of the school's work are effective. The result is patchy provision in some subjects, a lack of consistency in the use of assessment procedures, and a loss of rigour and momentum in the development of skills and knowledge as pupils move through the school. The headteacher, who has no regular teaching commitments, does not systematically monitor and evaluate the school's performance especially the quality of teaching, so that strengths are not always recognised and disseminated, and weaknesses are not always identified and acted upon.

56. The delegation of responsibilities works satisfactorily overall, but with several limitations. There is no one responsible for the Foundation Stage and this limits the extent to which the very effective practice at this stage is disseminated and continued in the next stage. The lack of a clearly defined responsibility for assessment is contributing to the continuing deficiency in this key area, a point that was made at the time of the previous inspection. The co-ordinators for two core subjects, science and English, have limited time and opportunity to monitor these subjects regularly because of their work patterns, although both are knowledgeable and enthusiastic.

57. All co-ordinators take their responsibilities seriously and the school has identified a limited amount of time when there will be opportunities for them to monitor their curriculum areas. However, apart from the deputy head and special educational needs co-ordinator, there are not enough opportunities given for this on a regular basis and co-ordinators do not systematically monitor and report back on the quality of teachers' planning and assessment procedures, the quality of teaching or the outcomes for pupils, such as test results and work in books.

58. The governing body is very supportive of the school and concerned about the well-being of pupils. Working closely with the head teacher, the governing body fulfils its statutory requirements. The Chair of governors and several others are generous in the time they give to this work. Attendance at full governing body meetings is good but the committee system is not always effectively used. The Curriculum committee has not met regularly, so that important curriculum issues do not come under careful or regular enough scrutiny. Examples of such issues are the matters of breadth, balance and assessment in the curriculum and the school's weekly curriculum timetable, both of which are having a negative impact on pupils' learning. The school has a good 'link governor' system in place, but it is not yet used to maximum effect. Its implementation is patchy with little formal reporting to governors on visits or what has been discussed.

59. The governing body's ability to understand and take action in relation to the school's strengths and weaknesses is made more difficult by some of its procedures. The format and follow up procedures for the previous OFSTED action plan have not allowed for the required ongoing process of careful monitoring and evaluation by senior staff and governors. As a result there has been slow progress on some key issues. The headteacher's 'diary' approach to reporting, agreed with governors, is ineffective in helping to identify major issues and ensure action in relation to post inspection planning, progress with the school's priorities and improvement plan, test analysis and other central areas of concern. None of these appears as a regular or clearly identifiable item in the head teacher's report, which gives equal status to low-level information and matters of significant importance for the school.

60. The situation with regard to staffing, accommodation and resources to support the school's work is satisfactory overall. There are enough experienced and qualified teachers to meet the needs of the planned curriculum. A pertinent professional development programme has ensured that teachers are equipped to meet the requirements of the National Literacy and Numeracy Strategies and teachers have gained further expertise in the areas identified as priorities in the school improvement plan. Teachers are ably supported by a good number of classroom assistants, who in the main carry out their work well and make a positive contribution to pupils' learning. This is particularly the case in the Foundation Stage and for pupils with statements of special educational need. Induction arrangements for new staff are satisfactory. The national requirements for the management of the performance of the headteacher and teaching staff are implemented satisfactorily, and this has recently been extended to include non-teaching staff. Effective administrative support ensures that the school runs smoothly, and an appropriate use of computerised systems supports administration procedures.

61. The school has undergone major building developments since the time of the last inspection. Accommodation for the reception and Year 1 children is now very good with an outside area that strongly promotes pupils physical and social development. The school's inner courtyard has been turned into a peaceful garden area, known as Tolly's Garden in memory of a pupil. Classrooms are conducive to learning with information charts and displays to promote pupils' learning. The quality of display in corridors is good and helps pupils to take a pride in their achievements and those of others. An information and communication technology suite has recently been completed and is beginning to have a positive impact on the teaching and learning of this subject.

62. Resources for teaching and learning are satisfactory. Resources for teaching English in the classroom are satisfactory, however the quality and number of books in the library is barely adequate for a school of this size. Resources for information and communication technology have improved with the establishment of a suite of computers. However, there is a lack of programs to use in other subjects and this contributes to the limited use of information and communication technology across the curriculum.

63. Both the headteacher and deputy head teacher carry budgetary responsibility, and the school's financial resources are well managed and allocated appropriately in accordance with the school's priorities. An efficient administrator handles financial matters effectively on a day-to-day basis. A careful eye is kept on spending by governors and the school, but the effectiveness of spending in relation to best outcomes for pupils is not compared or challenged sufficiently, because the principle of 'best value' is not yet embedded in the school's approach.

64. Overall the picture with regard to leadership and management is similar to that described at the time of the previous inspection, when the strength of adult relationships, the contribution of support staff and support for pupils with special educational needs were recognised and issues about the monitoring of assessment procedures and performance were raised.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to raise the quality of education provided by the school, the head teacher and governing body should:

- (1) Improve aspects of leadership and management by:
 - Introducing as a matter of urgency, a programme of systematic monitoring by the head teacher and other senior staff of all of the schools work, which includes in particular a critical and regular scrutiny of short term planning, classroom teaching and pupils' books
 - Providing training with external support, in procedures for classroom observation and feedback
 - Reviewing staff responsibilities to ensure that senior staff can undertake their monitoring responsibilities effectively and rigorously with a clear view of the key areas of the school's work
 - Providing regular feedback and points for development to individual teachers as a result of this monitoring process.

Paragraphs – 43, 44, 51 – 59, 63, 64, 91, 102, 110, 119, 125, 138 – 140, 145, 150, 155.

- (2) Ensure that teaching is consistently effective enough to ensure that all pupils, particularly higher attaining pupils, make good progress by:
 - Using the monitoring programme effectively to identify good teaching and assessment of subjects, age groups or pupils of differing abilities, as well as areas for development
 - Introducing effective ways of sharing good practice at staff meetings, by peer observation in classrooms and other appropriate means
 - Ensuring that teachers take into account the needs of all pupils, particularly higher attainers, in their planning and teaching, and use assessment more effectively.

Paragraphs -- 3, 8, 18 – 25, 28 – 31, 56, 57, 89, 95, 97 – 101, 107, 109, 124, 129, 134, 136.

- (3) Improve the governing body's role as a critical friend and in holding the school accountable by:
 - Ensuring that governors are fully involved in preparing and monitoring a comprehensive post OFSTED inspection action plan, and that its progress is regularly evaluated by the governing body
 - Revising the format of the head teacher's report to ensure that important issues are systematically addressed and acted upon at each meeting
 - Holding regular committee meetings, which allow key curriculum and assessment issues, including those identified in the OFSTED inspection report, to be effectively addressed
 - Introducing measures to ensure that the school: compares itself more critically against others in relation to the quality of education and standards; challenges the effectiveness of the school's priorities and spending in relation to outcomes for pupils; and uses performance data and other information more analytically to compare and track progress, and set targets to improve the school's performance

- Using more systematically and critically the current good practice of ‘link governors’ and ensure that these visits result in monitoring reports to the governing body.

Paragraphs – 58, 59, 63, 64.

- (4) Raise standards in information and communications technology by:
- Addressing the outstanding technical problems in the computer suite as a matter of urgency
 - Monitoring carefully the curriculum and quality of teaching to ensure that pupils are being taught the appropriate skills sequentially in ways that improve the rate of their learning
 - Improving the use of information and communication technology in teaching other subjects
 - Ensure that pupils’ progress is more carefully assessed in line with the school’s guidelines.

Paragraphs – 11, 55, 56, 57, 88, 131 – 140, 146, 158.

- (5) Raise standards in design and technology by:
- Teaching the subject regularly enough to ensure that pupils learn the appropriate skills and knowledge
 - Providing support to those teachers who lack confidence in the subject
 - Monitoring regularly the effectiveness of the planned curriculum, the quality of teaching and of pupils learning.

Paragraphs - 11, 55, 56, 57, 115 – 119.

- (6) Improve pupils’ problem solving and investigative skills in mathematics and science by:
- Identifying and sharing the good practice which already exists in the school
 - Making sure that all programmes of work emphasise these skills
 - Monitoring teachers’ planning and focusing on this aspect in classroom observations
 - Ensuring that pupils’ skills are systematically assessed and recorded as the basis of the next stages of learning
 - Providing a programme of professional development to increase teachers’ confidence and skills in teaching these aspects of the curriculum.

Paragraphs - 8, 9, 43, 44, 54, 55, 56, 57, 96 – 99, 106, 109.

- (7) Ensure that the school makes best use of the available curricular time by:
- Revising the school’s weekly timetable to comply with nationally recommended minimum hours of schooling for pupils in all year groups.

Paragraph 27.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	23	22	4	0	0
Percentage	0%	8%	44%	40%	8%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	NA	304
Number of full-time pupils known to be eligible for free school meals	NA	23

FTE means full-time equivalent.

Special educational needs	Nursery	YR] – Y6
Number of pupils with statements of special educational needs	NA	6
Number of pupils on the school's special educational needs register	NA	27

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

Unauthorised absence

	%
School data	4.4%
National comparative data	5.4%

	%
School data	0.0%
National comparative data	0.5%

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	23	16	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	20	22
	Girls	15	16	15
	Total	35	36	37
Percentage of pupils at NC level 2 or above	School	90(91)	92(91)	95 (100)
	National	84(84)	86(86)	90(91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	21	21
	Girls	16	15	15
	Total	36	36	36
Percentage of pupils at NC level 2 or above	School	92(91)	92(91)	92(91)
	National	85(85)	89(89)	89(89)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	28	23	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	18	26
	Girls	22	18	23
	Total	41	36	49
Percentage of pupils at NC level 4 or above	School	80(84)	71(80)	96(98)
	National	75(75)	73(71)	86(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	16	23
	Girls	21	18	23
	Total	38	34	46
Percentage of pupils at NC level 4 or above	School	75 (70)	67(70)	90(96)
	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	295	0	0
White – Irish	0	0	0
White – any other White background	7	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	5	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Financial information

Qualified teachers and classes: YR-Y6

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	25:1
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	216

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	NA
Number of pupils per qualified teacher	NA

Financial year	2001-2002
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	£
Total income	672517
Total expenditure	662536
Expenditure per pupil	2130
Balance brought forward from previous year	21103
Balance carried forward to next year	31,084

Total number of education support staff	NA
Total aggregate hours worked per week	NA
Number of pupils per FTE adult	NA

FTE means full-time equivalent.

Recruitment of teachers

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

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

308

Number of questionnaires returned

94

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	20	1	0	1
My child is making good progress in school.	71	26	1	0	2
Behaviour in the school is good.	57	35	2	0	5
My child gets the right amount of work to do at home.	50	43	5	0	2
The teaching is good.	77	18	0	0	5
I am kept well informed about how my child is getting on.	67	28	2	1	2
I would feel comfortable about approaching the school with questions or a problem.	83	14	3	0	0
The school expects my child to work hard and achieve his or her best.	77	21	0	0	2
The school works closely with parents.	59	33	3	0	5
The school is well led and managed.	77	20	1	0	2
The school is helping my child become mature and responsible.	70	27	0	0	3
The school provides an interesting range of	35	30	13	5	17

activities outside lessons.

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Percentages are rounded to the nearest integer and may not total 100.

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. Children in the Foundation Stage are taught in three mixed age Reception and Year 1 classes, which are housed in a new, purpose built unit, within the main school. At the time of the inspection there were 49 children of Reception class age, out of which 21 part time children attended mornings only until January 2003. The Foundation Stage teachers and support staff liaise well so that they can plan a broad and interesting programme of learning that gives a good start to children's education.

67. Baseline assessment carried out in the children's first seven weeks at school indicates that the majority of children enter The Foundation Stage with attainment which is slightly below that normally seen at this age in all of the areas of learning except mathematical language. They make good progress in all the areas of learning. Children with special educational needs or English as an additional language make satisfactory progress. By the end of Reception, most children are attaining standards, which are in line with national expectations for their age in all areas of learning, and are well placed to achieve early learning goals.

68. The quality of teaching in The Foundation Stage is good, with the result that children make good progress. Teachers plan in detail to specific learning objectives relating to the Early Learning Goals. Day-to-day assessments are made and are used to inform the next stage of planning for each child's work. The teachers have high expectations for each child's progress. Each day is well structured, lessons proceed at a good pace and changes in activities take account of young children's concentration span. Activities are well considered for the age group and are carefully prepared and organised. Teaching and support staff work extremely well together, which enables support staff to make a positive impact on the quality of education provided. All staff know individual children very well and are knowledgeable about the needs of children in the Foundation Stage. There is a good balance between direct teaching and independent activities. Teachers know the value of structured play in early learning and make good provision for it.

69. The classroom areas are spacious, bright and well furnished. Resources are carefully selected and well organised, ensuring that children are well supported in particular lines of enquiry. The quantity and quality of resources are satisfactory overall and there has been an improvement in the provision for outdoor play since the last inspection. There is no co-ordinator for the Foundation Stage and this should be a priority for review. Since the previous inspection, teachers have worked together to ensure that their planning relates to specific learning objectives and this in turn is related to the good progress made by the children.

Personal, social and emotional development.

70. Children make good progress in personal, social and emotional development and show positive attitudes to learning. They work and play with enthusiasm and enjoyment. They use resources carefully and quickly develop good independent skills. Children learn to share and take turns and they begin to work co-operatively. Most listen carefully and often levels of concentration are good. Children persevere for lengthy periods to complete a task. They respond well to teachers and other

adults and they are keen to share their ideas. Behaviour is good, children are well mannered and take care of each other, their environment and the resources provided for them. Self help skills are good, children dress and undress for physical activities such as dance without fuss and need little assistance. They understand familiar routines and recognize that they need to carry these out sensibly.

71. The quality of teaching in personal, social and emotional development is good. Teachers are skilled in capturing children's attention through interesting activities, expressive voices and actions, and in switching strategies to maintain participation and concentration. From the time they start school, children are encouraged to become self-reliant and are taught to work co-operatively.

Communication, language and literacy

72. Skills in language and literacy are developed systematically through many activities. Speaking and listening skills are fostered successfully through purposeful and imaginative play, for example chatting in the telephone box, repeating rhymes and through opportunities for children to talk in front of the class. A few children have poorly developed speech and a few are very articulate, speaking confidently and using good vocabulary. In group discussions children usually wait their turn to speak and listen with interest to their friends.

73. Most children know that print is different from pictures and that it carries meaning. They recognise their name and some letters. The higher attaining children recognise at least twenty letters, some key words from the reading scheme and have started to read books. Other children recognise a range of letters, some key words and are sharing pre-reading books with the teacher. The acquisition of children's literacy skills is well supported by the interactive "Jolly Phonics" programme of learning which they enjoy and which enables them to begin to spell three letter words.

74. Children steadily acquire writing skills. Almost all can write their names and a few letters. A few are confident enough to attempt their own writing and produce phonetically plausible if not correct results. After Bonfire night a child wrote herself, "I so sume fwc" and confidently read "I saw some fireworks".

75. The quality of teaching in this area of learning is good. All of the teaching areas are set up to promote literacy skills. Labels, captions, posters, books and displays surround children with words, rhymes, questions or suggestions. Teachers provide many good opportunities to help children develop useful literacy skills. A "post office" encourages them to write letters, envelopes or postcards, whilst the writing table supports their mark making and provides support to select letters and words to copy and organise into phrases.

Mathematical Development

76. A good range of activities in class and outdoors is used well to introduce mathematical concepts and to help children to gain confidence with numbers. The youngest children can form a human number line and count up to 5 and back supported by songs such as "Five Currant Buns In The Baker's Shop", at the same time acquiring knowledge about coins. Outdoors they use coins up to 10p to buy tickets to travel on their wooden train, to buy snacks at "McDonalds", treasure from the "Car Boot Sale" or to pay for the "Carwash". Children check the cost of items on simple price lists and ask for, or pay the appropriate amounts, counting out their coins carefully. They develop simple ideas of size and weight and use mathematical vocabulary such as big, small, long, longer, longest, heavy and full. They have a secure knowledge of colours and two-dimensional shapes, some can name a small range of three dimensional shapes. Most of their activities are oral and practical but many children can write numbers to ten with some help.

77. The quality of teaching in mathematics is good. Every opportunity is taken in daily routines to develop children's number concepts and skills. Mathematics sessions are lively and interesting. In the outdoor activities children use money in real life situations, where their learning is well supported and extended by the involvement of classroom support assistants.

Knowledge and understanding of the world

78. Children make good progress in their knowledge and understanding of the world through a variety of practical experiences. All children use a computer regularly and most are able to use the mouse to click and drag or to draw simple shapes and letters. Good use is made of the local area during walks to look at different kinds of houses and of their immediate environment when they track paw prints around the school while on a "bear hunt". Their knowledge of the wider world is extended when they follow the journeys of Barnaby Bear. They enjoy the uncertainty of dipping in the "Feelybox" to explore materials and textures and are interested in handling artefacts, which enable them to begin to understand what life was like in the past. A feature of the good teaching in this area is the imaginative use of practical experiences to introduce children to new concepts. A further strength is the effective use of questioning by all of the staff, which prompts children to consider and to develop new ideas.

Physical Development

79. Children make good progress in physical development. They manipulate small tools such as pencils, brushes, scissors and glue spreaders very well and they squeeze, squash, roll and manipulate malleable materials such as playdough. They gain increasing dexterity as they complete jigsaws and use a range of construction materials. In dance or physical education children practise and improve co-ordination when developing sequences of rolling, stretching and jumping. The imaginative development of the outdoor play area is a major factor in helping the children to make good progress in their physical skills. Here they can enjoy the opportunities to pedal, push, run, climb or balance on low beams and show awareness of the needs of others in the space around them. Teaching in this area is good overall. Teachers provide a good range of activities to promote physical development and children's control over body movement. On occasion, the teacher directs children's actions and movements too much instead of encouraging children to show that they can use space creatively and move imaginatively to music.

Creative development

80. Children make good progress in this area as they experience and enjoy a wide range of creative activities including art, dance, music and imaginative play. They draw, print, paint, model and use collage to create colourful pieces of work. They develop art techniques and skills, applying them well to create bright displays which enhance their learning environment. They use them also to support their work in other areas of learning, for example children used paper plates, lollipop sticks and scraps of fur and felt to make bear masks, after reading "The Bear Hunt" and to prepare them to take part in their own bear hunt around school. Children are given a good introduction to music, enjoying frequent opportunities to listen to the music of well known composers and artists when entering and leaving the hall at assembly time. However opportunities are missed for children to experiment with sound and rhythms when ready access to percussion instruments is not provided. Imaginative play in "The Indian Restaurant" make a good contribution to children's cultural development, at the same time promoting their speaking, listening and performance skills and extending their knowledge and understanding of the wider world. Good teaching in this area is seen in the variety of interesting ways children are enabled to learn more about colour, texture, techniques, drama and music. Effective adult support encourages children to make creative responses to what they see, hear, touch and smell.

ENGLISH

81. At the end of both Years 2 and 6 standards are in line with national averages. The attainment of pupils by the end of Year 2 shows a fall in standards since the last inspection in speaking, listening and reading, but there has been little change in pupils' writing skills since then. However, over recent years, attainment has been consistently well above national expectations in tests. The current situation can be explained by the school's tightening up of its own assessment procedures and a change in the quality of teaching. By the end of Year 6, pupils' attainment is also average in all aspects of the subject. Despite small variations, attainment in English has stayed the same since the last inspection. Pupils with special educational needs and those who speak English as a second language make the same satisfactory progress as other pupils.

82. By the end of Year 2, pupils have satisfactory skills in speaking and listening. They are somewhat better at listening because they concentrate well in class and so understand what is required of them. Teachers often help this by explaining new learning clearly. For instance, in a Year 2 lesson, most pupils readily understood that they had to think up words ending with letters like 'th' and 'ff'. Higher attaining pupils are quicker on the uptake and so tend to respond more readily. Lower attaining pupils need further explanations to ensure accuracy. Pupils speak clearly and relevantly and they are beginning to use suitable words in their work. Pupils in Year 2 suggested *mushrooms* and *pepperoni* when devising a pizza although they struggled to suggest the order of instructions for making it. Only higher attaining pupils succeeded. Lower attaining pupils, including those with special educational needs, lack confidence and are often reluctant to offer suggestions in whole class activity.

83. By the end of Year 6, pupils also have satisfactory speaking and listening skills. This is due in part to the way in which some teachers introduce interesting topics so that pupils concentrate well. Pupils in a Year 5 and 6 lesson, for example, clearly knew what was meant by Guy Fawkes converting to Catholicism, in a wider study of Bonfire Night. Pupils appreciate humour. Pupils in another Year 5 and 6 lesson laughed at an alleged comment by Guy Fawkes, *'I like to organise things that go with a bang.'* When speaking, they can describe people's attributes, such as *'he was thought to be brave'* and *'he was an expert in mining'*. Pupils are not so informative, though, when giving reasons for favourite writers, for example.

84. Pupils read satisfactorily by the end of Year 2. Their range of reading is limited to simple storybooks and tales, like nursery rhymes. Pupils read familiar text comfortably but are not especially fluent or expressive. They are starting to sound out words, but cannot yet break down new words easily by themselves. Lower attaining pupils are quite weak. They can sound out letters but rely heavily on memory and information from pictures alongside the text. Higher attaining pupils, on the other hand, are quite proficient. They read with understanding and are becoming more expressive. They can tackle new words like *'crouching'* and *'frightened'* for themselves.

85. By the end of Year 6, pupils have satisfactory skills in reading but only just. Most pupils limit their reading to fiction, and do not exude confidence when reading. They cope with unfamiliar words like *'bewildered'* and *'syllable'* but tend to stumble over them and so lose fluency. Expression is reasonable but not well developed. Pupils do not really immerse themselves in the reading enough, especially when reading dialogue. Lower attaining pupils are only slightly weaker than average pupils, but higher attaining pupils are smooth, fluent and very expressive readers. They also enjoy a wider range of reading, including poetry.

86. Pupils are able to write satisfactorily by the end of Year 2. They are beginning to sequence actions in basic sentences to make simple stories and poems. Pupils sometimes run sentences together because they forget to punctuate with full stops. Spelling is not very accurate but all words are

acceptable phonetically. Pupils form their letters correctly but do not ensure that the sizes of the letters are always the same size. Lower attaining pupils, including those with special educational needs, struggle with their writing. Their sentences often ramble and have little structure, and their spelling and handwriting are weak. Higher attaining pupils do understand how to structure a story and use expressive vocabulary. In poems about autumn, pupils produced images like ‘a graceful, orange leaf’ and ‘autumn leaves sparkling in the mist’. Their handwriting is usually neat.

87. By the end of Year 6, pupils write in a variety of styles. They can write a recipe for fairy cakes, an autobiography and descriptive poetry. Their vocabulary has developed satisfactorily but they are not very imaginative. In a poem about what they might find in a cellar, pupils in Year 6 wrote ‘a mouldy wooden spoon’ and ‘crumpled paper bags’. They can write increasingly complex sentences, and their spelling and handwriting are good. Lower attaining pupils use simpler sentences and their spelling is uncertain. Only a few higher attaining pupils show mature expression and a rich vocabulary.

88. The quality of teaching is satisfactory. Teachers establish a good rapport with their pupils and have high expectations of their behaviour. This results in pupils responding well in lessons and being keen to improve. In most lessons, there is a positive working atmosphere. Teachers explain new learning well and support this with thoughtful resources to make learning interesting. For example, in a Year 2 lesson, the teacher used a large dice showing letter blends on each face. This motivated the pupils and ensured that they concentrated hard. Teachers also use other subjects to broaden pupils’ vocabulary and to give language a sense of purpose. For instance, pupils in Year 5 and 6 have produced a fact file on Vincent van Gogh. However, teachers do not make the most of similar opportunities. For example, they do not encourage pupils enough to use computers to word-process their writing.

89. Teachers do not systematically record how well pupils learn in lessons. As a result, it is difficult for teachers to plan their lessons with enough regard for the different abilities of pupils. In a Year 2 lesson, all pupils were expected to produce a similar recipe. Lower attaining pupils received extra adult support but higher attaining pupils were not challenged to think up creative ingredients, for example. Teachers do not always seize opportunities to develop pupils’ language. When discussing a poem in a Year 3 and 4 lesson, the teacher did not broaden pupils’ vocabulary by suggesting ideas of her own. Pupils simply consolidated their own knowledge. Teachers use classroom assistants sensibly to support lower attaining pupils and those with special educational needs during group activity. Often, though, assistants can be inactive during whole class sessions and do not offer quiet help to individual pupils regularly enough.

90. The school rightly makes the development of literacy a priority and teachers teach the basic literacy skills satisfactorily using the recommended structure of the literacy hour. Literacy skills are also developed appropriately in other subjects, for example factual writing in science.

91. There are action plans to support the school’s development in this subject. These have appropriate aims but are not clearly focused. For example, the teaching of writing is a whole school issue but the school has not analysed the issue sufficiently to determine precisely what elements of writing are weak. Therefore, the plans to improve tend to be general. Similarly with boys’ reading. The school has bought new books to motivate boys more but has not checked to see whether the quality of books is the real issue. There are good formal systems to assess pupils’ progress. Information from these is used to organise pupils into ability groups and to set targets for national tests. However, not enough is done to unpick test results, other than by gender. An analysis of Year 5 tests stated that the needs of all pupils were being met, yet their attainment was at best satisfactory. The co-ordinator is keen to develop the subject further but does not have sufficient opportunity to monitor colleagues teaching or pupils’ progress effectively. This does little to help pupils make good progress in English.

MATHEMATICS

92. At the end of both Years 2 and 6 standards are in line with national averages. Pupils' knowledge of mathematics is better than their ability to apply what they know to the solving of problems. Pupils' achievements through both the juniors and the infants are satisfactory. Pupils learn at a steady rate through Years 1 and 2. As result of good teaching, which pupils find challenging, the rate of learning quickens through Years 3 and 4, but this pace of learning is not maintained through Years 5 and 6. The co-ordinator's leadership and management of mathematics are satisfactory but the school is not rigorous enough in keeping an eye on the quality of teaching or on checking whether pupils have done well enough. Standards remain about the same as at the time of the last inspection. The school has the capacity to raise standards further and there is no reason why it should not do so.

93. Pupils who have special educational needs achieve satisfactorily. Pupils have individual targets for improvement and are often helped by learning support assistants. This help is most successful when pupils are working in groups within the class. On these occasions learning support assistants work well with small groups of pupils, reinforcing points made by the teacher in the opening part of the lesson and making sure that pupils know what to do. Support at the beginning of lessons is less effective, with teaching support assistants less involved. This is not always the case; an example of effective support at the beginning of a lesson was seen in Year 2. Here the learning support assistant sat on the carpet next to a pupil who needed help. She quietly repeated or rephrased the teacher's questions. As a result the pupil was able to tell her some of the answers and joined in with the rest of the class. Pupils who speak English as an additional language achieve satisfactorily.

94. There are some common strengths to teaching that can be seen throughout the school. Teachers establish very positive relationships with pupils, manage lessons well and ensure that resources are readily available. As a result pupils work hard, even when asked to work on their own. They co-operate well with each other and organise themselves well. Within lessons, little time is wasted. Teachers teach the basic skills of numeracy satisfactorily using the nationally recommended programme of work. Pupils apply their numeracy skills usefully in other subjects such as geography and science.

95. Teaching in Years 1 and 2 is never less than satisfactory and in some lessons is good. There are however some important shortcomings that inhibit the learning of higher attaining pupils. Where teaching is at its best, teachers ensure that pupils of differing abilities are given different work to do. For example in a good lesson in Year 2, the more able pupils were finding halves and quarters of numbers, whilst pupils who were less confident were just finding halves. A further group were working with a learning support assistant on a simple counting activity. This meant that all pupils were given work that matched their ability. This is not always the case and a significant amount of work in pupils' books is the same regardless of ability. When this happens the level of work is too easy for the higher attaining pupils.

96. A further shortcoming relates to teaching pupils how to solve problems. In a Year 2 class the teacher used an enlarged graph to ask the question 'How many more books were borrowed on Tuesday than Thursday?' Initially no one was able to offer an answer. The teacher showed the pupils how she would set about finding the answer. The impact of this good teaching was wasted, however, as the teacher did not ask any further questions about the graph which would have enabled pupils to copy her way of tackling the problem. By the time pupils reach the end of Year 2 their ability to solve problems is underdeveloped. Pupils are able to carry out simple addition and subtraction sums, know some of the properties of simple shapes and measure objects in metres. Owing to lack of opportunity

and lack of confidence in teaching problem solving, few pupils can talk their way through the solving of simple problems.

97. Teaching in Years 3 to 6 is satisfactory overall. Some good and very good teaching was seen in Years 3 and 4 and some unsatisfactory teaching in Years 5 and 6. There were some good examples, mainly in Years 3 and 4, of teaching problem solving. For example in the opening part of a good lesson in a higher attaining Year 3 and 4 class, the teacher was using a metre stick to help pupils practice counting in metres and kilometres. She skilfully extended the task for the higher attaining pupils by posing the question, ‘ If I travel to the 200-metre mark at a rate of five minutes per 100 metres, how long would it take me to reach the 800 metre mark?’ This targeted and challenging question led to pupils, not only finding the answer, but to explaining to the rest of the class how they had done this. This is one of the reasons why the pace of learning picks up in Year 3 and 4. Pupils in this part of the school often make working notes as they go along which helps develop their problem solving skills. Work in books, however, is still too skewed towards learning how to perform number operations and does not extend often enough into the applying of knowledge.

98. In Years 5 and 6 pupils make satisfactory progress in learning how to find the answers to sums, they use a range of different measures, have a reasonable knowledge about the properties of shapes and can draw different types of graphs. Learning in relation to problem solving is, however unsatisfactory. This is because teachers provide too few opportunities for this type of learning and there is lack of confidence in teaching problem solving. In an unsatisfactory lesson in a mixed Year 5 and 6 class the teacher set pupils a problem to solve. They attempted to do this largely by trial and error and had no systematic way of organising their work or in searching for pattern and suggesting sensible solutions. The teacher did not use the problem she had set, to move pupils’ learning along. For example two pupils were asked to tell the rest of the class what they had done. One solution was clearly better than the other but the teacher gave equal value to each and so failed to help the class see or discuss the merits of each solution.

99. Teaching in Years 5 and 6 does not always make the most of opportunities to encourage pupils to explain their thinking. For example in the opening part of an otherwise satisfactory lesson in a mixed Year 5 and 6 class pupils were asked to guess which shape the teacher was describing. Only pupils who put their hands up were asked to answer. Many pupils were therefore not involved. Those who were asked, were not required to offer any reasons for their choice, and so their ability to talk about their work was inhibited. This can be contrasted with the opening part of a lesson in Year 2 where the teacher slowly revealed a shape she was hiding. By using dry wipe boards she ensured that all pupils were involved, as all had to draw what they thought the shape was. The teacher also stopped periodically to ask individual pupils the reason for the choice. All pupils were involved appropriately and many developed their ability to explain their mathematical thinking.

100. In Years 3 to 6 pupils are taught in three ability groups drawn from Years 3 and 4 and three ability groups drawn from Years 5 and 6. This has some advantages in that it enables teachers to more closely match the level of work to pupils’ differing abilities. It is not as successful as it could be for two reasons. Firstly, there is a tendency in too many lessons to give pupils within the same ability set the same work, even though some are clearly more able than others. Secondly, not enough thought has been given to how pupils progressively acquire skills and knowledge. Work does not always build on what pupils already know. In particular, too many pupils who are working at a level typical for their age in Years 3 and 4 do not go on to achieve standards typical for their age by the end of Year 6.

101. Teachers assess pupils each half term but these do not cover all the major learning points for each year group. In particular the school does not assess pupils’ ability to solve problems. The format for collecting information is not easy to use, making it difficult for teachers to see at glance how well a

pupil is doing. Some teachers set targets for pupils to improve but this is not consistently applied and in general, few pupils, particularly at Year 5 and 6 know what they need to do to get better at mathematics. The school carries out a comprehensive series of formal tests at the end of each year. Too little use is made of this information to check whether or not pupils have done well enough from one year to the next. A significant number of average attaining pupils coast through Years 5 and 6. The senior staff do not identify this early enough and although some action is taken in Year 6, it is not effective enough to help these pupils catch up.

102. This lack of rigorous checking of how well pupils are doing is weakness in the leadership and management of mathematics. The co-ordinator has led the school in successfully implementing the National Numeracy Strategy and has an action plan for further development. This plan is not, however, informed by enough checking of the quality of pupils' work and of teaching. This lack of monitoring also leads to inconsistencies in practice. For example, the quality of planning is variable and the method of assessing pupils also varies from teacher to teacher. The school has the capacity to move forward. Pupils behave well, relationships are good, teachers work well within teams and there is enough good quality teaching for other teachers to learn from. Purposeful leadership needs to ensure that these strengths are utilised.

SCIENCE

103. Standards in science have improved since the time of the previous inspection when they were unsatisfactory at the end of Year 6. This is because the school has committed more time to the subject and has introduced a coherent programme of work that covers all the required areas of the National Curriculum. Pupils' performance in tests at the end of Year 6 reflects steady improvements in the subject, until recently when performance has dipped. Nevertheless in 2002, supported by effective revision, pupils achieved test results that were above the national average, and average when compared to similar schools. These results are not reflected in the standards that pupils achieve in lessons, where their attainment is in line with, rather than above, what is expected of eleven year olds..

104. By the end of Year 2, pupils have a satisfactory knowledge and grasp of scientific ideas. They can talk about plants and animals and know that plants need light and water to grow. Pupils can name some of the parts of plants and the human body and can provide rudimentary explanations of how exercise affects the human body. They understand the uses and dangers of electricity and some pupils identify the sun as a source of light. In their current work on materials, classroom observations and an analysis of pupils' work show that teachers have provided a wide range of interesting activities in order to develop pupils' understanding of different types of materials. Pupils are able to sort and classify materials in different ways and identify some of their properties. In experiments they are then able to use this knowledge to offer sensible hypotheses. For example, in a lesson with Year 2 pupils, they were able to suggest which materials might best be used to make Barnaby Bear's umbrella. Pupils in Years 1 and 2 are learning to record their work in different ways using lists and charts, and have a satisfactory grasp for their age of the principles of a fair scientific test.

105. In Years 3 and 4 teachers build on these early foundations very well, extending knowledge and understanding, and providing opportunities for pupils to undertake their own experiments and investigations and to record the outcomes in various ways. Prior to undertaking an experiment to test which materials keep water warm, Year 4 pupils were able to discuss 'variables' and 'what must stay the same' showing a good understanding of the ideas and applying them effectively in their work.

106. By the end of Year 6, pupils maintain satisfactory levels of knowledge and understanding for their age, but their skills in scientific enquiry have not developed effectively because teachers have not extended the good foundations of knowledge and scientific enquiry established earlier. Instead they

return to a more heavily directed form of experimentation and investigation, which relies more upon teachers' demonstration than pupils' involvement. In discussion, Year 6 pupils could talk with reasonable confidence about the principles of fair testing but were hesitant on the subject of scientific variables and in articulating ideas about scientific enquiry. An analysis of pupils' books shows too much identical work for pupils in different year groups and of differing abilities, and a significant amount of common recording and note taking. On balance, this approach tends to improve the learning of less able pupils who are often given good support by classroom assistants. It militates against the achievement of high standards and rapid progress by more able pupils.

107. The quality of teaching is satisfactory overall but variable, ranging, during inspection from good to unsatisfactory. It is not consistently good enough to ensure maximum progress as pupils move through the school. Teachers work together well in planning their lessons. However, on occasion this leads to identical lessons, which do not take enough account of the specific needs of a particular class or groups of pupils. Some teachers are more confident than others in organising practical activity and this has a significant impact on pupils' learning and progress.

108. In Year 1 pupils benefit from good teaching that involves careful assessment of their learning as the basis for the next stage of activity and this ensures a good rate of learning. This is not always the case elsewhere in the school, and teaching becomes more variable. Nevertheless all teaching is characterised by good relationships and teachers usually manage their pupils effectively so that pupils are responsive to their questions and instructions, and are enthusiastic about their work.

109. In Years 3 and 4 the quality of teaching is good and in particular teachers' methods of organisation and ongoing assessment. Teachers' skills in these matters make a significant contribution to the quality of learning and the rate of progress made by these pupils. In one lesson the teacher's incisive and persistent questioning encouraged pupils to be much more precise in their scientific reasoning, leading to highly successful outcomes to their tasks. In Years 5 and 6 teaching is more variable and the pace of learning in lessons is not so marked. The shared approach to planning by teachers is not always successful and this was evident during inspection, when 'identical' science lessons had very different outcomes because the needs of pupils were very different. Teachers in Years 5 and 6 control science activity too closely, do not give enough opportunities for pupils to plan and organise their investigations and do not build effectively on the skills of scientific enquiry that pupils are developing at earlier stages. As a result, pupils' knowledge and understanding of scientific ideas is sound but their investigative skills are under developed.

110. Regular assessments are carried out but there is little evidence that these are used when planning the next round of work, and this limits their usefulness. No records are kept of individuals' development of scientific skills and the usefulness of the 'skills record sheet', which identifies opportunities for teachers to teach these skills, is also limited. These issues are not monitored or addressed systematically. The subject is managed by an enthusiastic and knowledgeable co-ordinator but she has little time for regular and systematic monitoring and this hinders further improvements in all aspects of the subject.

ART AND DESIGN

111. The attainments of pupils throughout the school are better than those expected by the end Year 2 and Year 6. This represents a similar picture to the findings of the last inspection, although attainment of pupils in Years 1 and 2 is slightly better. The school is enthusiastic about the subject and celebrates pupils' work through bright and striking displays.

112. By the end of Year 2, pupils draw well using a variety of media. Pupils use pastels skilfully, for example, to depict emotion on their own faces. They explore bursts of paint to represent fireworks against a night sky. This is effective, although similar work using a computer paint package has less impact. Pupils cut strips of card and cloth neatly to make an overlapping pattern for leaves on an autumnal display. They wind coloured wool strands effectively around a central cross to represent God's Eyes. By the age of eleven, pupils develop good skills, especially in observational drawing and painting. Pupils bring out vital detail in still-life pictures of plants and crockery and colour them sympathetically. Pupils show good control in using pastels and acrylic paint to show tone and shade in the pictures. Pupils are influenced by the work of major artists. Pupils in Year 3 and 4, for example, successfully recreated the 'Blue Nudes' of Matisse using grey paper silhouettes on a black background. The same pupils know how to produce a partly abstract picture of the school environment following a visit to a local art gallery to study the style of Alan Davie. It was not possible to judge how well pupils create art in three dimensions or print patterns. In addition, there was little evidence that pupils learn enough about non-western art.

113. The teaching of art and design is good. Teachers are enthusiastic and knowledgeable, and so pupils are motivated and eager to work. Teachers give clear instructions and demonstrations of techniques. Consequently, pupils know what they need to do to improve. For example, in a Year 5 and 6 lesson, pupils rapidly appreciated how to shade the curve of a bottle, following the teachers' advice. The positive approach by teachers ensures that pupils sustain their concentration throughout lessons and take a pride in their work. Teachers encourage pupils to use sketch books in order to prepare for painting, so that pupils become more thoughtful and less slapdash. Teachers embellish other subjects through art. They reinforce historical knowledge, for example, by enabling pupils to produce large tinfoil collages featuring the armour of Roman soldiers. The still life pictures of plants ensure that pupils are conscious of leaf veins and shapes. Teachers involve other adults productively. In a Year 5 and 6 lesson, for example, a parent with art expertise was very sensitive to pupils' needs and gave good guidance.

114. The school works hard to maintain its standards in art and design. There is no effective system, though, to measure how well pupils learn and so chart their best way forward. The co-ordinator is very experienced and supports colleagues well. However, she does not have the chance to observe any lessons and so improve teaching further, or to check that all aspects of the curriculum are being taught. A greater range of activities in art would benefit pupils' skills.

DESIGN AND TECHNOLOGY

115. No lessons in design and technology were seen during inspection but photographic evidence, planning, displays and discussions with pupils and staff allow a secure judgement to be made about standards, which have declined since the time of the previous inspection. By the end of Year 2 pupils make sufficient progress to achieve standards that are in line with national expectations, but by the end of Year 6, pupils do not achieve the expected standards, because of a lack of regular opportunities: to develop their skills in careful design; to make products with a range of techniques and materials; or to systematically evaluate the outcomes.

116. From an early stage, young pupils have ample opportunities for working with a range of materials, although these are mainly card, paper and 'junk' rather than wood or other 'hard' materials. Pupils in Year 2 talked about what they had made, for example elves shoes, puppets and wheeled vehicles although they have some difficulty in remembering when some of these activities took place. Nevertheless, pupils could talk about the materials they had used and how they had joined and finished their artefacts with glue or sellotape. Pupils have limited experience of using a range of tools such as saws, hammers or other similar equipment. In some instances the work, for example the elves shoes, is

over directed and has not allowed scope for pupils to design their own products or choose appropriate materials and techniques.

117. Pupils in Year 6 show very little understanding of the design and technology process as a way of solving problems or of improving ideas. They have difficulty in remembering any 'design and make' activity, and indicate a very teacher directed approach in which they are "told what they are going to do". This is reflected in the work on display. Pupils are not able to describe with any degree of clarity, how to set about designing a product. When prompted, they explain how, with help from a parent or other adult, they have made the sandals, which are part of an exhibition in the school. These artefacts, while well made, are virtually identical and the accompanying designs and attempts at evaluation are immature for pupils of this age.

118. Curriculum planning and assessment are weak in this subject. The subject is planned in blocks each term but these tend to be 'events' which depend heavily upon extra adult support. Consequently pupils do not regularly have opportunities to develop their skills in a structured or sequential way as they move through the school, nor do they have sufficient experience in using a range of hard and soft materials or a range of tools and equipment. There is not a consistent emphasis on the design process or any indication of a developing design and evaluation sheet to support pupils in their work. There was no evidence of pupils' computer skills being used or developed in this subject.

119. The co-ordinator who is fairly new in post is knowledgeable and enthusiastic but has little time available to manage the subject and monitor as effectively as she would like. The lack of rigorous checking of the appropriateness of the planned curriculum or how well pupils are doing is a weakness, which has resulted in a failure to identify the problems in this subject.

GEOGRAPHY

120. Owing to timetabling arrangements no geography lessons were observed during the inspection. However, sufficient evidence was available through looking at teachers' planning, pupils' work, displays and discussions with pupils, to enable secure judgments to be made. Standards are comparable with those achieved by most pupils by the end of Year 2 and Year 6. Overall, pupils including those with special educational needs and those learning English as an additional language make satisfactory progress in relation to their prior levels of attainment. However more able pupils do not always reach the standards of which they are capable because of the way teaching is organized. Standards have been maintained since the last inspection.

121. The school has adopted a national programme of work, which is divided into topics and allocated across the year groups. Since most of the classes comprise pupils from two year groups, the curriculum is planned on the basis of a two-year cycle, which ensures that pupils do not miss or repeat topics. Teachers plan well together to ensure that the programmes of study are covered properly and to produce activities in common. This helps to share expertise and to enable pupils to receive a similar curriculum. Consequently, the school has made satisfactory progress in organizing the curriculum since the last inspection.

122. Pupils in Years 1 and 2 develop satisfactory knowledge of the locality through walks in the area around the school, where they learn about different types of houses and how they are made. All pupils steadily acquire geographical skills, learning to describe and compare different places through following the travels of Barnaby Bear. They describe his journey to Brittany by ferry and what he saw and did there. They are beginning to explain in simple terms some of the differences in lifestyle in Brittany and their own locality. They learn to record their observations in different ways such as keeping individual weather charts and begin to use appropriate geographical vocabulary.

123. As pupils progress through the school their geographical knowledge deepens and their skills improve. In a study of the features of mountain environments pupils in Years 5 and 6 identify and name significant mountain ranges on a world map. They analyse evidence and data in order to answer questions and draw conclusions. Pupils plot data retrieved from a table on to a chart, to show that the height of the snowline changes by the month, concluding that the snowline is at its highest in August. Most pupils use geographical terms with increasing competence, for example *avalanche* and *blizzard*.

124. Teaching is satisfactory, overall. Lessons have clear learning objectives. Teachers plan interesting activities, which lead pupils to think carefully and review their findings. Pupils respond well, show interest in their tasks and present their work neatly. Teachers' planning for pupils of different abilities is not always effective. Pupils do identical tasks and this hinders the learning of the most able pupils. The marking of pupils' work consists mainly of ticks or comments of praise rather than providing guidance on improvement. Judging pupils' levels of attainment is left to the individual teacher and currently there is no whole school system for tracking pupils' progress in geography.

125. Management of the subject is satisfactory but with weaknesses. The co-ordinator supports the work of colleagues, informally monitors the effectiveness of topics and tries to ensure that resources are sufficient to support pupils' work in geography. However there are no systems in place for the co-ordinator to monitor the effectiveness of teaching and learning in lessons. This limits the potential to improve standards. Since the previous inspection an improved range of resources has been acquired although additional resources to develop pupils' use of ICT in geography are still required. Work has been undertaken to identify the geographical skills to be developed at each key stage and advice has been provided on how they might be developed, but this is not yet effectively implemented.

HISTORY

126. During the inspection only one history lesson was observed. However, sufficient evidence was gathered from looking at pupils' work, talking to pupils, looking at teachers' planning and displays, to enable secure judgments to be made about standards. Attainment in history is broadly in line with national expectations by the end of Year 2 and Year 6. All pupils including those with special educational needs and those learning English as an additional language make satisfactory progress in relation to their prior attainment. Standards remain the same as they were at the time of the previous inspection. The school has adopted national programmes of work that operate on a two-year rolling programme. This allows pupils in mixed age classes to cover all topics and not to repeat them.

127. Pupils in Years 1 and 2 develop a sense of chronology through the examination of artefacts such as old and new objects used in the home. This helps them to understand history as a study of the past, and to develop their enquiry skills by exploring questions about purpose, when presented with unknown objects. Pupils know about important people, such as Florence Nightingale, and most of them understand why she is regarded as important. They are able to compare some aspects of life in the past with their own experiences, by investigating what seaside holidays were like when their grandparents were children.

128. By the end of Year 6 pupils have strengthened their knowledge and understanding of ancient civilizations. They begin to appreciate how Britain has been influenced by invaders and settlers and say why people in the past behaved as they did. Pupils in Years 3 and 4 consider Roman Britain in depth. Their enjoyment of this topic is obvious from the quality of their recorded work. They either write convincingly as Marcus the unhappy Roman soldier who is tired of the cold climate and the inactivity and wants to return to his family, or they record on tape Marcus imploring the Emperor Hadrian to allow him to go home, creating realistic background effects too. Pupils in Years 5 and 6

study Britain since 1930, learning about the impact of the Second World War. Their written accounts demonstrate an understanding of children of their own age, being driven from their beds into the Anderson Shelters during noisy air raids, or the feelings of children being sent away to live with strangers as evacuees. Visits to Danelaw where pupils can experience Viking village life and to Bagshaw Museum where they can observe realistic demonstrations of the ancient Egyptian art of mummification, bring history to life and enhance pupils' learning.

129. Teaching is satisfactory. Teachers provide clear objectives and interesting activities to promote pupils' learning, but not all of activities are adapted to meet the needs of pupils of different abilities and this affects the learning particularly of the most able pupils. Teachers provide resources such as photographs or sound recordings, which capture pupils' interest and enrich their learning. Teachers make appropriate links between history and other areas of learning, for example they provide tasks which develop pupils' speaking and listening skills, or which require them to write in different styles. The subject makes an effective contribution to pupils' spiritual, moral, social and cultural development. The marking of pupils' work varies in quality but overall does not provide enough guidance on how pupils might improve. Pupils are enthusiastic about their work and take care with their presentation. They listen attentively to the teacher and to the ideas and explanations of their friends. Their behaviour in lessons is good.

130. The subject is satisfactorily managed within the limits of the opportunities provided. The co-ordinator provides helpful advice and support, which occasionally takes the form of staff meetings about aspects of the teaching of history. She monitors teachers' planning but does not have the chance to observe teaching and learning, consequently there is no clear overview of the standards being reached. The subject lacks agreed assessment procedures and the production of an updated policy for history is still outstanding. Progress since the previous inspection includes the purchase of additional resources and artefacts. These are sufficient to meet the requirements of the history programmes of study, but there are not computer based resources to enable pupils to use ICT for historical enquiry.

INFORMATION AND COMMUNICATION TECHNOLOGY

131. Standards of attainment are below national expectations at the end of both Year 2 and Year 6. The rate of learning for pupils, including those who have special educational needs and those who speak English as a second language, is unsatisfactory.

132. Throughout Years 1 to 6, pupils do not use computers purposefully enough. Resources have improved considerably since the last inspection, but much of this has been recent, and technical problems persist. This is partly the reason why pupils spend too little time studying ICT, one of the major reasons why standards have declined since the last inspection. The school has put in place a curriculum that is planned to build on earlier stages of learning, but this is at too early a stage for pupils to benefit significantly. Although satisfactory, teaching has not been strong enough to improve standards.

133. By the end of Year 2, pupils are still largely experimenting with computers. Although they can type short pieces of text, make some alterations to the text and produce simple pictures; skills are limited and the computer is not used purposefully enough. In Years 3 to 6, pupils are beginning to use computers more effectively and have a broader range of experiences. Standards by the end of Year 6 remain however, below those expected for their age. Pupils can make their own spreadsheets and as in the Year 2, type pieces of text. They can alter their work and add pictures to writing. However, they are not able to use the computer well enough to research other subjects, combine different software applications or control other devices using a computer.

134. Teaching throughout the school is satisfactory but has some shortcomings that will need to be overcome if standards are to rise. Too much teaching focuses on the learning of skills out of context. This is due in part to the need for pupils to become familiar with recent additions to software but is also due to teachers being unsure about how to use the computer to develop thinking and to solve problems. There is too much work that is the same in different year groups. For example, pupils in Year 1 were making monster faces and practising use of the drawing and colouring tools of an art package; pupils in Year 2 were making abstract pictures and were again using the drawing and colouring tools of the same art package and last year, pupils in Year 5 also made pictures and learnt how to use drawing and colouring tools of the same piece of software.

135. The best teaching harnesses the potential of the computer to challenge thinking and at the same time enables pupils to develop particular skills. For example in a good lesson in a mixed Year 3 and 4 class, the teacher linked work pupils had been doing on the Romans to the skills of cutting and pasting sections of text. As well as learning how to cut and paste, pupils had to put a series of key historical events in chronological order. In this way a particular skill was given a real context and purpose. This required thought by the pupils in using software whilst at the same time testing their understanding of the Romans.

136. Teachers are not always successful in doing this. For example in an otherwise satisfactory lesson at Year 2, the teacher showed the pupils how to draw and colour shapes using an art package. Pupils also looked at some of the pictures of Jackson Pollock in order to produce their own pictures in his style. This was a well-conceived activity but its impact was lost because the teacher did not challenge the pupils to use software carefully enough. As a result pupils' efforts were random and they did not deliberately set about creating any particular effect. They were, therefore not able to give any reasons for their choice of colour or shape.

137. The computer suite has some deficiencies, which teachers work hard to overcome. Teachers invariably manage pupils well and achieve a good balance between showing pupils what they want them to do and enabling them to try themselves. Teachers have to use a standard sized screen to demonstrate new skills, and despite the obvious difficulties, they manage well. This situation should be eased with the recent introduction of a large interactive whiteboard. Pupils work hard and co-operate well, despite the rather cramped conditions. Technical difficulties persist and these add to the frustrations of both the teacher and the pupils. An undue amount of time is spent at the beginning of lessons sorting out computer related problems. This inhibits the pace of learning.

138. The co-ordinator has made some important improvements but these have yet to improve standards. Most classes are timetabled for two sessions in the computer suite each week. One of these is used to develop skills and the second is intended to give opportunities to use computers with other subjects. Pupils benefit from the skill sessions but few classes use the suite in connection with other subjects. This inhibits the impact of ICT on other areas of the school's curriculum. Pupils in Year 6 have attended a residential visit, which had an ICT focus. This enriched the curriculum for these pupils and gives the subject a higher profile.

139. Good assessment procedures, which track the acquisition of skills has been introduced, but many teachers do not use these. This is another reason why pupils' work does not build effectively on what they have learnt before. This highlights the weaknesses in monitoring how well the subject is taught and what pupils learn.

140. Overall leadership and management is satisfactory, although much remains to be done to improve standards. The co-ordinator has a good grasp of what is required and has been largely responsible for the recent improvements in resources and curriculum. In these respects she has led the subject well,

but does not keep a close eye on standards of pupils' work or on the quality of teaching. The school will be appointing a new co-ordinator in the near future and it will be important that development does not slow through this changeover.

MUSIC

141. During the inspection only one music lesson was observed, and teachers' timetables indicate patchy provision for the subject. However, music was observed during assemblies and instrumental tuition, and further evidence was obtained from subject planning, which enabled secure judgements to be made about standards, but not about teaching. Standards of attainment in music are in line with national expectations at the end of Year 2 and Year 6.

142. Pupils in Years 1 and 2 control and use their voices expressively. During "Listening Diary" lessons pupils listen to a broad range of recorded music, including pieces from different cultures. In one lesson pupils listened to a piece of cello music performed by Jacqueline Du Pre and described how it made them feel, "sad, sleepy, it reminded me of a beautiful dance..." They plausibly identified the instrument as a violin until a pupil who played the violin, correctly identified the richer tone of a cello. Listening to the music for a second time, pupils made marks on paper to represent their feelings invoked by the piece. They identified similar marks and planned to fit all of the symbols together to form patterns, which they could perform.

143. Pupils in Years 3 and 4 have composed and recorded two part patterns using percussion instruments, and in Years 5 and 6 pupils have extended their composing and performing skills, focusing on lyrics and melody producing some lively "Raps". Pupils sing well and with control of pitch, a sense of phrase and musical expression. Their attitudes to music are good. They listen and behave well and are creative in their responses. In assemblies music is played to create atmosphere. Pupils listen quietly and respectfully. This good atmosphere for listening is a useful indicator of pupils' sensitivity to music.

144. At present fifty-seven pupils learn to play musical instruments, which include recorder, woodwind, brass, guitar and strings. They are very keen, make good progress and quickly become competent players. They enjoy the opportunity to perform for parents, teachers and other pupils. The annual music and drama production allows a larger number of pupils to perform and gain enjoyment and confidence.

145. The management of the subject is satisfactory but with some weaknesses. The co-ordinator is well qualified and enthusiastic. She provides advice to her colleagues, ensures the National Curriculum programmes of study are being covered and prioritises areas for development. However there are no systems in place to allow her to monitor teaching and learning and this limits the potential to improve standards. Teachers make a note of anything significant in their lessons, but such assessment procedures do not afford a secure overview of standards across the school or ensure good progress. Few opportunities have been available for staff training and the weekly music lesson taught by the co-ordinator to the whole of Years 3 to 6, is not helpful either to other teachers or pupils in improving their skills and confidence effectively.

146. Since the previous inspection, improvements have been made in the subject. More opportunities are now provided for pupils to experiment with instruments compose and perform, and to listen to a wider range of music. However the use of technology in the subject is still not sufficiently developed and a shortfall in resources still remains, although the recent acquisition of the program "Composer World" should broaden the scope of work in music.

PHYSICAL EDUCATION

147. Pupils achieve expected levels of attainment by the end of Year 2 and Year 6, and have satisfactory ability in games, gymnastics and dance. This is similar to the findings of the last inspection, although pupils in Years 3 to 6 are not quite so good as they were previously judged to be in gymnastics.

148. By the end of Year 2, pupils have satisfactory physical co-ordination. They know the importance of warming up before activity. They move sensibly when working in the hall, and respond swiftly to instructions. They were effective when simulating different kinds of beans, such as runner, jumping or frozen! Pupils could interpret dance by simulating the actions of jugglers and clowns, quite creatively but without much self-control. As a result, movement can be rather ragged. By the end of Year 2, pupils show satisfactory control in handling rugby balls, for example. Pupils in Year 3 and 4 know how to hold them but are not yet always successful when passing them. In gymnastics, pupils in Year 5 and 6 appreciate the need for space and awareness of other pupils' movements. They can explore their own bodies by experimenting with rocking and rolling, while lying on the floor. They travel expressively over apparatus like beams and ropes, showing satisfactory control of their own bodies. Most pupils have similar abilities but higher attaining pupils have more poise and discipline. Pupils know how to set out and clear away large apparatus efficiently and safely. Pupils in Year 6 benefit from outdoor activities during their annual visit to a residential centre, and from regular swimming lessons. The school does not keep a record of pupils' achievements in swimming and this is a weakness.

149. The quality of teaching is satisfactory. Teachers' skills are varied so, while some exude confidence and motivate pupils, others are less certain and insist that pupils practise low-level skills. All teachers maintain good control of their pupils, which means that lessons proceed smoothly, with pupils listening and responding keenly. Teachers have suitable expectations of their pupils. In a Year 5 and 6 gymnastics lesson, for example, the teacher urged pupils to develop and sustain good posture and hold poses when jumping from a bench. Sometimes, though, teachers do not have high enough expectations. This results in pupils producing casual work. In a Year 2 dance lesson, many pupils found it hard to imitate the actions of a clown because they were not familiar enough with a clown's routine. Teachers keep a brisk pace to lessons, which galvanises pupils and keeps them focused. However, sometimes, teachers are too eager for pupils to evaluate their own and others' performances and interrupt at moments, which disturb the natural flow of learning, so that pupils lose their momentum.

150. Physical education is not a current priority for the school. This means that there is little effective development in the subject. The new co-ordinator is enthusiastic but does not benefit from enough time out of lessons to monitor how well the subject is taught. It is not easy, therefore, for the school to judge just what it needs to do to improve pupils' attainment.

RELIGIOUS EDUCATION

151. By the end of Year 2 and the end of Year 6 pupils attain standards, which are typical for their age. This is similar to the judgments made at the previous inspection. All pupils, including those who have special educational needs and those who speak English as a second language, learn at a steady rate. Across the school teaching is satisfactory overall, although during inspection it varied from good to unsatisfactory. By and large, teachers are more skilled at helping pupils improve their knowledge of religion than in using religious education to elicit pupils' personal responses and deepen their thinking.

152. In Years 1 and 2, pupils develop an appropriate knowledge of Christianity and other major faiths. For example, pupils have a reasonable knowledge of how light is used in baptism and how the Jewish celebration of Hanukkah uses candles. Their understanding of the meaning behind religious events is less well developed. This is because teachers are more confident in helping pupils gain knowledge than in exploring meaning. For example in an unsatisfactory lesson on birthdays in Year 2, pupils could happily talk about having a party, seeing relatives and receiving presents. The teacher, however, failed to develop the discussion to consider the more productive areas of why we have birthdays and the uniqueness of the individual. As a result, the teaching did not help pupils explore the real issues that lie behind birthdays. Little is recorded in books, with a greater emphasis on the quality of discussion and question and answer sessions.

153. There were some good examples of using religious education to encourage pupils' personal responses. In Years 3 and 4 pupils study different creation stories. These include the Christian and Hindu accounts of creation. Pupils can accurately retell these stories but in one lesson the teacher used this knowledge to deepen pupils thinking. Pupils were asked to write about the similarities between the various creation stories. As a result they began to understand that all creation stories start in darkness. Similarly, as part of a study on Jerusalem, pupils in Years 5 and 6 were asked consider the rights and wrongs of the actions of Israel and Palestine. The pupils' response showed maturity and even-handedness, as well as good practice in using opportunities presented by religious education to consider moral and social issues.

154. Religious education makes a good contribution to pupils' moral, social and cultural development but teachers' use of religious education to develop pupils' spiritual development is not as strong. On occasion teachers encourage personal responses as a means of developing pupils' spiritual understanding. Pupils' responses to these are however, often superficial. In a Year 3 and 4 class for example' pupils were writing about special events but few accounts went beyond the superficial to identify what made the days intrinsically special. Some teachers are skilled at using opportunities as they arise to develop this sense of the spiritual. For example, in another Year 3 and 4 lesson, the teacher sensitively used the experiences of one of the pupils who that day was going to see their new brother for the first time. This led to all the class reflecting on important events for them and the personal meaning behind them.

155. The co-ordinators' leadership and management of the subject is satisfactory. Since the last inspection the school has introduced a new scheme of work and has improved resources. These have been well managed by the co-ordinator. She has introduced a simple and efficient system for assessing pupils' abilities in religious education but these are not well kept by other teachers. The co-ordinator does not check carefully enough on the quality of teaching and on what pupils are learning. There was no evidence of the use of pupils' computer skills in this subject.