

# INSPECTION REPORT

**HOLY TRINITY CE JUNIOR SCHOOL**

Ripon

LEA area: North Yorkshire

Unique reference number: 121582

Headteacher: Mr M Price

Reporting inspector: Miss K Manning  
20267

Dates of inspection: 30<sup>th</sup> June to 3<sup>rd</sup> July 2003

Inspection number: 248272

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior school
School category:	Voluntary Controlled
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Church Lane Ripon
Postcode:	HG4 2ES
Telephone number:	01765 602858
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Appropriate authority:	Governing body
Name of chair of governors:	Mr G Atkins
Date of previous inspection:	January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20267	K Manning	Registered inspector	Information and communication technology Design and technology Special educational needs	What the school should do to improve. How high standards are. How well pupils are taught. How well the school is led and managed.
12511	L Buller	Lay inspector		How good curricular and other opportunities are. How well the school cares for its pupils. How well the school works in partnership with parents / carers.
31175	A Allison	Team inspector	Mathematics Geography Physical education	Pupils' attitudes, values and personal development.
26405	C Bond	Team inspector	English History Music English as an additional language	
31012	A Welch	Team inspector	Science Art and design Religious education Educational inclusion	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Holy Trinity is a Church of England Voluntary Controlled junior school of average size. The 266 pupils come from a range of social backgrounds, though the area is more advantaged than many. Almost a third of the pupils are from military families who mostly live on the nearby army base. This group of pupils is highly mobile as fathers are posted into and out of the area. A very small number are refugees who do not speak English at home; these pupils need no extra help to cope in school. The proportion of pupils who have special educational needs linked to learning, physical or emotional difficulties is broadly average. The school has identified a small number of pupils who are gifted or talented. Pupils' attainment at the start of Year 3 varies from one year to the next. Last year most pupils had reached the level expected for their age in reading and writing but fewer pupils than in most schools reached the expected level in mathematics.

### **HOW GOOD THE SCHOOL IS**

This is a good school. The headteacher leads and manages the school well and receives capable support from the deputy headteacher, staff and governors. The quality of teaching is good and this enables pupils of all abilities and backgrounds to achieve well. Standards in English, mathematics and science match those expected by the end of Year 6. Pupils behave well and are keen to learn. The school gives good value for the funding it receives.

#### **What the school does well**

- Standards in art and design are well above those expected for pupils' ages.
- Standards in information and communication technology and music are above those expected by the end of Year 6.
- The school makes good provision for pupils who have special educational needs.
- Pupils benefit from a curriculum that includes many first-hand opportunities to learn from educational visits and visitors to the school.
- The partnership between parents and school is mutually supportive and works well.

#### **What could be improved**

- The school is at an early stage in developing its policy and procedures for helping pupils who are gifted and talented so there is work to be done before they achieve their full potential.
- The school's planned programme for promoting pupils' personal development is also at an early stage and could be used more effectively to further increase pupils' maturity and independence.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has improved at a good rate since it was last inspected in January 1998. The key issues have all been tackled systematically and successfully, though assessment continues to be an area that the school is developing. The quality of teaching has improved in that there is now no unsatisfactory teaching. Good teaching has led to a rise in standards in art and design, information and communication technology and music. The curriculum is richer than it was previously and there are stronger links with the community and other schools.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	B	C	C	E
mathematics	C	B	C	E
science	C	C	C	D

  

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

The school's performance in national tests is affected by the high proportion of pupils who start the school part-way through their education. More than half of the pupils in last year's Year 6 classes had started the school after Year 3. Pupils who attend the school for the full four years achieve particularly well and are mainly the ones who do best in the tests. Comparisons with similar schools are rendered meaningless because they are based on the proportion of pupils who are eligible for free school meals and do not take account of this high mobility factor. Last year, the school failed to meet its ambitious targets for raising standards in English and mathematics. Once again, figures are difficult to predict when the school cannot reliably say what the population will be at the time of national tests. However, over the last three years, the school's results have risen at the same rate as the national trend. Inspection findings are that most pupils achieve well in English and science and that they achieve satisfactorily in mathematics. Standards in all three subjects are broadly in line with national averages. Standards in art and design are well above those expected. In information and communication technology and music standards are above average, reflecting the emphasis given to these subjects in the curriculum. In all other subjects, standards match those expected by the end of Year 6. Good teaching ensures that pupils who have special educational needs, those who speak English as an additional language and those who join the school after Year 3 achieve well. Pupils who are gifted or talented academically generally do as well as other groups. There is a need to increase their rate of progress whenever possible.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to learn and try hard with their work.
Behaviour, in and out of classrooms	Good. Most pupils behave well in lessons and at other times of the school day. In unfamiliar situations a number react by being silly or behave immaturely, which is in marked contrast to their general manner.
Personal development and relationships	Good. Pupils are sociable and confident. They are keen to take on responsibilities and jobs around the school. Pupils forge good relationships with one another and with the adults in the school.
Attendance	Good. Pupils enjoy school and, consequently, attendance is above average.

## TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Good

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

**Strengths of teaching :** teachers have a thorough knowledge of the subjects of the National Curriculum and use this to help pupils learn at a good rate. They share their expertise so that all pupils benefit from good teaching. The methods that teachers use work well. Teachers make good use of the national literacy and numeracy strategies to plan work and assess what pupils know and can do. In English, pupils are taught in groups of similar ability and this ensures that higher attaining pupils are challenged and lower attaining pupils get extra help when they need it. Pupils gain considerably from the many first-hand experiences provided by teachers. Teachers manage pupils well and pupils respond by trying their best. Teachers make good use of the time and talents of teaching assistants, who make a significant contribution to the quality of teaching.

**Areas for development:** the school has identified the teaching of pupils who are gifted or talented as a priority for further development. Teachers have not yet agreed or begun to implement clear guidelines for identifying or planning help for these pupils. A second planned area for development is to extend the promotion of pupils' personal development and citizenship skills from the current, informal approach to a planned programme of lessons. This is aimed at further increasing pupils' maturity and independence.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum meets statutory requirements and is enriched by a wide range of after-school activities, educational visits and visitors and strong links with the community and other schools.
Provision for pupils with special educational needs	Good. The work, guidance and resources provided for pupils who have special educational needs help them to make good progress towards their personal targets.
Provision for pupils with English as an additional language	Good. These pupils are helped to settle into school and quickly learn to speak English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school makes good provision for pupils' spiritual, moral and social development and very good provision for their cultural development. A planned programme for promoting pupils' personal development is at a very early stage.
How well the school cares for its pupils	Satisfactory overall though there are some aspects of care that could be improved. The school has good procedures for monitoring pupils' academic progress in English, mathematics and information and communication technology. In other subjects they are satisfactory.

The school works very closely with parents. They are encouraged to make a contribution to their children's learning at school and at home. In addition, the relationship that the school has with military families allows parents, children and the school to be mutually supportive during times of conflict and when families are apart.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The school is led and managed well by the headteacher, with the good support of the deputy headteacher, staff and governors. Subject leaders carry out their roles effectively.
How well the governors fulfil their responsibilities	Good overall. Governors are committed to the success of the school. They are not yet fully assessing some health and safety risks.
The school's evaluation of its performance	Satisfactory. The headteacher and senior teachers have begun to monitor the curriculum and teaching systematically. Governors keep a close eye on finances and have a reasonable view of the strengths and weaknesses of the school.
The strategic use of resources	Teachers makes good use of the resources available. Grants are used wisely to provide teaching assistants and to improve the resources and accommodation for the benefit of pupils.

The school has a satisfactory number of suitably qualified teachers and ample teaching assistants. The school's accommodation is satisfactory and the high quality of displays makes it an attractive place for pupils to learn. The school has good resources and teachers use these effectively to promote pupils' learning in all subjects. The school's administrative staff and governors work hard to ensure that goods and services represent best value for the pupils.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Parents are pleased that their children like school.</li> <li>• They feel that their children make good progress in school.</li> <li>• Parents think that the teaching is good.</li> <li>• Most parents feel that staff are approachable.</li> <li>• They are glad that their children are expected to work hard and do their best.</li> </ul>	<ul style="list-style-type: none"> <li>• A significant number of parents do not feel that their children get the right amount of homework.</li> <li>• A number of parents would like a more interesting range of activities outside lessons</li> </ul>

Most parents have very positive views of the school and are happy with what it provides for their children. Inspection findings agree with these positive viewpoints. The school has a very clear policy about homework, which is shared with parents in the school prospectus. In general, teachers follow the policy closely, though some teachers set homework, such as finding things out, than others. Parents' concerns about after-school activities are unfounded. The school provides a wide range and there is something on offer for pupils of all ages.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. In 2002, comparisons with all schools showed that standards in English were average. This year's results show an increase in the number of pupils who reached the expected level and that more than twice as many pupils achieved a higher level. A greater emphasis on the teaching of writing is beginning to pay dividends and standards in this aspect of English are rising, though they remain slightly below the national average. In mathematics, standards matched those in most other schools in 2002. This year, a similar proportion of pupils reached the expected level but more achieved a higher level. In science standards have been maintained at the same level for the last four years. In 2002 standards matched those in most other schools. This year, the school's results are almost exactly the same.
2. There are no trends to the attainment of boys and girls in English or science but in mathematics, boys have outperformed girls in each of the last three years. However, the gap in attainment is relatively small and though teachers are aware of it they have not thought it necessary to introduce any special measures to reduce the gap or alter the trend.
3. Comparisons with similar schools show that standards are well below average in English and mathematics and below average in science. However, these comparisons are unreliable because they do not take account of the high number of pupils who start or leave the school after the start of Year 3. For the same reason, comparisons with prior attainment have limited validity in evaluating the school's performance because it is not the same group of pupils being compared. For example, last year more than half of the group had started the school after Year 3. The school's own records show that pupils from all groups make good progress but that those pupils who stay at the school from Year 3 onwards are generally the ones who achieve a higher level in national tests.
4. In 2002, the school failed to meet the targets it had set for raising standards in English and mathematics. Once again, setting targets is extremely difficult with such a shifting pupil population and governors say that the best they can do is make them challenging. This year, the school matched its target in English but did not do so in mathematics even though more pupils than last year achieved a higher level. Despite these difficulties in predicting results, over the last three years, the school's results in national tests have improved at the same rate as the national trend.
5. Inspection findings are that standards in English, mathematics and science match those expected by the end of Year 6. In all three subjects, the proportion of pupils who are working at higher levels is greater than last year and in reading, more than half of pupils are attaining a higher level.
6. In English and science pupils achieve well. Records show that most pupils, especially those who stay at the school for four years, make better progress over time than might reasonably be expected. Pupils who have special educational needs also make good progress in English and occasionally make exceptionally good progress. In mathematics, pupils achieve satisfactorily and make steady progress from one year to the next.

7. Standards have risen in art and design, information and communication technology and music. In art and design they are now well above those expected for pupils' ages. Pupils achieve well and consistently good teaching ensures that they rapidly build up a wide range of skills and techniques. In information and communication technology and music, standards are above those expected. In information and communication technology, improvements to teaching and resources have helped give pupils the experiences they need to become competent at using the school's hard and software. In music, expert tuition and the many opportunities to perform music have all combined to ensure that pupils achieve well.
8. In all other subjects, standards match those expected by the end of Year 6. In history and geography pupils put their research skills to good use to find out about the topics they study. In design and technology, pupils' models are finished to a high quality but there are gaps in their understanding of the importance of designing as part of the process. In physical education, pupils have sound skills in games and dance and do well with swimming. In religious education, pupils have a sound knowledge of the religions they study and standards meet those prescribed by the locally Agreed Syllabus.

### **Pupils' attitudes, values and personal development**

9. Pupils continue to have positive attitudes to school and their work. In lessons, most settle quickly and concentrate on their work. Occasionally a small number of pupils lose interest but teachers deal with this by moving the lesson on to the next stage or asking questions to regain pupils' attention. Pupils of all ages are keen to get involved in the after-school clubs and sports and talk enthusiastically about school trips and about their favourite subjects. When the work is particularly interesting or of a practical nature, such as making models or painting, pupils are highly motivated and work assiduously. Good support for pupils who have special educational needs ensures that they also have positive attitudes to learning. They respond well to the extra help given by teachers, teaching assistants and other adults. As a result they play a full part in lessons and are just as keen as other pupils to get on and do well.
10. Behaviour is good, though not as good as it was at the time of the previous inspection. In part this is because of the difficulties faced by pupils who are unsettled by moving school or have fathers serving in the army in Iraq. In the last year, some of these difficulties were evident in the three fixed-term and one permanent exclusion for poor and unacceptable behaviour from one pupil. Teachers follow the school's procedures for promoting good behaviour and most pupils behave well in lessons and at lunch and playtimes. In a very small number of lessons, pupils' behaviour fell below what was expected by teachers but they were dealt with firmly. However, in these situations pupils' learning was slowed by the need to interrupt the flow of lessons.
11. Pupils' personal development is good. It is prevented from being better because, a small number of pupils sometimes show a lack sympathy or respect for the views or efforts of others. For example, pupils sometimes laugh at the efforts or opinions of others. In general, pupils forge good relationships with one another and with adults. They are quick to welcome new pupils and do their best to make them feel at home. Relationships between staff and pupils are good and together with the partnership between home and school they form the basis of pupils' positive attitudes to learning. Pupils are keen to take on responsibilities for the running of the school and understand the importance of being punctual and reliable when carrying out important duties such as answering the phone and taking messages at lunchtime.

12. Attendance is good and is above the national average. The level of unauthorised absence is below the national average. Authorised absence is chiefly a result of a few pupils who have poor levels of attendance and parents taking their children on holiday in term time.

## **HOW WELL ARE PUPILS TAUGHT?**

13. The teaching continues to be good overall. Training and a more systematic approach to monitoring have helped eliminate any unsatisfactory teaching, which is an improvement since the previous inspection. Teaching is consistently good in English, mathematics, science, art and design, music and information and communication technology. In lessons, the quality of teaching varied from satisfactory to excellent. More than two thirds of lessons were taught well and there was good or better teaching in every class.
14. A key strength of the teaching is the knowledge that teachers have of the subjects of the National Curriculum. This is evident in the clear explanations that they make of difficult concepts in subjects such as mathematics and science. For example, higher attaining pupils in a class in Year 5 were helped to solve mathematical problems because the teacher prompted them to use their prior knowledge of patterns in number. As a result, pupils quickly began to predict accurately the next numbers in a given sequence. Throughout the school, teachers make the best possible use of their skills by sharing their strengths. For instance, the headteacher works alongside other teachers in information and communication technology lessons and the music co-ordinator leads after-school activities that are attended by pupils from all year groups. In this way, pupils benefit from their expertise and this is one of the reasons why they learn at a good rate.
15. The methods that teachers use work well and ensure that pupils of all abilities and from all backgrounds make good progress. They have adapted the national literacy and numeracy strategies, keeping the best features such as the mental mathematics and plenary sessions and added what they feel pupils need to raise standards, such as extra practice at handwriting and time each day to read quietly in class. These initiatives are helping to raise standards in reading and writing. In English, pupils are taught in groups of similar ability. This also works well and ensures that higher attaining pupils are challenged by their work while lower attaining pupils, and those who have special educational needs, are given extra help from well-briefed teaching assistants. The governors' policy of employing teaching assistants is proving to be an effective use of money because they make a valuable contribution to the quality of teaching. The work that they do with groups of pupils, particularly those who have special educational needs or who have recently joined the school and have some catching up to do, helps these groups of pupils make good progress. For example, sometimes there are no records of what pupils have done in previous schools. Teachers are quick to overcome this problem by assessing what they know so that the work they get is pitched at the right level. This is important because of the increasing number of pupils who have special educational needs when they join after the start of Year 3.
16. Teachers make good use of information and communication technology in lessons. They often use computers and projectors as a means of providing a visual stimulus to pupils, who enjoy looking at pages from CD ROMs and the Internet. Throughout the school, there is evidence that pupils and teachers are familiar with using digital

cameras. Teachers use photographs produced from these in displays, which catch the eye of pupils who like to see their work or pictures on the wall.

17. Teachers manage pupils well. In the main, the good relationship that exists between adults and pupils is enough to ensure that pupils behave sensibly and do their best work. However, when faced with behaviour that is poor or unacceptable teachers manage it well. Any misbehaviour is dealt with quietly and firmly and in such a way that pupils know what is expected of them.
18. A further strength of the teaching is in the way that teachers provide pupils with many opportunities to learn from first-hand experiences. Educational visits have a strong impact on their learning and are often the things that pupils talk about most animatedly. For example, a walk to look at the architecture of local buildings inspired pupils in Year 3 to produce sketches that were extremely detailed.
19. Throughout the school, teachers set homework regularly and generally do this in line with the school's policy. Most pupils feel that the amount they get is fair and tasks, such as reading at home, learning multiplication tables and researching the topics they are studying all play a part in reinforcing what pupils learn in class. Diversity of opinion by a significant number of parents about the amount of homework given is likely to be the result of a number of teachers asking pupils to follow up or extend their work at home more frequently than others.
20. Teachers have only recently begun to use a planned programme for the development of pupils' personal, health and social skills. This is at an early stage of development and to date there has been little training or guidance to help teachers do this competently. In addition, the programme has only been used with older pupils, which means that many pupils are unaware of the need to behave maturely and respect the views of others. As a result, they sometimes behave immaturely or in a silly fashion when not sure what is expected of them. This is an area that the school has identified as a priority for further development.
21. Teachers try hard to promote the talents of pupils who are gifted or talented. Whenever possible they provide extra tuition or coaching or make use of expert help when it is available. What the school does not yet have is an agreed policy that provides clear guidelines for identifying these pupils and ensuring that they achieve their full potential. Teachers have also identified this as a priority for development and a draft policy puts the school in a good position to be able to raise the quality of teaching in this aspect of its work.

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

### **The curriculum**

22. The school provides a good curriculum for its pupils. The planned curriculum meets the statutory requirements of the National Curriculum including teaching religious education to meet the requirements of the locally Agreed Syllabus. In addition, a number of factors, such as close links with other schools and the community and a wide range of after-school activities, help to enrich the curriculum. For example, links with a nearby independent school enable pupils to take part in shared sports geography and musical activities and drama workshops. This helps to promote pupils' social development at the same time as pupils gain skills in games and confidence in public

speaking. Similarly, clergy from the nearby church are regular visitors to the school and pupils develop a sound sense of their own culture through work that they do in and on behalf of the local community. The school enriches the curriculum well through visits to places of interest such as the museums and theatres and the many different churches in Ripon. These visits are put to good use to provide a starting point or stimulus for work in many subjects. Teachers make good use of new technology to extend these links to include corresponding with pupils in England and abroad through a carefully monitored use of the Internet and electronic mail. The curriculum is further enriched by the provision of a good range of extra activities, before and after school, during breaks and at lunch times. These include line dancing, juggling club, choir, orchestra, football, tag rugby and hockey.

23. Teachers have implemented the national literacy and numeracy strategies successfully. There is a whole-school approach to planning and good opportunities are provided for pupils to practise their writing, numeracy and information and communication technology skills as part of their work in other subjects.
24. Teachers ensure that all pupils have an equal access to the curriculum. Boys and girls get the same chances to play sports and to take part in after-school activities, for example, boys and girls play rugby and join in line dancing and the choir. Pupils who have special educational needs have equal access to the curriculum and teachers are conscious of the need to ensure that those who are gifted and talented get the same good deal from the school.

### **Personal development**

25. Teachers effectively promote pupils' personal development informally, through the day-to-day work of the school and the provision for pupils' spiritual, moral, social and cultural development is good overall. It is in the area of setting a more formal programme for pupils' personal development and for helping to prepare them for their role as good citizens that the school is at an early stage of development. This has rightly been identified as an area for further work and improvement in the coming year.
26. At present, pupils are taught about health education and the misuse of drugs as part of their work in subjects such as science and through participation in special events such as Health Week. Older pupils are given an opportunity to talk about sex and relationships. In general, pupils do not have enough opportunities to discuss issues that are important to them in lessons where they have the guidance and experience of teachers to lead and advise them. However, the school has begun to trial an appropriate programme of personal, social and health education lessons in Year 6 but has not yet decided whether this should be extended to other year groups. The relative newness of the programme has already raised issues about pupils' ability to cope with this type of learning and pointed to aspects of behaviour and personal development that the school needs to work on further.

27. Teachers promote pupils' spiritual development well. The school's character embodies clear Christian values such as honesty, fairness and care for others. There is a strong commitment to helping pupils to explore and understand what inspires them in subjects such as art, music, religious education, English and geography. Pupils' self esteem is increased by the way their achievements are celebrated by adults. One pupil commented *it makes you want to push yourself harder*. Pupils talk respectfully about the values and beliefs of other world faiths. However, a small minority of pupils do not respect the feelings of others within the school and show this by making unkind remarks or laughing at the efforts or opinions of others.
28. All staff actively promote a strong moral code. Pupils are encouraged to take responsibility for their own actions and to make the right choices. Opportunities are provided in religious education, geography and science to explore wider moral issues including environmental issues such as the diminishing population of elephants due to ivory poaching.
29. Teachers provide opportunities for pupils to work together and to talk things over as partners. Pupils in Year 6 were proud of the part they had played in helping a refugee pupil to settle into the school. They also take their role in the running of the school very seriously, for instance, being milk monitors and answering the phone at lunchtime. The many educational visits, including residential ones, help pupils to get along with each other in unfamiliar surroundings and situations. Sporting competitions with other schools help to foster team spirit. Citizenship is promoted through raising money for charities in Africa as well as local and national ones.
30. In religious education, pupils learn of the diversity of British society when studying Islam and Judaism. The school does much to make pupils aware of their own culture and their local heritage. Studies of past societies, such as ancient Egypt and contemporary ones such as those in the Amazon rainforest in South America, help to widen pupils' horizons by comparing other cultures with their own. Art and music make very strong contributions to pupils' cultural development. Pupils study the work of famous artists and are taught to appreciate the richness of techniques used by artists from different traditions. Visitors, including theatre companies and religious leaders, together with visits to museums and other places of interest, are built into the curriculum and make a very valuable contribution to cultural development.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

31. The school's procedures to ensure the safety and care of its pupils are satisfactory overall. Although the day-to-day care of pupils by staff is satisfactory, insufficient attention has been given to risk assessment resulting in a number of health and safety procedures being inadequate. For example, only one member of staff has received training in the administration of first aid and current practices do not ensure that full records are maintained. The procedures for child protection are satisfactory. The headteacher is the designated person responsible and makes sure that the staff know what to do when concerns arise.
32. Procedures for monitoring and supporting pupils' personal development are satisfactory. Teachers and support staff provide pupils with encouragement and guidance founded in positive relationships. Monitoring procedures are informal and teachers rely on their knowledge of pupils in order to report to parents at the end of each academic year.

33. Systems to monitor and promote good attendance are satisfactory. Class teachers keep a check on attendance and in the main follow up any unexplained absence. As a result, levels of unauthorised absence are low. The headteacher carries out termly checks of attendance registers and when necessary reminds parents of the need for their children to attend school regularly.
34. The school has good procedures for monitoring and promoting good behaviour. This is reflected in the calm, orderly atmosphere in school and in the good behaviour in most lessons. There is an agreed code of conduct, rewards and sanctions, which are fully understood by pupils. Incidents of poor behaviour are recorded and monitored to ensure that no recurrence takes place. There are also good procedures for monitoring and eliminating oppressive behaviour and as a result pupils are happy and confident to come to school.
35. Since the previous inspection teachers have succeeded in improving the school's procedures for assessment. There are now good procedures for assessing and tracking pupils' attainment and progress in English, mathematics and information and communication technology. In English and mathematics, these are generally used to set a starting point for work and to set targets for pupils' continued improvement. In information and communication technology, the system has only recently been introduced but already pupils are keen to explain what they know and what they need to do next to improve their skills. Assessment of progress in other subjects, including science, is satisfactory though less well documented.
36. The procedures for assessing and tracking the attainment of pupils who have special educational needs are good. They are used to set clear and focused targets that enable pupils and parents to measure how well they are doing from one review to the next. The same quality of assessment does not yet exist for some pupils who are gifted and talented, though the progress of those who are gifted academically is recorded well.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

37. The school has developed an effective partnership with parents; this is one of the reasons why pupils have good attitudes to learning. Parents have very positive views of the school and would be confident to approach the school with any problems or concerns. They feel that teaching is good and as a result their children like school, are expected to work hard and achieve their best. Inspection findings agree with parents' positive views. Some parents question the amount of homework teachers set and think that there are too few activities to interest pupils after lessons. Inspection findings are that parents have no need to be concerned. Homework is satisfactory, though some teachers set more than others. There is a good range of activities available outside of lessons, which are well attended by pupils.
38. The information for parents provided by the school is satisfactory. The school prospectus and newsletters are attractively designed and are easy to read. These, together with the information provided via the school web site, enable parents to help their children at home and many do so. Annual reports on pupils' progress are satisfactory. The best examples tell parents what it is their children can do in each subject and report clearly on the progress they have made while setting targets for future learning. However, others repeat the same statements for each pupil and targets given are too general.



39. The contribution of parents to school life is good. A number of parents help out in school on a regular basis and others provide additional supervision for visits into the community. The school values this help. Several information evenings have been arranged for parents and attendance at them has been good. The school benefits from a very active Friends' Association who organise a variety of activities, which contribute to pupils' social development as well as raising additional funds. A marked feature of the relationship between school and parents is the mutually supportive link between the school and families in the nearby army base. The Bluey Club, run by parents, has helped pupils whose fathers have been or are in Iraq come to terms with war and conflict. The club has been tremendously successful with children and popular with fathers who have received letters from their children.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

40. The leadership of the school is good overall. The headteacher has a clear view of how the school should develop and uses the school development plan to highlight key priorities for further work. These are the right ones for the school and it is a measure of good leadership of the head teacher, governors and senior teachers that they have identified the same areas for development as the inspection.
41. Governors play an active part in making decisions that affect the future of the school. They use the school's budget and grants wisely. For example, in the last year, they have set aside a substantial sum of money in order to provide another permanent classroom later this year. Their decisions to spend money on teaching assistants are paying dividends as this well-trained group make a valuable contribution to the quality of teaching. One area of governance that could be improved is that in waiting for further direction from the local education authority, governors and the head teacher have not carefully assessed some important risks to the health and safety of pupils. This is an area that needs urgent attention.
42. Co-ordinators provide good leadership by sharing their skills and expertise with others. For example, the co-ordinator for music leads some lessons, plays in assemblies and directs after-school activities. In addition, teachers often work together in order to make best use of skills in physical education. The headteacher and governors have enabled teachers to widen this sharing of experiences through an exchange visit with a teacher from Australia. This has brought new, first-hand experiences for many pupils in the school and has helped enrich the curriculum and promote pupils' cultural development.
43. Overall, the school is well managed. The school's procedures for monitoring and developing the quality of teaching are satisfactory. The headteacher and deputy headteacher monitor the work of newly appointed teachers and observe all teachers at work. A gap in the current system is that the headteacher does not keep written records of monitoring other than those needed for performance management. This limits the usefulness of observations with regard to planning for whole-school development. In response to criticisms in the previous report, co-ordinators have worked hard to clarify their managerial roles and are now more involved in monitoring the quality of teaching. The headteacher has introduced a schedule for the monitoring of subjects, with each co-ordinator getting some time away from teaching to observe other teachers at work and to keep a check on pupils' books. This is beginning to have a direct affect on the curriculum and the methods used by teachers. For example, as a result of systematic monitoring by the co-ordinator for history and geography greater emphasis has recently been given to teaching research skills in these subjects and this has increased pupils' understanding of how to find things out for themselves.

44. The headteacher and governors ensure that systems for performance management and the continued professional development of all staff are working effectively. These procedures have helped focus training on what is most needed; for example, in the past year staff have put a lot of effort into the teaching of writing and this has helped ensure that standards of creative writing have improved.
45. Teachers responsible for managing aspects of the school's work are conscientious and have a sound understanding of what is working well and what could be improved. Good leadership and management by the co-ordinator for special educational needs have resulted in improvements to the school's provision for this group of pupils. The co-ordinator with responsibility for overseeing the school's provision for pupils who are gifted and talented has made a good start at drafting a policy and guidelines for teachers and has rightly identified this as an area that the school needs to develop and extend.
46. Financial planning and control continue to be efficient. Governors and the headteacher work together to set and agree the budget and they ensure that all additional funding is used for its intended purpose. The school administrative staff exercise good control of day-to-day spending within the limits agreed by governors and action has been taken on all points raised for improvement in the most recent audit of the school's financial procedures. Governors keep a close eye on the school's finances and have a thorough understanding of the principles of best value. This means that they are always looking for value for money in their spending and try hard to ensure that, in turn, they provide the best service possible.

#### **Staffing, accommodation and resources.**

47. There is a satisfactory match between the numbers, experience and qualifications of teachers and the needs of the planned curriculum. A programme of professional development has been maintained to allow teachers to increase their knowledge. The success of this has been the improvement to teachers' expertise in information and communication technology. Teachers are ably supported by a good number of learning support assistants who are valued by the school and are an integral part of the professional team. Satisfactory procedures support the induction of staff new to the school and the professional growth and confidence of newly qualified teachers.
48. The accommodation is satisfactory and despite three classes being taught in temporary classrooms teachers ensure that the curriculum is taught in full. The school is generally well-resourced and teachers use them well to improve pupils' learning. Resources for the teaching of information and communication technology have been improved since the last inspection and the computer suite is used almost constantly, which is one of the reasons why standards have risen. Visitors to the school help stimulate pupils' imagination and some help to raise standards by coaching in sports and providing musical tuition. Similarly, teachers make good use of educational visits to promote pupils' learning through memorable first-hand experiences.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

49. Governors, head teacher and staff should:
  - (1) Improve the school's provision for pupils who are gifted and talented by:
    - agreeing and implementing the proposed guidelines for teachers and
    - monitoring pupils' progress and achievement.

*(paragraphs 21, 24, 45 of the commentary)*

- (2) Improve pupils' personal development by:
- implementing the planned programme of personal, health, social and citizenship skills and
  - ensuring that pupils respect the opinions of others.
- (paragraphs 11, 20 of the commentary)*

As a matter of urgency, governors should also:

- (3) review and carry out agreed procedures for assessing health and safety risks within the school.
- (paragraph 41 of the commentary)*

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

63

Number of discussions with staff, governors, other adults and pupils

32

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	13	28	20	0	0	0
Percentage	3	21	44	32	0	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

	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	266
Number of full-time pupils known to be eligible for free school meals	13

FTE means full-time equivalent.

#### Special educational needs

	Y3 – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	49

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	52
Pupils who left the school other than at the usual time of leaving	33

### Attendance

#### Authorised absence

	%
School data	4.4

#### Unauthorised absence

	%
School data	0.4

National comparative data	5.4
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National comparative data	0.5
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*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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	35	35	70

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	27	31
	Girls	26	24	29
	Total	49	51	60
Percentage of pupils at NC level 4 or above	School	70 (73)	73 (77)	86 (90)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	25	27
	Girls	25	31	30
	Total	47	56	57
Percentage of pupils at NC level 4 or above	School	67 (74)	80 (84)	81 (81)
	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**

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	255	3	1
White – Irish	0	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	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 – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	5	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: Y3 – Y6**

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	21
Average class size	24.1

#### **Education support staff: Y3 – Y6**

Total number of education support staff	11
Total aggregate hours worked per week	165

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*FTE means full-time equivalent.*

Financial year	2001
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	£
Total income	616,255
Total expenditure	614,914
Expenditure per pupil	2212
Balance brought forward from previous year	96,410
Balance carried forward to next year	97,751 <sup>1</sup>

<sup>1</sup> The high carry over is money set aside to carry out much needed building work to provide a new classroom.

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	4.1
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	266
Number of questionnaires returned	110 (41.3%)

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	36	3	1	0
My child is making good progress in school.	54	41	5	0	0
Behaviour in the school is good.	35	61	3	0	1
My child gets the right amount of work to do at home.	24	46	22	7	1
The teaching is good.	55	37	3	0	5
I am kept well informed about how my child is getting on.	38	50	7	5	0
I would feel comfortable about approaching the school with questions or a problem.	65	32	2	1	0
The school expects my child to work hard and achieve his or her best.	62	30	2	1	5
The school works closely with parents.	35	51	13	0	1
The school is well led and managed.	51	38	5	1	5
The school is helping my child become mature and responsible.	51	39	5	0	5
The school provides an interesting range of activities outside lessons.	31	38	18	5	8

### Other issues raised by parents

Twelve parents made additional comments about the following; strongest points in order

- Pupils make good progress and do their best.
- The school is welcoming and children like going to school.
- There could be more extra-curricular activities.
- The school doesn't always deal with the needs of individual pupils (sometimes because resources are not available).
- Arrangements for homework are unclear.

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

### ENGLISH

50. Standards match those expected by the end of Year 6. Early indications from this year's national tests are that standards at the end of Year 6 are now above average in reading and have improved in writing. Inspection findings reflect these results. Attainment in speaking and listening is above average, as it was at the time of the last inspection. Overall, the school has made sound improvement, particularly in the successful implementation of the national initiative for teaching literacy.
51. The teaching of speaking and listening is good. Pupils throughout the school are given daily opportunities to share ideas, to listen and remember and to express opinions in English lessons and other subjects. Teachers generally introduce lessons with well-managed question and answer sessions, where pupils feel free to offer suggestions. As a result, pupils, including those who have special educational needs, make good progress. They learn to use the correct technical language such as *pronoun* and *alliteration* during a lesson in Year 3, and to broaden their vocabulary and powers of persuasion in discussions with their classmates. This was evident in a mathematics lesson, where pupils in Year 6 discussed strategies for successfully moving counters across grids. Pupils in Year 4 exchanged widely opposing views about the moral implications of protecting a friend who had been stealing. The teacher talked about *injustice* and *temptation*, which pupils then included in their discussions. Learning is often summarised at the end of lessons so that pupils are able to recall the key elements. Pupils in Year 5 could describe why they had chosen specific examples of Australian life in their posters, and the same group of pupils gave positive feedback to their classmates about a musical composition to reflect a mood *the way it was flowing created a lovely atmosphere*. These opportunities contribute well to the development of pupils' imaginative writing. However, the school provides few chances for pupils to use these good speaking skills for wider audiences. Few opportunities are made to use discussion skills for framing argument in debate, which would contribute significantly to the development of pupils' understanding of meaning.
52. The teaching of reading is good and ensures that most pupils achieve well. Teachers use the National Literacy Strategy effectively to plan work that is interesting to pupils and have adapted its approach to suit the needs of the pupils in the school. For example, as well as literacy lessons, pupils have daily opportunities to read books quietly to themselves or in small groups with a teacher or other adult. This works well and pupils say that they enjoy this quiet time when they can get on with reading their favourite books. Teachers also expect pupils to read at home and the sum total of all this is that many pupils are gaining a love of books and reading. By the end of Year 6, they talk knowledgeably about favourite authors and their preferred genres. They have tackled a little bit of Shakespeare and drama and most said that they enjoy reading and composing poetry. An area of teaching that could be improved is that in guided reading lessons a small number of lower attaining pupils do not make sufficient effort unless they are working with the teacher. This slows their progress and prevents standards from being higher because they are not easily able to summarise chapters or the books that they have read. Teachers plan many opportunities for pupils to read in other subjects and make good use of information and communication technology to encourage those pupils who are less interested in books or find reading of long passages difficult.

53. The teaching of writing is satisfactory overall though there is some very good teaching of creative prose and poetry. This aspect of the teaching of English has been a particular focus in recent terms because standards are not high enough and the co-ordinator has rightly identified this as a priority for development. The methods that teachers use work well and help pupils to make steady progress and achieve satisfactorily over time. However, some have been introduced comparatively recently and have not yet had full effect on pupils' achievements. As a result of the many opportunities that pupils get to write, in English and other subjects by the end of Year 6, most pupils write in a range of styles and for a variety of audiences. Teachers also make regular use of information and communication technology for pupils to present text and publish their work in a polished manner. Consequently, pupils in Year 6 use a range of multi-media presentations to communicate their poetry, persuasive writing, letters and stories to adults and other pupils. They realise the importance of getting spelling and punctuation right in pieces of work that are going onto the school web-site and have the potential to be viewed by *pupils all around the world*. Creative writing continues to have a high priority in the school. By the end of Year 6, pupils write imaginative and interesting stories and poems and make good use of a wide range of descriptive vocabulary. Some poetry, such as the *Colours* poems that frame a peacock picture in the school hall, makes a significant contribution to pupils' spiritual development.
54. Teachers place sufficient emphasis on grammar and punctuation but this is not always reinforced through the targets set for pupils. All pupils have targets attached to the front of their literacy books, but reference to these is rarely made. As a result, for a small number of pupils, the same problems persist without improvement and the learning that takes place in literacy lessons is not always transferred to writing tasks in other lessons.
55. Throughout the school, pupils who have special educational needs or speak English as an additional language are given the help that they need to play a full part in lessons and make good progress. Initiatives such as additional and further literacy support help pupils who have fallen behind with reading and writing and booster classes give those who need it an extra push before national tests. Pupils who have special educational needs often benefit from working with well-briefed teaching assistants in small groups.
56. The subject is led and managed well. Close analysis of school test results, and guidance and support from external advisors have enabled the co-ordinator to identify the strengths and weaknesses of the provision and to take effective action in most areas of writing requiring further development. Recent strategies to meet the school's targets are satisfactory and are improving pupils' attainment. Procedures to assess pupils' skills and understanding in reading and writing are used well to predict levels pupils will gain in national tests and to determine targets for them to achieve. Regular opportunities to monitor classroom practice have resulted in improvements in the quality of teaching and learning.

## **MATHEMATICS**

57. Standards are broadly in line with those expected by the end of Year 6. This is not as high as stated in the previous inspection report because of the variations in year groups due to the large number of pupils who join the school part way through their education. Pupils who attend the school from Year 3 through to Year 6 do better than those who are admitted during this period. The percentage of pupils attaining the higher Level 5 has increased and this indicates that the school is meeting the needs of the higher-attaining pupils. Progress is steady from Year 3 to Year 6 and pupils achieve

satisfactorily. For example, by the end of Year 6, most pupils multiply and divide mentally numbers such as 247.5 by 1000, record big numbers accurately, such as 1,624,518 and *two million, three hundred and twenty-nine thousand, six hundred and fourteen*. Pupils progress from recognising and knowing some properties of two-dimensional shapes to drawing a wider range of shapes, including how they would appear in a mirror. Higher-attaining pupils and some average-attaining pupils also plot shapes in all four quadrants. While pupils in Year 3 solve simple problems involving money, pupils in Year 6 solve more complex money problems involving several operations, for example about ferry fares.

58. Teaching is good overall and contributes significantly to the very positive attitudes that pupils have towards the subject. This is similar to the findings of the previous inspection. Teaching is good because it enables higher-attaining pupils to do well. In lessons, the teaching ranges from satisfactory to excellent. There are several factors that contribute to pupils making good or better gains in their learning in many lessons, though progress is steady overall. Firstly, the planning indicates that teachers are comfortable with teaching the National Numeracy Strategy and use their knowledge and understanding well to provide tasks that cater for the different levels of prior attainment within the sets. This was illustrated well in a lesson on data handling for pupils in Year 3 enabling all pupils to make good gains in their learning. Secondly, teachers choose and use a wide range of effective methods. For example, when questioning pupils, teachers match challenging questions to the prior attainment of the pupil and expect explanations of how the pupil arrived at the answer as when higher-attaining pupils in Year 6 calculated  $26.3 - 1.847$ . In the same lesson the teacher and pupils used mathematical vocabulary well. For example, the teacher talked about *mathematical operations* and a pupil described subtraction in relation to addition as an *inverse operation*. As a result the mathematical understanding of pupils is promoted well. Finally, the management of pupils, including the use made of teaching assistants when present, promotes learning well. In an outstanding lesson with lower-attaining pupils in Year 5, the teacher and the two learning support assistants combined very effectively to help all pupils. The teacher made very clear to all pupils at the beginning of the lesson what they should be able to do by the end of the lesson. A particularly noteworthy feature of the concluding part of the lesson was the way the teacher used answers given to more challenging questions by the higher-attaining pupils within the set to check that pupils who have special educational needs could identify odd and even numbers and explain why a number was odd or even. These factors contribute well to promoting good and often very good behaviour in lessons and pupils work hard showing high levels of concentration because this is expected and because the tasks are interesting.
59. One reason that standards are not higher is that marking of pupils' work is inconsistent. Comments that relate specifically to the work such as *You have partitioned and added mentally accurately* are uncommon, as are comments that would take learning forward by setting short-term targets when pupils find a task difficult.
60. The school has identified another reason that standards are not higher. Pupils have had difficulty in understanding and calculating division accurately and this was exemplified in a lesson with pupils in Year 5. The school tried to remedy this situation by sending out to all parents a booklet that showed the methods used by the school for setting out the four operations of *addition, subtraction, multiplication and division*. This puts parents in a better position to help pupils at home. A comment made by a pupil in Year 4 that *A division is like a times, but backwards* shows that pupils' understanding of the concept of division is growing.

61. The school's procedures for checking pupils' learning and progress are good. The information is used well to allocate pupils to teaching groups and to match tasks to the different levels of attainment within these groups. In the best lessons teachers explain to pupils what they could learn and check on progress at the end of the lesson. They then use this information to modify their planning for the next lesson to help pupils make better gains in their learning. This was highlighted on the lesson plan for lower-attaining pupils in Year 5. The school is keen to improve its procedures for assessing what pupils know and can do. Currently teachers are piloting a scheme in Year 4, the best features of which will be adopted by the school; this will enable teachers to have a better knowledge and understanding of the progress pupils make and plan accordingly.
62. The school's resources for teaching mathematics are good and are used well to foster learning. The use of good information and communication technology resources in particular is increasing. For example, in a very good lesson on data handling, a mixed class of lower attaining pupils in Years 3 and 4 entered data confidently and answered questions based on the resulting graphs. They then experimented with the presentation of the data; for example, as vertical or horizontal bar charts, as pie charts and in two- or three-dimensional formats in order to decide which they thought was best and why.
63. Pupils use their mathematical knowledge and skills in other subjects. For example, pupils in Year 6 used mode and range and worked out averages in a science lesson. This is a good way of consolidating what they have learned in mathematics and using mathematics to foster learning in science.
64. The subject is led and managed well. The subject leader analyses the results of national and optional tests thoroughly and the information is put to good use, for example, to allocate pupils to teaching groups. An analysis of tests also showed that boys have outperformed girls in each of the last three years. However, because the gap is small and cannot be attributed to any one area, teachers have not felt it necessary to make changes to how mathematics is taught. The monitoring of teaching and learning follows the school's clearly identified strategies and reports of the monitoring are presented to staff and to governors so that they have a good grasp of any strengths and areas for development identified and are, therefore, in a good position to make decisions that will help the school to make better provision for the pupils.

## **SCIENCE**

65. Standards match those expected nationally by the end of Year 6. This is not as high as at the time of the previous inspection because of the variations in year groups due to the large number of pupils who join the school part way through their education. Plans for lessons are better and take more account of information gained from assessments of pupils' work. Work is now planned in sufficient depth to cover all aspects of the science curriculum including investigative science. As a result, pupils in Year 3, for example, know how to carry out a fair test while pupils in Year 6 confidently alter one variable at a time in an investigation and record the effects.
66. The quality of teaching is good overall and this enables pupils to achieve well. Although almost all of the pupils who joined the school after Year 3 reached the expected levels in this year's national tests, not as many reached the higher levels as pupils who started in Year 3. This has an adverse effect on the overall picture of standards in Year 6. A strength of teaching is in the many opportunities teachers provide for pupils to investigate and experiment for themselves. This makes lessons interesting so that

pupils are keen to learn and have good attitudes to science. Teachers show them how to plan and carry out investigations and record their observations and findings in a scientific way. Pupils in Year 3 made very good gains in learning when they dissected a carnation to investigate the role of each part of the plant. The written task was set at three different levels of ability so that pupils were challenged appropriately. Teachers are good at conveying to pupils the idea that they work like *real scientists*. The teacher in Year 3 reminded the pupils *to put on your scientist's head and think for yourselves* while pupils in a Year 5 class were complimented by their teacher because they were testing their hypotheses *in a scientific manner*.

67. A further strength of the teaching is that teachers explain work in clear scientific language so that pupils quickly acquire new ideas and talk about them fluently. Pupils in Year 4 talked with understanding about *predators* and *prey* as they sequenced food chains. By the time they are in Year 6, pupils use a wide scientific vocabulary. There is an abundance of words such as *photosynthesis*, *upthrust* and *evaporation* in their work. This contributes significantly to how well they communicate the findings of investigations.
68. Although it is good, the teaching has some shortcomings. One, which was also highlighted at the time of the last inspection, is the lack of extension and challenge for higher attaining pupils. Teachers are not using the information from their records of pupils' progress to identify what different groups of pupils need to learn next. Too often the starting point for investigations is the same for all pupils, and higher attaining pupils have to sit through the same explanation and complete the same task as the rest of the class. As a result, they often lose interest and this slows their progress. On the other hand, pupils who have special educational needs receive extra help and guidance from their teacher and classroom assistants and this enables them to make the same good progress as other pupils. A further weakness is that teachers are not all systematically using marking to support and reinforce points made in lessons and to indicate how pupils can improve. Some helpful advice is given but too often comments only give *well done* without identifying what has been done well.
69. There are some strengths and weaknesses in the use of mathematics in science. All classes learn to measure and collect data, which they record accurately, for example, in charts. However, with the exception of Year 6, teachers do not take pupils beyond this and they are rarely asked to examine data to look for patterns in their results. The way teachers use information and communication technology is far better than at the time of the previous inspection. The co-ordinator has plans to invest in sensors and appropriate software to extend the use of computers in teaching even further which puts the school in a good position to continue to improve the quality of teaching and learning.

70. The subject is led and managed well. As a response to criticisms in the previous report, the co-ordinator has taken on board the monitoring and evaluation of teaching and this is now done on a regular basis. The results of this, together with the results of the analysis of national tests, give an overall view of where there are gaps in teaching and learning; for example, the need to increase teachers' confidence in teaching the physical processes aspect of the science curriculum. Further improvements to the systems for recording how well pupils are learning are highlighted in the co-ordinator's action plan, particularly in the case of investigative science. This will be an important step if standards are to rise.

## ART AND DESIGN

71. Standards in art and design are well above those typical of most pupils by the end of Year 6 and have risen since the last inspection. This rise is linked to the impact made by the new curricular guidelines implemented by the co-ordinator two years ago. These strongly reflect the co-ordinator's creative expertise and enable teachers to plan work in a very interesting range of textures, dimensions and scales.
72. The quality of teaching and learning is good overall. A strength of the teaching is the way that pupils are taught to look closely at images and notice the important elements. This helps them to take note of pattern, shape, line and colour, which they use well in their own work. For example, pupils in a class in Year 6 looked at the work of the artist Andy Warhol then completed the missing section of their food wrapper to match the original with such attention to detail and colour that it was difficult to spot where the missing section had been. Teaching is effective because all pupils, including those with special educational needs, have the time and help to create something they look on with pride.
73. A strength of the provision for art and design is the way the school draws on the skills of local artists. Pupils in Year 3 benefited from the expertise of a visiting artist and, following his demonstration, applied the techniques he had taught them to paint water-colour sketches of the local area. Such visitors are often used for class or school projects. On these occasions the work is of a very high quality and is displayed around the school to admirable effect. This includes a remarkable wall hanging, using the technique of batik, of mini-beasts created by pupils in Year 4, and a stunning whole-school collage entitled *Inside the Whale*. Pupils find these experiences uplifting. One pupil in Year 6 commented that taking part in the making of the collage was *one of the things I will always remember about this school*.
74. Art makes a very strong contribution both to work in other subjects and to pupils' personal development. Spiritual development is enhanced when pupils study the work of a variety of artists. In a Year 4 class, as pupils appraised the work of Kandinsky, the teacher used comments such as *feelings from within* and *it is what appeals to you* to help pupils to explore what sparks their own feelings. Cultural development is strengthened, for example, when pupils' paintings are inspired by the French Impressionists or influenced by the vivid colours used by Aborigines. Chopin's *Raindrop Prelude* moved pupils in Year 6 to create chalk and pastel patterns to suit the mood of the music. Pupils in Year 4 used information and communication technology to produce *Save the Elephant* posters. In history and science, pupils' confident diagrams and drawings help them to understand and remember the main points of the lesson.
75. The leadership and management of art and design are good and have helped raise standards since the previous inspection. The subject has retained its high profile and

remains very popular with pupils. An improvement since the last inspection is in the monitoring and evaluation of teaching and learning, which has been another factor in raising standards. The co-ordinator is currently working to further improve the school's provision by looking at means of promoting the talents of pupils who are gifted or talented.

## **DESIGN AND TECHNOLOGY**

76. Standards have been maintained since the previous inspection and continue to match those expected by the end of Year 6. Pupils of all abilities and from all backgrounds enjoy making models and they evaluate their work thoughtfully. Their knowledge of the importance and relevance of designing products is the weakest aspect of their understanding.
77. Teaching is satisfactory overall, and ensures that pupils of all abilities and from all backgrounds achieve at a steady rate. One of the strengths of the teaching is the way that teachers plan work that is linked to pupils' learning in other subjects. For example, pupils in Year 5 made board games as part of their geography topic on Australia. This strategy was highlighted as a strength in the previous report and continues to work well. As a result, pupils are highly motivated to do well and enjoy their work tremendously. This was evident in the way that they talked animatedly about the games they were busy making.
78. Teachers offer a wide range of materials for pupils to use and have high expectations that models will be finished to a good quality. As a result, the bag puppets of animals, birds and bats made by pupils in Year 3 are colourful and imaginative and show that they have thought carefully about details such as folding wings, whiskers and spots. Older pupils made good use of wood and magnets in their models of table games and those in Year 6 talked about using straws and paper to make structures that were strong enough to bear a given load. Their papier-mâché bench dolls, vintage aeroplanes and model animals were all finished to a high quality and incorporated other materials, such as clay and dowels.
79. Teachers are not always consistent in their approach to using tools. In some year groups they show pupils how to use equipment such as laminating machines and glue guns, while in other classes pupils are not allowed to use these for safety reasons. In the main, pupils in Year 6 know how to use a reasonable range of tools in design and technology. The only gap is that, although pupils use computers and the Internet to research work, teachers do not provide enough opportunities for them to use computers for design purposes or to use digital cameras when evaluating their work.
80. In attempting to ensure that pupils get the most out of lessons, teachers do not always give enough emphasis to designing and planning work. Sometimes, younger pupils design with an adult or through brainstorming with the rest of the class. This has led to the situation whereby older pupils do not have a firm enough grasp of the design process and its importance. This was evident in two classes in Year 5; in one, most pupils had either forgotten their plans or had none and in the second class their plans were very simple and many lacked important details such as measurements, colour and materials. Very few designs gave clear step-by step instructions for making the board games. In both lessons, teachers emphasised the need for well-thought out designs and one teacher spent a considerable amount of time going over what should be included at the planning stage. However, pupils' previous knowledge was limited and they were prevented from achieving higher standards because of this.



81. The subject is led and managed soundly. The co-ordinator ensures that the curriculum is broad and reasonably balanced and that the accommodation and resources are used efficiently. Training and a more focussed approach to monitoring have enabled the co-ordinator to identify gaps in the teaching and learning of the design aspect of the subject. This puts the school in a good position to be able to raise standards.

## **GEOGRAPHY**

82. Standards have been maintained since the time of the previous inspection and remain broadly in line with national expectations by the end of Year 6. All pupils make steady gains in their geographical skills as well as their knowledge and understanding. Pupils compare their own locality with contrasting areas in the United Kingdom and other parts of the world such as India, Australia and the rainforests. They know about rivers and mountain areas. They read and extract information with increasing confidence from different types of maps and photographs, including aerial photographs. For example, pupils in a Year 6 class studied a population map of the world with close attention and used their knowledge and understanding of climatic zones to explain why some areas are sparsely populated.
83. Teaching is satisfactory overall and enables pupils of all abilities and from all backgrounds to achieve satisfactorily. Some lessons were taught well and one was outstanding. The strengths of most lessons were the teachers' knowledge and understanding of the National Curriculum requirements, the planning, the high expectations of the pupils, the choice and use of resources, including learning support assistants when present, and the management of pupils. For example, pupils in a Year 5 class were totally engrossed in producing, mainly in pairs, large posters of plants and animals of Australia. All pupils, particularly the lower attaining pupils who have special educational needs, were helped by the teacher to use information and communication technology to use a search engine to find and download pictures and to produce artistic and colourful titles such as *Tasmanian Devils*. All this brought gasps of amazement from other pupils. They also scanned and copied pictures and laminated some of their work. The classroom was a hive of industry and all pupils made excellent progress in their learning. Teaching such as this ensures that pupils are highly motivated and contributes to the overall very positive attitudes to the subject that enables them to make good progress when lessons are taught well.
84. One of the reasons why standards are not higher is that, although teachers have successfully addressed the issue of building up pupils' geographical skills from one year to the next, there has been insufficient time for this to raise standards. Another reason standards are not higher is that the marking of work is inconsistent. Work is ticked and sometimes pupils are commended for their work or the effort they put into it. However, there are rarely any comments that help pupils to take their learning forward.

85. A strength of the subject that contributes significantly to the positive attitudes of pupils is the enrichment provided by the opportunities to visit other places. For example, pupils in Year 3 visit a nearby village, their own town and Newcastle as part of their topic on *Villages, Towns and Cities*. Links with schools in other countries such as Australia also promote interest.
86. The leadership and management of the subject have improved since the previous inspection and are now satisfactory. The role of the subject leader is clear and the monitoring of the subject, including teaching and learning, is in line with the school's policy. One outcome is that the resources are better because they are matched to the planned topics and pupils have greater access to information and communication technology resources. Another outcome is that the topics are planned to ensure that all pupils acquire the skills, knowledge and understanding expected of them. The subject leader is aware of the strengths of the subject and those areas that need to be developed to raise standards.

## HISTORY

87. Standards have been maintained since the last inspection, when attainment matched national expectations for pupils at the end of Year 6. The previous report highlighted the lack of opportunity for higher achieving pupils to follow up individual research. Some opportunities now exist within a well-planned framework, particularly through the use of information and communication technology. The school has made satisfactory improvement since the last inspection, and has done well to maintain a positive profile for the subject while other subjects have been the main focus. Pupils in all year groups and of all abilities make sound progress.
88. The quality of teaching is satisfactory overall. Teachers use effective methods. Pupils are given regular opportunities to explore a range of historical periods, making comparisons with their own experiences. Stimulating tasks enabled pupils in Year 3 to discover that *limestone blocks were fitted without machinery* when they researched information about pyramids in Ancient Egypt. Pupils in Year 5 compared the contents of their own bedrooms with those of a householder in 1576. Higher achieving pupils thought through the consequences of the Spanish Armada for the soldiers and sailors involved, and considered the different lifestyles in Tudor times. Good links are made to other areas of the curriculum, such as geography and art. Pupils in Year 6 used shading and perspective in their drawings of a soldier's helmet from Ancient Greece, and developed their thinking about world map changes when they considered the consequences of World War 2. Pupils have a good knowledge and understanding about the events of that particular period. Very sensitive teaching enables pupils to think carefully about the emotions of those involved in the war, particularly children who were evacuated. Throughout the school, teachers make good use of information and communication technology to stimulate pupils and help them to learn. Pupils are given the chance to use CD ROMs and the Internet to research facts and a number continue their research at home because they enjoy history and are interested in finding out about the periods they study.
89. Good use is made of visits to enrich pupils' learning. A visit to a local stately home brought history to life for pupils in Year 5, and pupils in Year 4 were able to compare photographs and paintings of local landmarks with buildings they had seen on a walk through the city. Teachers handle discussion times well. As a result, in one lesson, pupils were able to think about the reliability of the photographs in giving a true picture of life in earlier times, and to describe some of the changes that have occurred, offering

suggestions about why. Pupils have good attitudes to their work, and enjoy the variety of tasks they experience.

90. The subject is led and managed satisfactorily. With guidance from the co-ordinator teachers use a scheme of work based on national guidelines. Satisfactory procedures are in place to monitor the quality of teaching and the subject co-ordinator checks teachers' planning and the breadth of the curriculum. There is a suitable process for checking pupils' attainment at the end of topics, but at present this does not give a clear view of pupils' progress. Resources are satisfactory, and include a range of software programs.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

91. Standards have risen since the previous inspection and are now above those expected by the end of Year 6. Strong leadership, teaching that is now good and improvements to resources have helped the school improve at a good rate in recent years and ensure that pupils of all abilities and from all backgrounds achieve well.
92. Since the previous inspection teachers have had considerable training, through government-funded initiatives and within the school. Consequently, most teachers use the school's equipment and software confidently and competently. They are helped by the frequent presence in lessons of the headteacher who works alongside staff and sometimes takes the lead. For example, in several lessons, the headteacher contributed to the introduction of the lesson and then worked with pupils who needed help. This is having a good effect on the quality of teaching and learning.
93. Teachers' thorough knowledge of how to teach the subject is evident in the clear demonstrations and explanations that they give to pupils. In a very good lesson, pupils in Year 6 accessed a program easily and got on with the task of adding pictures to the school's website because the teacher had provided them with easy to follow steps for using the program.
94. One of the reasons why many pupils in Year 6 achieve well is that they consider carefully why they would choose to use information and communication technology against other methods of communicating information. For example, pupils in Year 6 said that computers are better for communicating information because, *they allow you to present your work neatly and make it look more attractive*. Teachers ensure that pupils consider the use of computers by asking pointed questions that help them understand the importance of information and communication technology as a means of communication.
95. Teachers ensure that pupils who have learning difficulties get all the help they need to do well in lessons. The strategy they use of pairing more and less able pupils works well and lower attaining pupils benefit. For instance, in a class in Year 4, lower attaining pupils were able to create a branching database because they had a more able pupil to help them with the reading and with typing in the questions. Similar strategies work equally well for pupils who speak English as an additional language and for those who join the school after Year 3. On occasions, pairing pupils of different abilities works to the disadvantage of the most able pupils who are not always given the work or the time they need to achieve their full potential.
96. One aspect of teaching that could be improved is that pupils are not taught to type with two hands. This slows their progress in using computers and a number of pupils said that this is the one reason why they would sometimes prefer to use pencil and paper to

present findings or write text. Despite this, they enjoy this subject tremendously and generally behave well in lessons.

97. With clear direction from the co-ordinator, teachers have reviewed and changed the way that they incorporate information and communication technology into other subjects and are now doing this successfully. By the end of Year 6, pupils use word processing to draft and publish work in all subjects, sometimes as multi-media presentations incorporating text and graphics. Teachers make good use of computers to teach aspects of mathematics such as databases and spreadsheets and most pupils use the Internet and search engines extremely competently to seek information in subjects such as geography and history.
98. As a response to criticisms in the previous report, the co-ordinator and teachers have worked productively to bring about improvements to the way that they assess and record work. Teachers now use a computerised system of recording which involves pupils keeping track of their experiences and achievements and storing the record in their computer files. Pupils are very keen to talk about these records and because they are involved in completing them they know exactly what they are good at and what they need to do to improve. Good leadership and management and the continued commitment of staff mean that the quality of teaching and learning continues to improve. There have been substantial changes and advances since the previous inspection and the school is in a good position to continue to raise standards.

## MUSIC

99. Standards have risen since the previous inspection and are now above those expected by the end of Year 6. Strong leadership and management and good teaching ensure that music has a high profile in the everyday life of the school and that pupils of all abilities achieve well. Those who are talented are encouraged, by teachers, to take on extra tuition outside of normal school lessons.
100. Teaching is good overall and some lessons are taught very well. In the main this stems from the passion and talent of teachers who ensure that lessons are lively and challenging and that pupils enjoy singing and playing music. Pupils' enthusiasm is evident in the fact that almost a fifth of the school are part of the choir or are learning to play a musical instrument. Rehearsals and after-school activities are filled with fun and laughter but pupils put a lot of effort into their work. This is one of the main reasons why pupils provide polished performances by the end of Year 6.
101. Teachers are good at teaching singing. The basic skills of breathing, diction and attention to rhythm are all taught well from Year 3 onwards. Consequently, by the end of Year 6 pupils are able to maintain pitch and rhythm in a four-part song and follow teachers' guiding pulse and signals effortlessly. Throughout the school, teachers provide many opportunities for pupils to sing; in lessons and assemblies and in popular concerts at the end of term. Singing contributes to pupils' spiritual and cultural development and is a firm part of the social life of the school. Pupils who belong to the school orchestra have an extensive repertoire, which they enjoy sharing during the popular *Music Makers* occasions, both locally and in the wider community.
102. Teachers use a wide range of methods effectively to teach pupils how to compose and play music. In lessons, pupils are given plenty of opportunities to play instruments and create their own compositions in pairs and groups. For example, pupils in Year 4 composed their own skipping tunes after listening to and discussing music chosen by the teacher to demonstrate how it might sound. Pupils who wish to play a musical

instrument benefit from the expertise of professional musicians and make good progress as a result of regular lessons and opportunities to practise at home. Teachers make good use of computers to help pupils compose and appraise music. Following a clear explanation and demonstration by the teacher, pupils in Year 5 used a computer program to create compositions that reflected their chosen moods and talked knowledgeably about the instruments that they were using and why. Teachers and pupils work with the co-ordinator and this is another strategy that is paying dividends in terms of pupils' achievements. For example, some very good teaching by the co-ordinator enabled pupils in Year 5 to compose a six-part sound sculpture featuring the atmosphere of different planets, such as *cold and icy*. They recorded this appropriately on a graphic score before selecting suitable instruments and performing their composition to the rest of the class.

103. With clear direction from the co-ordinator, teachers have addressed the issue of slower progress in the elements of listening and appraising identified in the last report. They now plan numerous opportunities for pupils to listen to music from around the world and from different periods. This happens at the start and end of assemblies and in music and other lessons. As a result, by the end of Year 6 pupils know about different musical styles and talk about jazz, opera and classical music and talk about their preferences. Teachers expect pupils to listen attentively to music and give thoughtful opinions about what they have heard. The constructive nature of their comments demonstrates that pupils now have the skills to listen well and to appraise appropriately. Those in Year 5, identified a *calm and peaceful* atmosphere correctly, and made suggestions about the purity of sound and what could improve it.
104. Good leadership and management have helped widen the curriculum and raise standards. Procedures for monitoring the quality teaching and learning have improved since the previous inspection. A systematic audit of the school's provision has highlighted weaknesses in the current system of assessment and this has now become a key priority for the continued development of the subject. All of this puts the school in a good position to be able to continue to improve.

## PHYSICAL EDUCATION

105. Standards in games and dance are typical of what is expected nationally by the end of Year 6. This is similar to the findings of the previous report. Almost all pupils have achieved the National Curriculum requirements for swimming by the end of Year 6. There was insufficient evidence to make a judgement about gymnastics, athletics or outdoor and adventurous activities. Pupils plan, practise and perform patterns of movement to music with increasing precision and control. They understand the basic principles of a number of games and hold hockey sticks and tennis racquets correctly so helping them to strike the ball accurately.
106. Teaching is satisfactory overall. This is apparently lower than last time, but a number of observations did not take place as lessons were cancelled because of inclement weather so evidence was restricted to three lessons and the school's medium-term planning. Planning is satisfactory and the management of pupils is good. Praise and encouragement are also used well. Resources, notably for the wider range of games, have improved. Another improvement to the teaching is the increased range of lunchtime and after-school activities, particularly games and dancing that enables pupils to improve their skills as well as promoting their very obvious enjoyment of the subject. These factors ensure that all pupils of all abilities and from all backgrounds achieve satisfactorily.

107. One of the strengths of the teaching is that the activities planned by teachers inspire and challenge pupils. For example, pupils in a Year 6 class were challenged to devise patterns of movement linked to their study of rain forests. There was a buzz of excitement as they decided on what they would do, followed by concentrated effort as they worked in pairs and groups to try out and then improve on their first ideas and expressive movements. The level of concentration was maintained as they performed to music that was very suited to the theme. Progress in this part of the lesson was good because of the high level of interest generated by the task. Their enthusiasm was confirmed by their response to the teacher's announcement that their homework task was to consider what patterns of movement they could devise for the next lesson when the theme would be snakes in the rain forest.
108. One of the reasons why standards are not higher is that teachers do not provide sufficient opportunities for pupils to evaluate their own performance and improve on their techniques. For example, in a lesson where pupils were practising country dancing to perform on sports day, sequences of polka movements were practised, but not steps. Pupils were not involved in either demonstration or evaluation and this limits opportunities for pupils to improve.
109. Another reason standards are not higher is that teachers do not break skills down into sufficiently small stages and this restricts progress. For example, in a tennis lesson pupils were not given enough time to practise their skills of handling a ball and racquet and this slowed their progress.
110. The school has successfully addressed the issue of ensuring that all pupils know about the effects of exercise on the body. All the requirements of the National Curriculum are met. There is good enrichment through the numerous activities arranged for lunchtimes and after school and through the opportunities provided to represent the school in competitions with other schools. These contribute well to the positive attitudes of the pupils and to their steady progress.
111. The leadership and management of the subject have improved since the previous inspection and are now satisfactory. The role of the subject leader is very clear and the monitoring is in line with the school's policy. This ensures that resources are good and all pupils have access to every area of the physical education curriculum through the teaching of a scheme of work that ensures pupils build up skills from one year to the next.

## **RELIGIOUS EDUCATION**

112. Standards overall in religious education have been maintained since the last inspection and, by the end of Year 6, meet those prescribed by the locally Agreed Syllabus. An improvement since the last inspection, however, is in the increased range and frequency of visits to places of worship, especially in the local area. As a result, pupils' knowledge and understanding of religious traditions in their locality are above those expected.
113. The quality of teaching and learning are good overall. A strength of the teaching is the way teachers use a wide variety of interesting activities to help pupils explore the main ideas of Christianity, Islam and Judaism. Drama and role play, music, art, literacy and information and communication technology are used well to stimulate pupils' interest in the subject. Through drama, the teachers in Year 3 classes helped pupils to understand the changes in character that Zacchaeus underwent following his meeting with Jesus. Higher attaining pupils described the character changes before and after

the meeting as *mean, lonely, selfish* changing to *caring, understanding* and *relieved*. Another good feature of the teaching is the way teachers used pupils' own experiences to set the scene for drama.

114. Teachers prepare pupils well for visits to places of worship. Pupils in Year 4 gave some serious thought to their selection of questions to ask the minister during their planned visit to Holy Trinity Church. Many were related to the routines of a church service while others were formulated to give an insight into the role of a member of the clergy. Visits to Ripon Cathedral, Fountains Abbey, the Evangelical and the Methodist churches help pupils to make comparisons between the different places of worship within their area and the part they play in the community. Pupils in Year 5 take this one stage further following their visit to a mosque in Bradford. This provision is also good for pupils' personal development. It gives many of them a genuine feeling of what it means to belong to a different faith. Pupils say that they enjoy visiting places of worship. One pupil in Year 5 commented *I like the quietness and I feel calm*.
115. Resources have improved since the previous inspection and there are sufficient religious objects and books to teach the religions studied. There is also an improvement in the use of information and communication technology to increase pupils' knowledge and understanding of the subject. For example, pupils use *virtual reality* software, which simulates places of worship. An area for improvement, however, is the choice of worksheets to record pupils' work. Although not used regularly, some worksheets curb pupils' enthusiasm for the task and they are left unfinished.
116. Leadership and management of religious education have improved since the previous inspection and are now satisfactory. The school's scheme of work has been revised and improved, and reflects the North Yorkshire Agreed Syllabus. The monitoring and evaluation of teaching and learning are now in place and have given the co-ordinator a clear picture of the school's provision and highlighted where the curriculum could be broadened. This puts the school in a good position to raise standards.