

INSPECTION REPORT

MAPPLEWELL PRIMARY SCHOOL

Staincross, Barnsley

LEA area: Barnsley

Unique reference number: 131949

Headteacher: Mrs Hillary Galvin

Reporting inspector: Mr A Calderbank
7979

Dates of inspection: 10 – 13 February 2003

Inspection number: 248875

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5 to 11 years
Gender of pupils:	Mixed
School address:	Greenside Avenue Staincross Barnsley
Postcode:	S75 6BB
Telephone number:	01226 381273
Fax number:	01226 381274
Appropriate authority:	The governing body
Name of chair of governors:	Councillor Roy Miller
Date of previous inspection:	15 January 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
7979	Anthony Calderbank	Registered inspector	Geography History Information and communication technology Mathematics English as an additional language	How high are standards? a) The school's results and achievements How well are pupils taught? What should the school do to improve further?
12674	Robert Collinson	Lay inspector	Educational inclusion	How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
2465	Geoff Yates	Team inspector	Music Religious education Science Foundation stage	How well is the school led and managed?
21910	Gordon Longton	Team inspector	Art and design Design and technology English Physical education Special educational needs	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school opened in September 1999. It is an average sized community primary school for children aged 5 to 11. There are 208 pupils in Years 1 to 6 and 17 children in the reception class. The school is organised into 8 classes, 7 of which contain mixed year groups. It is situated on the northern side of Barnsley in the centre of the former mining village of Staincross and serves an area consisting of private and rented accommodation. The percentage of pupils known to be eligible for free school meals is in line with national average. An average number of pupils, 20 per cent, has special educational needs, mainly for learning difficulties. The percentage of pupils with statements of special educational needs, 0.7 per cent is below average. Most pupils are of white ethnic origin and 7 whose mother tongue is Cantonese. No pupils are at an early stage of learning English. Pupils' attainment when they start school is average.

HOW GOOD THE SCHOOL IS

This is an effective school which has many good features. It serves its pupils and parents well. The headteacher and governors provide very good leadership. Standards in English, mathematics and science are in line with those found in most schools in Year 6 and are rising. Pupils' attainment in art and physical education is above average. Teaching is good overall. Pupils are keen to learn and behaviour is very good. The school provides good value for money.

What the school does well

- The headteacher and governing body provide very good leadership and management.
- Teaching is good and as a result pupils are now making good progress.
- Provision for pupils with special educational needs is of a good quality. Support assistants are well briefed and give additional help effectively.
- Relationships are very good between pupils and staff. Pupils behave very well.
- The school takes good care of its pupils.
- Moral and social development is very good.
- The staff have created a very good atmosphere for learning and as a result pupils are enthusiastic about coming to school.

What could be improved

- Pupils' spelling, punctuation and handwriting when they write in subjects other than English.
- The opportunities provided for pupils to use their information and communication technology (ICT) and numeracy skills in other subjects.
- How the school assesses and records pupils' progress in the foundation stage and in subjects other than English, mathematics and science.

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

The school has already recognised that these areas are in need of development.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 2001 when it was found to have serious weaknesses. Since then good progress has been made in addressing the key issues raised. As a result the school no longer has serious weaknesses and provides its pupils with a good quality of education. The leadership and management of the school have been improved. However, the key issue relating to the involvement of subject co-ordinators in the monitoring of teaching and learning has not been fully addressed because of the high turnover of staff. A new deputy headteacher has just been appointed. Additional training has been provided in the implementation of the National Strategies for Literacy and Numeracy and good assessment procedures put in place in English, mathematics and science. Teachers' planning contains detailed learning objectives and expectations have been raised, leading to higher standards of teaching and learning. However, pupils still need to make better use of their numeracy and ICT skills in other subjects.

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

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

Standards in the current Year 6 are average in English, mathematics and science. Inspection evidence shows that pupils' attainment in all three subjects is improving because of the good teaching. However, lower attaining pupils do not recall multiplication facts quickly enough. In the 2002 National Curriculum tests, the school did not meet its target for attainment in English or mathematics. Targets for 2003 are realistic and achievable. Standards in ICT are broadly average. Pupils' attainments in art and design and physical education are better than those found in most schools. Standards in all other subjects except music were found to be average. There was not enough evidence to make a judgement about standards in music. There were no significant differences in the standards achieved by boys and girls. Pupils with special educational needs and those who speak English as an additional language make good progress.

Standards in English, mathematics and science are average by the end of Year 2 and above average in art and physical education. Pupils' attainment in all other subjects is similar to that found in most schools.

Children in the reception class make satisfactory progress. Most are likely to achieve the recommended goals for their age by the time they reach Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and are keen to learn. They concentrate hard and try their best.
Behaviour, in and out of classrooms	Behaviour is very good in lessons and around the school. Pupils are polite, friendly and are caring towards others.
Personal development and relationships	Good. Pupils develop very good relationships. When given the opportunity they enjoy taking responsibility. However more could be done to involve the pupils in the running of the school.
Attendance	Satisfactory.

TEACHING AND LEARNING

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

The quality of teaching and learning is good overall. Teaching is of a particularly high standard in two of the classes for older pupils. The National Literacy and Numeracy Strategies are now being implemented effectively and as a result pupils are making good progress in developing basic skills. However, teachers need to ensure that when pupils are asked to write in other subjects, such as history and geography, due attention is paid to spelling, punctuation and handwriting. Reading is taught well and pupils know how to find information from non-fiction books. However, teachers do not provide sufficient opportunities for pupils to use their number and ICT skills in subjects such as science and geography. In science, teachers achieve a good balance between the direct teaching of scientific facts and opportunities for pupils to carry out investigations. In all subjects there is a consistency of approach to planning lessons and managing pupils' behaviour. Support assistants provide valuable help and guidance to pupils who need it. As a result, pupils are able to complete their work which is usually well matched to their ability. Pupils with special educational needs, especially those with behavioural difficulties, and pupils who speak English as an additional language receive good support.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets all statutory requirements and offers pupils a good range of learning experiences. There is an appropriate range of extra-curricular activities.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. Pupils are well integrated into all aspects of school life.
Provision for pupils with English as an additional language.	The school makes good provision to these pupils' needs. The quality of teaching and the support they receive from classroom assistants ensure that they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development.	Good overall. Provision for social and moral development is very good and leads to very good relationships and behaviour. Assemblies and moments of reflection contribute well to pupils' good spiritual development. Cultural development is satisfactory.
How well the school cares for its pupils	Child protection procedures are good. The arrangements for assessing pupils' work are good in English, mathematics and science and good use is being made of the information to improve standards. However, in the foundation stage and all other subjects there is a lack of a consistent approach to the assessment and recording of what pupils know, understand and can do.

The school has good links with parents and the local community. It provides good information to parents about what their children are learning at school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and management. She has successfully led the school through a very difficult period and is firmly focused on the raising of standards.
How well the governors fulfil their responsibilities	The governors fulfil all their responsibilities. They have a very good understanding of the strengths and weaknesses of the school. Governors are effectively involved in setting priorities for the school and play an active role in monitoring standards.
The school's evaluation of its performance	Very good. The headteacher monitors the quality of teaching and learning throughout the school to ensure that agreed policies are being put into practice. As a result, there is now a consistency of approach and standards are rising. A thorough analysis of test data results in English, mathematics and science provide a clear plan of action to raise standards.
The strategic use of resources	Financial planning is good. Resources are used well to bring about improvements to the quality of learning and standards of achievement. The principles of best value are applied well.

There are sufficient teachers and a good number of classroom support assistants. The accommodation is very good and there is a high standard of cleanliness. Resources are good overall. However, there is a need for large outdoor play equipment in the foundation stage.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children are well cared for and happy. • Behaviour is good. • Children are expected to work hard. • They would feel comfortable approaching the school with questions or a problem. • Teaching is good. • The school is well led and managed. 	<ul style="list-style-type: none"> • The provision of homework. • The range of activities provided outside lessons. • Information about how their children are getting on. • The school's links with parents.

The inspection team supports the positive views of parents. However, inspection evidence shows that homework and the range of activities outside of lessons are similar to those found in most schools. The school does all it reasonably can to work with parents. Parents receive well written reports about how their children are getting on.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school's assessments of children's early achievements on entering the school indicate that their experiences are broadly typical for their age. Whatever their starting points, however, children make satisfactory progress overall with their learning and most are likely to be ready to work in the National Curriculum by the end of the reception year.
2. Inspection evidence shows those standards of attainment in English, mathematics and science are now in line with those found in most schools in Years 2 and 6 and are rising. They have improved significantly since the last inspection when higher attainers were found to be making too little progress and not achieving as well as they should.
3. In the 2002 National Curriculum tests taken at the end of Year 2, pupils' attainment in reading, writing and mathematics was well below that found in most schools. Teacher assessments for science showed that standards to be below average. When compared to similar schools, the results were well below average in reading, writing, mathematics and science. Over the three years 2000 to 2002 together, pupils have underperformed slightly against the national averages in reading, writing and mathematics by the end of Year 2.
4. The school's results in the 2002 National Curriculum tests taken at the end of Year 6 in English, mathematics and science showed a slight improvement when compared to the previous year. Pupils' performance in English and science was close to the national average and the average for similar schools. In mathematics, it was below the national average and the average for similar schools. Over the three years 2000 to 2002, pupils' performance has been in line with national averages in English but below in mathematics and science.
5. Taking the past three years together, there are no significant differences in the achievements of boys and girls. During the week of the inspection, there was no difference in their performance. Both groups applied themselves equally and with interest in lessons.
6. The headteacher and governors were aware that standards of attainment were not good enough and set about doing something to improve them. As a result of the action they took, more pupils are now working at the higher levels in English, mathematics and science. This is because of a variety of factors. Teaching is better than it was and the school has improved the delivery of the National Strategies for Literacy and Numeracy to ensure a coherent approach to the teaching of pupils' reading, writing and their understanding of numbers. In addition, the work pupils are given now closely matches their prior attainment. This enables pupils to make good progress. Effective assessment procedures have been put in place in English, mathematics and science to find out what pupils know, understand and can do. The information is used well to plan work and to set targets for individuals and groups.
7. Though pupils' are being taught how to spell, use correct punctuation and write neatly in their English lessons, they do not apply these skills consistently when they write in subjects such as religious education and history. In addition, insufficient opportunities are provided for pupils to use their mathematical skills in other subjects and lower attainers do not have a quick recall of multiplication facts when using their tables. In science there is now a good balance between the teaching of scientific facts and pupils' involvement in investigations.
8. Standards of attainment in ICT are in line with those expected for the ages of the pupils in Years 2 and 6. Recent training and new resources have improved the expertise of the teachers and this is feeding through into lessons in the ICT suite to boost pupils' achievements. However, teachers do not provide pupils with enough opportunities to use their newly acquired skills in other subjects. Pupils' attainment in religious education is in line with the expectations of the locally agreed

syllabus by the end of Years 2 and 6.

9. Throughout the school, standards in art and design and physical education are above those found in most schools. This is because teachers' expectations are high. Teachers have very good subject knowledge and make use of some very effective teaching methods. In all other subjects except music pupils' attainments are average. There was insufficient evidence to make a judgement about standards in music in Year 6.
10. Pupils with special educational needs and those who speak English as an additional language make good progress. The school helps and encourages them well in their work. They are provided with good support in lessons and this has a positive impact upon their levels of attainment. These pupils are an integral part of the life and work of the school.

Pupils' attitudes, values and personal development

11. As at the time of the previous inspection pupils have very positive attitudes to work and learning. They are enthusiastic and hard working, well motivated and respond well to encouragement and praise. Pupils co-operate successfully in pairs or groups, listening to each other thoughtfully, and offering constructive criticism. Most follow instructions diligently, set to work quickly and meet set deadlines. They treat resources with care, tidy away efficiently after lessons and are sensible when engaged in practical tasks, for example when conducting experiments in science. Their commitment and enthusiasm for learning are apparent in their sustained application to their work. They clearly enjoy the opportunities presented to them in all areas of the curriculum.
12. The personal and social development of children under five is good. Children settle quickly into their class and establish good relationships with their teachers and peers. They work happily in groups and sustain interest in their tasks. They behave well inside the classroom and around school and have a good sense of right and wrong.
13. The behaviour of pupils is of a very high standard, both inside the classroom and in all aspects of school life. During assemblies and at lunchtime they display a sensible approach and respond appropriately to the mood of the occasion. At break times they play happily together and older pupils show due regard for the needs of younger ones. Pupils are courteous at all times and extend a warm welcome to known visitors. There have been no exclusions in the school during the last twelve months.
14. Relationships throughout the school are very positive and result from mutual respect and trust between pupils and staff. Pupils readily acknowledge one another's achievements and show respect for different points of view. They display a well-developed awareness and concern for the interests and feelings of others. In practical maths activities for example higher attaining pupils show maturity and care in helping those of lower ability. There are some opportunities for older pupils to show initiative and take responsibility, for example in setting up and putting away equipment for assembly. However more could be done to involve the pupils in the running of the school.
15. The level of attendance in the school is slightly better than the national average. Unauthorised absence has been slightly above average. This appears to result from the fact that a number of pupils from the nearby supported housing scheme join the school on a short-term basis and move on without notice whilst technically remaining on roll for several weeks. Punctuality is good and the school has effective arrangements for recording late attendance.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. The quality of teaching is good overall. This represents a significant improvement since the previous inspection when teaching was found to be unsatisfactory in Years 1 and 2 and only satisfactory in Years 3 to 6. Since then there has been a complete turnover of staff. The headteacher and governors have taken great pains to make sure that any new appointments made are of a good quality. Teaching is now rigorously monitored and evaluated. This policy has

been successful. During the inspection, all lessons observed were satisfactory or better. Nearly 80 per cent were good or better and 35 per cent were very good or excellent. As a result of good teaching the quality of learning is good in most lessons and pupils make good progress. The high quality of teaching in two of the classes containing pupils from Years 5 and 6 is a strong feature of the school. In all classes, teachers ensure that all pupils can take part in the activities planned. Social inclusion is a strength of the school.

17. Teaching in the foundation stage is good. During the inspection the reception class was taken by the newly appointed deputy headteacher who stood in for the absent permanent member of staff. She worked well with the support assistant and the positive effects of good teaching could be seen in the children's eagerness to learn. The teacher has good subject knowledge, and skill in organising activities which encourage children. For example, in one lesson she focused on developing children's creative skills. The children enjoyed learning about the different sounds various percussion instruments could make. They were all engaged in the activity as they sang *Pass the card round, pass the card round. When the card stops you can make a sound.* Independence skills are developed well and children display good levels of behaviour. Through play and good direct teaching, numeracy and literacy skills are taught effectively. At the present time, there is a lack of suitable outdoor resources and this limits the opportunities the teacher can provide for children's physical development. As at the time of the previous inspection, the school does not have any systems for recording children's progress in the six areas of learning.
18. The previous inspection report identified weaknesses in the teaching of the National Strategies for Literacy and Numeracy and insufficient learning opportunities were being provided for higher attaining pupils. The school has worked very hard to ensure that all the issues raised with regards to the teaching of both aspects have been addressed. As a result, the teaching of English is now very good and good in mathematics. Moreover, teachers have brought in good assessment procedures in both subjects. Good use is made of the information to make sure that work builds on pupils' previous learning and is demanding enough. Pupils are now being suitable challenged including those with special educational needs and those who speak English as an additional language.
19. Reading skills are particularly well taught and pupils know how to find information quickly from non-fiction books by using the contents and index pages. Spellings, punctuation and handwriting are all taught well and teachers provide good opportunities for pupils to write in other subjects. However, they do not consistently insist that pupils apply what they have been taught with regards to spelling, punctuation and handwriting in their work. In addition, teachers do not give pupils sufficient scope to use their number skills in subjects such as science and geography and lower attainers do not recall facts from their times tables quickly enough.
20. In nearly all lessons, and particularly those for literacy and numeracy, teachers provide clear introductions that tell pupils what is to be taught and learnt. During this stage pupils sit quietly and listen attentively. As a result when pupils move on to tasks and activities away from the teacher little time is wasted because they understand what they have to do and get down to it quickly. Teachers are skilled at ensuring all groups remain focused on their work and assess pupils' learning well while it is taking place. In the more successful lessons, teachers remind pupils of how much time is left. This spurs pupils on to greater efforts. Sometimes teachers allow pupils to discuss a problem amongst themselves before challenging them to come up with an answer. This worked well in a mathematics lesson with a class of pupils from Years 3 and 4. The teacher kept firm control by saying *Conversation over. Now be polite. Put your hands up if you want to answer.*
21. The teaching of science is good because of an appropriate balance between the teaching of facts and pupils being encouraged to investigate and find out things for themselves. This has the added effect of allowing the higher attainers to develop at a faster rate and work in more depth. ICT skills are taught effectively using good quality resources in the suite but teachers do not provide pupils with enough opportunities to use their skills in other subjects. It was not possible to make an overall judgement about the quality of teaching in religious education or in music in years 3 to 6. Good use is made of artefacts in history in years 1 and 2 and teaching is good. No history

lessons were seen in Years 3 to 6 as geography was being taught. Good teaching in art and design and very good teaching in physical education result in above average standards. Teaching in design and technology is satisfactory.

22. In some lessons teachers use their subject expertise very well to excite and motivate pupils. This was very evident in a gymnastics lesson taught by the co-ordinator for physical education. Pupils responded extremely well to the new skills they were being taught. The standard of work produced by the pupils was good.
23. Pupils with special educational needs and those who speak English as an additional language receive good support and make good progress. Teachers and classroom support assistants identify their learning needs precisely and pay particular attention to them during group activities. Slight amendments are made to tasks resulting in activities which are better matched to their needs and allow them to contribute fully to the lesson. The good number of support assistants enables pupils to make improved progress and increases their success in lessons. Their teaching is usually good as it is focused on the specific needs of pupils and is delivered in a lively manner. The school has identified a very small number of gifted and talented pupils and ensures that they are given challenging work.
24. The quality of the feedback pupils receive from their teachers, both orally and in writing, is good overall. Most teachers write constructive comments on pupils' written work to help pupils to understand how to improve the quality of their work. This often has the effect of encouraging them to greater effort.
25. Teachers set homework regularly. This makes a sound contribution to pupils' progress because it is linked to what has been taught in class. Good use is made of all available resources. Visits and visitors are also used effectively to add interest and improve the quality of learning, especially in subjects such as history and art and design.

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

26. The quality and range of learning opportunities for pupils have improved since the last inspection and are now good. The school has developed a well-balanced curriculum which meets the requirements of the National Curriculum. Religious education is taught in accordance with the locally agreed syllabus. Suitable emphasis has been given to numeracy and literacy. Timetables have been restructured to provide more effective teaching time and all subjects have sufficient time allocated to them. Though the amount of time given over to music is in line with national recommendations, some lessons are not long enough to allow pupils to complete all the planned activities.
27. All the staff have worked hard to provide the school with policies and schemes of work. However, some subject policies are still in draft form or scheduled to be completed in the autumn term as planned in the school development plan. All subjects now have a scheme of work which co-ordinators use to plan and check curriculum coverage. The school covers the subjects of the curriculum using the latest nationally accepted or local authority guidelines. Planning has improved since the last inspection. Teachers' long-term planning forms a good basis and ensures appropriate coverage of all aspects of the curriculum. A two-year programme effectively accommodates the mixed age classes. Medium-term planning is now good and detailed and thorough short-term plans are devised by the staff.
28. The previous inspection found that the implementation of the National Strategies for Literacy and Numeracy was not fully effective and this had contributed in part to the unsatisfactory standards being achieved in English and mathematics. This is not now the case. The school has worked hard to improve these two aspects and as a result standards are getting better. A strength is the provision of work which matches pupils' prior attainment. This ensures that pupils are suitably challenged and make good progress. However, though pupils are being taught how to spell correctly and write neatly in their literacy lessons, they do not apply these skills consistently when they write in subjects such as history. Teachers do not provide sufficient opportunities for pupils to apply their mathematical knowledge in science or geography and lower attainers do not

have a quick recall of multiplication facts.

29. Provision for ICT has improved since the previous inspection. The school has installed a well-equipped computer suite and a large interactive screen that enables the whole class to be taught specific skills. Clear guidance is available to all teachers on what they should be teaching and all use it well to ensure work is challenging and purposeful. However, teachers do not provide pupils with sufficient appropriate opportunities to use their ICT skills in other subjects.
30. The provision for pupils with special educational needs and those who speak English as an additional language is good. All are well provided for and receive close attention and guidance. The impact of additional help from the well-briefed support assistants secures their learning and ensures that they are given the same opportunities as other pupils to take part in every aspect of school life. Individual educational plans are good and include sensible, clearly stated targets. These are reviewed on a regular basis.
31. A central feature of the school's work is its determination to value all pupils and to include them in all aspects of its work. Girls and boys have the same access to all aspects of the curriculum with no noticeable differences in the standards achieved during the inspection.
32. A satisfactory range of extra-curricular activities supports the curriculum effectively. A significant number of pupils in Years 3 to 6 take part in rugby, soccer, athletics, netball and tennis. Pupils compete against other schools in local leagues. There are also clubs for dance and ICT. The school provides an opportunity for pupils to perform in whole-class assemblies and school productions.
33. The school makes good provision for citizenship and for personal, social and health education. It gives appropriate attention to sex education and drugs misuse. The school is taking part in a scheme to discover if the regular intake of water by pupils leads to better powers of concentration. The planned provision for pupils' personal development is now good. Pupils are encouraged to discuss and share opinions. For example, in their literacy lessons they are often given two minutes to discuss a task with their partner before providing the answer to a question.
34. The school enriches the pupils' curriculum through visits to places of interest such as *Bretton Sculpture Park*, *Scarborough* and *the Lowry Museum* in Salford. A residential visit is arranged to *Kingswood*. Many visitors to the school add interest and excitement to the pupils' curriculum. For example, a performance presented by *The Forestry Commission's Theatre Company* led to the pupils producing some artwork as well as stimulating interest in forestry. There are good links with the local pre-school which uses the school premises. Links with the local secondary school are good. The transfer of records and attainment data is effective and good opportunities are provided for pupils to visit the school at the end of the summer term.
35. The school makes good use of the community. There are strong links with a nearby home for the elderly. A local supermarket is supportive. Local churches and Christian centres provide support in assemblies on a regular basis. The local Member of Parliament also takes a keen interest in the school.
36. The overall provision for the pupils' spiritual, social, moral and cultural development is good. The clear values that underpin the work of the school contribute to an atmosphere of care, concern and consideration for others. This is an improvement since the last inspection.
37. Provision for pupils' spiritual development is good. There are appropriate opportunities for pupils to develop spiritual awareness within the curriculum and through collective worship. Assemblies are carefully planned to provide opportunities for the pupils' spiritual development. Pupils enter the hall quietly as music plays in the background. The school is beginning to make use of its pleasant grounds as a source of interest in science and to observe the wonders of nature. This is beginning to have a significant impact on providing spirituality in the school. Pupils demonstrate wonder in learning. For example, pupils were thrilled when a computer programme provided a moment of awe and wonder by creating a beautiful flower from a revolving cube. Teachers pay particular attention to displays which celebrate pupils' work. There are many eye-catching, interesting and attractive displays of work around the school that cause pupils to stop,

look and think about the meaning they convey. Religious education makes a significant contribution to the pupils' spiritual development. Pupils celebrate the Christian festivals of Christmas and Easter and are also made aware of celebrations in other faiths such as Divali.

38. The provision for pupils' social and moral development is very good and fostered very well. It provides a good framework in which pupils can grow. The school has good systems for rewarding good behaviour and achievement. The class rules, discussed by pupils, recognise positive aspects of pupils' work and behaviour so that they have a clear understanding of what is right and wrong. Relationships in the school are very good and all adults provide pupils with good examples on which to model their own social and moral behaviour. Pupils are expected to work co-operatively, share ideas and support each other as needed. Older pupils are given opportunities to contribute to the smooth running of the school by undertaking responsibilities, for example, organising the hall ready for assemblies and occasionally helping younger pupils at lunchtime. The school is planning to introduce a School Council to broaden the involvement of pupils in the running of the school. The residential visit provides a very good opportunity for the older pupils to extend their social relationships through living and working together away from home and school.
39. The school makes satisfactory provision for pupils' cultural development. Through religious education lessons, pupils study other religions such as Sikhism and Hinduism as well as Christianity. For example, a member of the Sikh community visited the school to help pupils learn about Sikhism. This helped pupils broaden their understanding of the diversity of the world in which they live. The school encourages pupils to learn about famous artists such as Lowry, Monet and Morris. In geography they contrast their own way of life with how children live in a village in India. They have a secure knowledge of their own heritage. For example, in history they learn of life in the United Kingdom in the last century and during the Second World War. Pupils are given a satisfactory understanding of the ethnic and cultural diversity of British society today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school makes good provision for the personal support, welfare and guidance of pupils. These judgements are similar to those made at the time of the previous inspection. Care and concern for pupils are apparent in all aspects of the daily life of the school. Teachers know their pupils well and are able to provide a level of support and guidance that contributes to pupils' well-being. Positive reinforcement and praise of pupils' academic and personal achievements are features of the school. Teachers show genuine kindness and concern for their pupils. Monitoring of pupils' personal development is good. It takes place partly on an informal basis by class teachers and also more formally through pupils' annual reports and records of parents' evenings.
41. The school has well-developed measures to promote good attendance, including close monitoring of attendance figures and thorough follow up of all unexplained absences. The educational welfare office liaises with the school and follows up unauthorised absences. There is very effective promotion of good behaviour and discipline in school with a positive approach through praise and example and the use of a system of rewards and sanctions which is well known and understood by pupils.
42. Pupils from the nearby women's refuge are fully and effectively integrated into school. This is achieved through a range of measures including close contact with the supported housing scheme, discussion with parents and liaison with previous schools. The school is very successful in making sure that all pupils can take part in the life of the school.
43. Procedures for child protection and for ensuring pupils' welfare are good. There is a clearly written health and safety policy which is kept up to date. Fire drills are carried out at least termly. The headteacher is responsible for health and safety matters and is assisted by a member of the governing body. The caretaker carries out regular safety inspections. Several members of staff have received first aid training and well-stocked first aid boxes are maintained throughout the

school.

44. There is a clearly defined child protection policy and the headteacher effectively carries out the duties and responsibilities of child protection co-ordinator. The headteacher has received training in child protection and related issues and ensures that the relevant procedures are known to and understood by teaching and non-teaching staff. The school is successful in promoting the health, safety, care and protection of its pupils.
45. Pupils with special educational needs are well supported in their work and are helped to achieve the targets set in their individual education plans. The teachers generally set clear, specific targets for their work. This enables the teachers and support assistants to focus on what the pupils need to do to improve further.
46. Since the previous inspection there has been good improvements in the effectiveness of the school's procedures for assessing pupils' attainment and progress in English, mathematics and science.
47. In the reception class, children's attainment on entry is assessed and the information is used appropriately to ensure work is matched to their prior attainment. Samples of work are kept in well-produced records of achievement. However, as at the time of the previous inspection, there is no formal system to record children's progress in each of the six areas of learning. There is little to show each child's progress through the stepping-stones in the six areas of learning or to indicate when the early learning goals are met.
48. In Years 1 to 6, the school's systems for the monitoring of pupils' academic performance are good in English, mathematics and science. In order to push up standards in literacy and numeracy, the school has, understandably, focused on developing assessments in these subjects. A range of standardised and other tests is regularly conducted and recorded. The school analyses this information well to identify where improvements are needed and to target individual and groups of pupils. There are appropriate procedures in place to ensure that pupils entering the school at different stages during the year are assessed as quickly as possible to ensure that work can be matched to their attainment.
49. Co-ordinators in subjects other than English, mathematics and science have not had sufficient time to develop suitable ways of assessing and recording pupils' achievements in their subjects. As a result, assessment and recording procedures in subjects such as history and geography are unsatisfactory. However, there are firm plans to address this shortcoming, with the school building on what it has learned in English, mathematics and science as it extends its practice to other subjects.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The school's partnership with parents is good and has improved since the previous inspection when it was judged to be satisfactory. Good information is provided to parents about the school and pupils' work and progress. The information is given through regular newsletters, annual reports and parents' meetings twice a year. Half-termly curriculum newsletters keep parents informed about the work which their children are doing. In addition parents are welcomed in school at any time to discuss their children's progress informally.
51. Parents at the pre-inspection meeting and those seen by the inspection team during inspection expressed general satisfaction with all aspects of their relationship with the school. Approximately one quarter of parents responded to the questionnaire which was sent out prior to the inspection. The majority were satisfied with the work of the school and highlighted good points such as the leadership and management, good behaviour and quality of teaching. However, twenty per cent of parents who responded to the questionnaire did not feel well informed about their children's progress and sixteen per cent did not feel that the school works closely with parents. Inspectors found that the school does all it can to work with parents and that parents

receive well written reports about how their children are getting on. Almost all parents who responded said that they would feel comfortable about approaching the school with a problem.

52. Parental involvement with their children's work at home mainly takes the form of helping with reading in Years 1 and 2. Parents are encouraged to share books with their children at home. In Years 3 to 6 parents are encouraged to help their children with mathematics, English and topic work. Twenty-two per cent of the parents who responded to the questionnaire did not feel that their children get the right amount of work to do at home but parents expressed general satisfaction with the quality and quantity of homework at the pre-inspection meeting and during the inspection week.
53. A number of parents are involved in helping in the classroom in a variety of ways particularly with reading and supporting numeracy and literacy work. This help provides a valuable contribution to the work of the school. Parents also accompany classes on educational visits.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The overall quality of leadership and management is good, with especial strengths in the very good leadership of the headteacher and governors. The headteacher was appointed in April 2001. She took over a school that had been open for less than a year but had been found to have serious weaknesses by Ofsted inspectors. Since her appointment she has worked tirelessly and successfully, with the support of the governing body and help from the local authority in ensuring that the weaknesses found have been addressed.
55. The school has recently adopted a policy for racial equality. The policy formalises the good practice found throughout the school of all pupils being involved in all activities no matter what their background or aptitude.
56. The headteacher has high expectations of all staff and pupils and is not frightened to make difficult decisions, for example, with regard to staff competency, in helping to ensure that the pupils receive a good quality education. She knows her permanent staff, pupils and parents well and is fair and consistent in her dealings with everyone she comes into contact with. All members of staff work hard and despite many staff changes a real team spirit is developing. The school's aims are met successfully.
57. Good progress has been made since the previous inspection in addressing the issues raised. As a result the school provides a good quality of education. The headteacher has been unable to ensure that all co-ordinators are fully involved in monitoring their subjects because many of them are new in post. She has rightly seen as a first priority the need for them to get to know their own class. The key appointment of deputy head has now been made, and the headteacher has a clear view of what her role will be when she takes up her post in the forthcoming term. Good assessment procedures have been put in place in English, mathematics and science and good use is made of the information to improve standards. Teachers' planning contains well-targeted objectives. The quality of teaching has improved significantly. However, teachers do not provide sufficient opportunities for pupils to use their ICT and numeracy skills in other subjects.
58. Senior teachers provide good support in identifying where the school needs to improve and how this might be done. The quality of subject leadership is satisfactory. All co-ordinators have a sound knowledge and understanding of the strengths and weakness in their areas and subjects but most have not been fully involved in monitoring the quality of teaching and learning. This important aspect has been carried out rigorously by the headteacher and representatives of the LEA.
59. The governors have played a vital part in putting the school to rights. Under the determined leadership of the chair they undertook a radical overhaul of how they went about carrying out their roles and responsibilities. Through their committees, governors fulfil their legal responsibilities and are playing a significant part in helping the school to continue to improve. Most governors contribute well to the life of the school, and as a result, have a very good understanding of the school's current position and what needs to be done in the future. They are highly appreciative of the efforts of the headteacher. The governing body is very much involved in planning the direction

of the school through its involvement in the drawing up of the development plan which is appropriately focused on raising standards. The plan details very clearly what needs to be done and who is responsible for seeing it gets done. Time scales are also included alongside costings.

60. The quality of financial planning and control are good overall. Financial procedures and regulations are clear. The issues highlighted in the most recent audit have been dealt with successfully and recommendations acted upon. The finance committee monitors spending appropriately. The above average budget carry forward from the previous year has been spent on ensuring that resources are of a good quality. There are good systems in place for the ordering of goods and services and the governors are aware of the need to obtain value for money on all purchases. They evaluate well the effects of spending on standards and achievement. Effective use is made of ICT to help manage the budget. The very good skills of a visiting bursar ensure that everything is accounted for. Money allocated to special educational needs is used well. The school does not receive any additional grants.
61. The Special Educational Needs Co-ordinator is well organised and provides good leadership. The school has a good special educational needs policy, which is effective. The support provided for pupils with special educational needs is effective in enabling them to make the same progress as the rest of the class.
62. The school has a satisfactory number of qualified teachers to meet the needs of the pupils and to teach the National Curriculum and religious education. On the permanent staff there is a good blend of experience and expertise. Temporary teachers and those new to the profession are well supported and all staff benefit from training. The hardworking classroom support assistants provide very good help to all teachers. The newly appointed school administrator fulfils her duties very well and is friendly and helpful to all who visit the school. Arrangements for performance management appraisals have been put in practice for teaching staff but the large turnover of staff has meant that the first cycle of appraisals will only be completed in summer 2003.
63. The school provides a very good learning environment. The school hall and classrooms are spacious and cloakrooms are generous in size. The building is kept very clean. Good displays of pupils' work improve the learning environment. The school grounds are extensive and well maintained. However, the designated area for children in the foundation stage is rather small and its hard play surface does not allow for large equipment to be used safely. There are a good range and quantity of resources in most subjects. However, there are not enough resources for children in the foundation stage to use in the outside area. The school library is well stocked but not well used. Resources are good in ICT. The school makes good use of visits and visitors to enhance what is on offer.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to improve further the quality of education the governors, headteacher and staff should:
- (1) Improve pupils' spelling, punctuation and handwriting skills by :**
- ensuring that when pupils write in subjects such as science, history and geography, they apply the skills which they have been taught in English lessons;
 - ensuring that when pupils' writing is marked it identifies what pupils need to improve on;
 - setting challenging targets and explaining to pupils and parents how these can be achieved.
- (see paragraphs 7, 19, 28, 85, 102, 121 and 144 in the main report.)
- (2) Provide good opportunities for pupils' to use their numeracy and ICT skills in other subjects by :**
- making sure that planning in other subjects identifies good opportunities for pupils to use their numeracy and ICT skills;
 - monitoring pupils' work to ensure consistency in practice across the school.
- (see paragraphs 7, 8, 19, 21, 28, 29, 57, 94-95, 103, 110, 121, 127 and 144 in the main

report.)

(3) Ensure that manageable assessment procedures are put in place in the foundation stage and in subjects other than English, mathematics and science by :

- making use of the good practice that already exists in English, mathematics and science;
- ensuring that the information is used to improve standards.

(see paragraphs 17, 47-49, 67, 110, 116, 123, 129, 133 and 140 in the main report.)

In addition the school should;

- (1) Improve the speed at which lower attainers recall multiplication facts.

(see paragraphs 7, 19, 28 and 95 in the main report.)

- (2) Improve outdoor resources for children in the reception class.

(see paragraphs 17, 63, 66 and 75 in the main report.)

- (3) Provide more opportunities for pupils to have a say in how the school is run and to take on responsibilities.

(see paragraphs 14 in the main report.)

The school has already recognised that these areas are in need of improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	17	24	11	0	0	0
Percentage	3.7	31.5	44.4	20.4	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.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	225
Number of full-time pupils known to be eligible for free school meals	41

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	13

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	32

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.8
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	26	10	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	26	27	32
Percentage of pupils at NC level 2 or above	School	72 (85)	75 (93)	89 (93)
	National	85 (85)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	27	33	32
Percentage of pupils at NC level 2 or above	School	75 (89)	92 (93)	89 (93)
	National	85 (85)	89 (89)	89 (89)

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

Individual results for girls and boys are not included as only 10 girls took tests.

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	14	29	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	12
	Girls	26	20	28
	Total	33	27	40
Percentage of pupils at NC level 4 or above	School	77 (75)	63 (67)	93 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	4	9
	Girls	24	20	28
	Total	33	27	40
Percentage of pupils at NC level 4 or above	School	67 (71)	63 (65)	86 (66)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
207	0	0
0	0	0
2	0	0
1	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
7	0	0
0	0	0
1	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	25.7
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	189

FTE means full-time equivalent

Financial information

Financial year	2001 - 02
----------------	-----------

	£
Total income	580,546
Total expenditure	505,120
Expenditure per pupil	1997
Balance brought forward from previous year	13,631
Balance carried forward to next year	89,057

Recruitment of teachers

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	219
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	33	2	4	0
My child is making good progress in school.	35	51	5	2	7
Behaviour in the school is good.	35	53	9	0	4
My child gets the right amount of work to do at home.	20	55	22	4	0
The teaching is good.	40	49	2	2	7
I am kept well informed about how my child is getting on.	35	42	20	0	4
I would feel comfortable about approaching the school with questions or a problem.	62	36	0	2	0
The school expects my child to work hard and achieve his or her best.	50	48	0	0	2
The school works closely with parents.	33	44	16	4	4
The school is well led and managed.	45	40	5	0	9
The school is helping my child become mature and responsible.	40	4	7	2	9
The school provides an interesting range of activities outside lessons.	25	42	20	5	7

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

65. During the week of the inspection the class was taught by the newly appointed deputy headteacher who was standing in for the absent permanent class teacher. As a result, some children (the ones who started school after Christmas) were experiencing their third teacher within five weeks. Teaching was good, despite the teacher having very little knowledge of the children. She displayed very good classroom management skills and quickly gained the children's confidence. The support assistant provided very good support and is a valuable help especially since the class also includes children from Year 1. The attainment level of most of the children entering the reception class is typical for their age, with a small number below that normally found. By the time they start Year 1, almost all the children are expected to have achieved the nationally agreed early learning goals in all six areas of learning. They make satisfactory progress overall. The classroom is an attractive environment for learning. However, there are few examples of children's early writing on display.
66. The school provides the children with a sound start to their education, despite disruptions caused by staff changes. The curriculum is based on the six areas of learning and, as at the time of the previous inspection, pupils are well prepared to start work on the National Curriculum by the end of the reception year. There is a range of well-focused experiences to promote all the early learning goals. However, the provision for outside play is unsatisfactory. The reception classroom has direct access to a small, enclosed playground and the teacher's planning contains reference to the use of the outdoors as a way of extending the children's experiences in the other areas of learning. There are however no soft play areas or large climbing equipment.
67. Arrangements are in place to assess children's attainment on entry and samples of children's work are kept in well-produced records of achievement. However, as at the time of the previous inspection, there is no formal system to record children's progress in each of the six areas of learning. There is little to indicate each child's progress through the stepping-stones in the six areas of learning or to indicate when the early learning goals are met.
68. The previous inspection found the staffing level to be unsatisfactory. Inspection evidence shows some improvement in this area with the support assistant's hours being increased substantially. However, bearing in mind there are two age groups in the class and pupils start school at the beginning of all three terms, staffing levels need to be kept under review.

Personal, social and emotional development

69. The personal, social and emotional development of the children is good. There are good procedures for introducing children to school life, which helps them to settle in with ease. For example, during the week of the inspection one child was upset at the start of the day about something that had happened at home. The teacher settled the child down and took her mind off the situation by asking her to take the register to the school office. As a result the child forgot her tears and enjoyed the rest of the day. Children enjoy coming to school. They respond well to the rules and routines of the class. Most are confident in trying out new activities and speak confidently to other children and adults. The children are polite and respectful to their teacher and classroom support assistant. Classroom resources are used carefully. Children sit quietly in assembly to hear a story and respond with respect during shared prayers. They concentrate on their activities for extended periods, either when listening carefully to a book during the Literacy Hour, or, for example, when persevering with the careful cutting out of plasticine numbers. Most are able to play sensibly alongside other children and share the activity with others. They demonstrate growing independence in personal hygiene; for example, washing hands following a painting activity. The children take responsibility for tidying-up at the end of lessons. There are well-planned opportunities for children to develop a sensitivity and awareness of other people. For example, they are asked to sit quietly when questions are asked of pupils in Year 1. Several

show a good level of maturity in their behaviour and attitudes to others. They share resources and play co-operatively.

70. Teaching is good, as every opportunity is taken to develop the children's personal skills. Adults provide the children with good examples of personal and social skills. Praise and encouragement are effective in promoting positive behaviour. Children enjoy being referred to as *super stars*.

Communication, language and literacy

71. In communication, language and literacy, standards are typical of children of this age. Children make good progress in developing their speaking and listening skills. This area of learning is well taught. Listening and speaking skills are extended effectively through a wide range of well-planned activities. For example, children listen to recorded stories and answer sensibly questions about *Goldilocks and the Three Bears*. When children are playing, adults question them effectively and challenge them to think.
72. Elements of the National Literacy Strategy are well used to develop and extend children's language and literacy skills. A strong emphasis is placed on listening carefully to the teacher and following instructions. The children are attentive listeners. They enjoy listening to stories and rhymes and join in familiar ones with enthusiasm. Literacy skills are developing as children talk about key letter sounds and find the objects that begin with them. They are enthralled by the antics of the puppet *Inky Mouse* who is used to introduce vowel sounds. Structured play situations, group activities and lunchtimes provide opportunities for children to use and extend their vocabulary. Clearly labelled displays, pictures and individual photographs with name cards (displayed in the cloakroom area) help children develop early reading and writing skills. Many hold their pencils correctly and know how to form their letters. The children are gaining confidence in their abilities as readers and writers. They frequently use the *Estate Agents* writing corner and take opportunities for writing. Some can write their name and copy write simple sentences. Higher attainers can recognise sounds within words. In guided writing they are able to write simple sentences such as, *My house is big*. Most children are aware that there are different purposes for writing. For example, one child wrote *to dad* on a self-made birthday card. The book corner is used well by the children and they handle the books with care. In shared reading tasks children recognise initial sounds.

Mathematical development

73. Most children attain what is typical for their age. They make sound progress in developing their mathematical understanding. Work is planned using the National Numeracy Strategy. Through play, practical activities, number songs, rhymes and counting games many recognise numbers up to 10 and a significant number can count beyond this with ease. Children have good opportunities to compare, match, sort, order and sequence. The teacher places great emphasis on developing appropriate mathematical language and children are encouraged to consider size, shape and position when playing with toys. A significant number can recognise two-dimensional shapes. Calculating skills of *more* or *less*, *greater* or *smaller* are also developed. During the week of the inspection very good use was made of the outside area in enabling children to develop their number skills. Children were asked to throw bean bags into buckets labelled with numbers 1 to 5 and then were challenged to work out how many more might be needed to make a larger number. Teaching in this area is satisfactory. The teacher and classroom assistant are competent in teaching the basic skills required.

Knowledge and understanding of the world

74. Most children are on course to reach the nationally expected levels of attainment in this area of learning by the end of the foundation stage. They are interested in the world around them and make good progress. Children know that Christians pray to God. They make Divali cards when learning about another world religion. Children know that plants and animals need water. They paint and draw historical objects and know how to click an icon to start computer programs. They design their own idea of a car and make Lego models of different types of houses. Children are

developing a good sense of time and place from studying past events, for example what items were used in kitchens in Victorian times. Teaching is good. During the week of the inspection the teacher made good use of the book, *When Gran was a girl*, to find out about past events. Role-play is also used well to enhance children's understanding of the past.

Physical development

75. By the end of the reception year, most children are likely to reach the expected levels of attainment. Appropriate emphasis is placed on developing children's skills when handling tools, construction toys and malleable materials. Children are given many opportunities to cut out, glue, paint and crayon to develop their handling skills. Children make satisfactory progress in their physical development. They are well co-ordinated and use space sensibly. They cope well when playing with older pupils, running and moving around. Teaching is satisfactory. The lack of suitable outdoor resources limits the progress pupils make. Although there is a secure play area, it is very small. Resources for outdoor play are unsatisfactory.

Creative development

76. Teaching is good in this area of learning and as a result by the time children leave the reception class they are likely to have achieved most of the goals expected for their age. Creativity is developed successfully as children enjoy a good range of experiences in art, music, story and imaginative play. Children are encouraged to use appropriate vocabulary and to develop their use of language to express ideas. For example, when asked to investigate the properties of paint they use words such as *thick* and *thin* to describe its consistency. They experiment with rough and smooth materials to create a collage. Children enjoy singing. There is a good range of musical instruments, which are well used to develop children's understanding of sound, rhythm and pattern. Children enjoy taking part in role-play situations; for example, acting out the role of parents. They carry out domestic chores in the home corner. This good range of provision is well used for developing the children's speaking, listening and writing skills. There are many activities available for children to develop their senses through investigating texture, shape and colour.
77. Staff provide materials with a variety of interesting textures from which children can choose to create their own pictures and models. They work with construction kits and plasticene to create three-dimensional models. Sand and water are available for the children to explore. However, at times too many children are using these facilities and this limits the progress they make because they have to wait and take turns.

ENGLISH

78. Standards have improved in English since the previous inspection when higher attainers were found to be underachieving and pupils' listening and speaking skills were below average. Pupils' achievements in Years 2 and 6 are now broadly in line with national expectations and are rising. Pupils, including those with special educational needs and who speak English as an additional language are making good progress. There is no difference in the performance of boys and girls.
79. The results of the 2002 National Curriculum tests taken at the end of Year 2 showed that the pupils' attainment in reading and writing was well below the national average and well below average when compared to similar schools. By the end of Year 6, the performance of pupils overall was broadly in line with the national average and with the average for similar schools. However, there was still significant underachievement by higher attaining pupils and those with special educational needs.
80. The new headteacher and English co-ordinator identified reading, writing and the provision for pupils with special educational needs as priorities to be addressed urgently. Special educational needs provision has been completely reorganised. Improvement in the teaching of reading was made the main weakness to be addressed. Some attention has also been given to developing writing but this is due to become the main focus of attention in the curriculum in the coming

months.

81. Since the previous inspection, the school has worked hard at improving the teaching of English. The National Literacy Strategy (NLS) is now being used to good effect. Teachers understand the structure in detail and it is implemented well throughout the school. Other initiatives have been put into place to help develop literacy for all groups of pupils. For example booster groups and additional English sessions for pupils with special educational needs have been introduced. These initiatives have led to significant improvements in a comparatively short time and attainment is now improving rapidly and is on course to be broadly in line with national averages by the end of Year 2 and 6. Efforts are also being made to improve the performance of higher attainers, especially in reading and writing and more pupils are expected to achieve the higher levels (Level 3 and Level 5) in the 2003 National Curriculum tests. The school is now providing all pupils with the opportunity to enjoy a well-balanced and stimulating English curriculum.
82. The standard of listening throughout the school is now good. It has improved a lot since the last inspection. Pupils listen well in assemblies. For example, in an assembly conducted by pupils from a Year 3/4 class and attended by many parents, one could have heard a pin drop as each pupil spoke of some aspect of the Sikh faith. In lessons, pupils listen closely to teacher's instructions and questions. Their responses show that they have understood what has been said. Most pupils concentrate and follow instructions carefully before beginning their work. Teachers make very good use of carpeted areas in classrooms to make it easier for pupils to listen attentively in lessons. The standard of speaking is satisfactory. When given opportunities to speak, for example at the end of lessons when pupils sometimes read out completed work, most pupils are self-assured, but for a minority there is still a lack of confidence to speak out in front of others.
83. Teachers have worked hard to improve the standard of reading. Inspection evidence indicates that in Year 2 standards are broadly in line with national expectations. Pupils are making good progress. There is good additional help for pupils with special educational needs. Classroom support assistants provide valuable help to all pupils and this is having a positive effect on raising standards. Phonic skills such as recognition and articulation of letter sounds are developed effectively and this helps pupils tackle unfamiliar texts. The school tries hard to encourage parents to hear children read at home.
84. Pupils continue to make good progress in reading in Years 3-6. Higher attaining pupils in the upper juniors are confident readers. For example pupils in Year 6 were familiar with the Harry Potter books. Many pupils enjoy reading and talk enthusiastically about the books they have read. They show a sound understanding of how to analyse text and they recognise the techniques used by authors of fiction to stimulate the readers' interest, create atmosphere and develop plots. In all year groups there are still a few pupils who find reading quite difficult especially when it comes to tackling unfamiliar words and text. This causes them to lose the overall meaning of the passage they are reading. The school is doing all it can to encourage these pupils and to teach the strategies that will help them to read with greater accuracy and understanding.
85. There are clear signs of improvement in the pupils' writing since September 2002. The combination of carefully planned lessons together with a well focused daily Literacy Hour and good teaching are beginning to have a beneficial effect on pupils' writing. The emphasis is on different forms of writing, often related to texts read or tasks set. Good opportunities are provided for pupils to write in other subjects. For example, pupils in Year 6 wrote about their visit to the Lowry Museum as part of their art and design project. In history one pupil wrote, *This object is made out of pot and has flowers on it. It is white. It has a part for shaving foam and a part for water. Rich men used it for shaving in Victorian times.* However, teachers do not consistently insist on pupils applying the basic skills they have been taught in their English lessons. As a result, spellings, punctuation and handwriting are sometimes unsatisfactory.
86. Due to the monitoring of teaching by the headteacher and co-ordinator and help received from the LEA, the overall quality of teaching in English is very good. During the inspection, teaching was at

least good with many lessons being very good and one lesson, taught by the subject co-ordinator, being judged excellent. This is a significant improvement from the previous inspection when it was found to be inconsistent. The very good relationships between pupils and all staff help create a happy learning atmosphere in all classes. Teachers show very good subject knowledge and understanding. They plan effectively, setting clear lesson objectives that pupils understand. Very good use is made of support staff who provide additional help for many pupils. Teachers mark pupils' work carefully and use this assessment very well to help and encourage

pupils to overcome difficulties. The teaching methods used are good and enable all pupils to learn effectively. However, teachers do not make sufficient use of ICT to extend pupils' learning in lessons.

87. As a result of the very good teaching, most pupils acquire new knowledge and skills, develop their ideas and increase their understanding. Pupils show interest in lessons. They understand what they have to do, how well they are doing, and what they need to do to improve. The majority of pupils now recognise the importance of regular homework, especially as part of the school's initiative to improve reading. Many parents are now giving their children valuable assistance and this is helping to raise standards.
88. The leadership and management of English by the new subject manager are now very good. Good procedures for regular assessment and evaluation are now in place. The data gathered provides valuable information on pupils' progress, which is used well in English to identify pupils who will benefit from additional support or certain areas of the English curriculum which will need special attention in the future. Resources are satisfactory. The new library has been restocked and pupils understand the system for finding books. However, during the inspection pupils did not use it much for research purposes or personal study. There is a shared commitment to further improvement in the subject. The school is in a very good position to go on and improve further.

MATHEMATICS

89. Standards are average in Years 2 and 6 and are rising. Pupils' achievements are better than they were at the time of the last inspection when it was found that standards in Years 1 and 2 were well below average and in Years 3 to 6 higher attainers were not being suitably challenged. Throughout the school, pupils, including those with special educational needs and those who speak English as an additional language, are now making good progress. There is no significant difference in the performance of girls and boys.
90. There are four main reasons why standards are rising. Firstly, the quality of teaching and learning has improved and is helping to close the gaps in pupils' learning from previous years. Teachers plan their lessons well in accordance with the recommendations of the National Numeracy Strategy which is now used effectively. Secondly, good use is being made of assessment information to track pupils' progress and to set attainable targets. Thirdly the work set in class is very well matched to pupils' prior attainment ensuring that pupils of all ability levels are appropriately challenged. Fourthly, booster classes are helping some pupils in Year 6 to raise their attainment.
91. Good teaching in years 1 and 2 ensures that pupils make good progress particularly in developing their number skills. Teachers deliver well-structured lessons which keep the pupils' interest high through good use of time and resources, such as number lines and familiar objects. As a result pupils make connections easily. For example, pupils in Year 1 were challenged by their teacher to estimate the number of objects in a container before counting them out. Two higher attainers worked hard together to find the difference between their guess of 50 and the actual number of 32. Lower attainers were able to successfully carry out the activity because they benefited from the close attention of the support assistant. Pupils in Year 2 have a sound understanding of place value and sequence numbers correctly to a hundred. Before measuring in centimetres, they are expected to write down their estimation first. Work is very well matched to pupils' ability. For example, higher achievers work out how much change they would have from £1 after spending

78p while pupils of average and below average ability calculate the change from 50p or 20p.

92. Pupils' learning in Years 3 to 6 is now building on this solid foundation and they make good progress because of good teaching with an emphasis on practical experiences. Pupils are taught in groups of similar attainment, which helps to ensure that they make the progress they should. In a class made up of the lower attainers from Years 3 and 4, some pupils were able to work out problems which involved addition and subtraction, for example, *A squirrel had 68 nuts and ate 21. It found another 33. How many nuts does it have now?* Others did more simple sums such as *There are 46 pages in a book. I have read 12. How many do I have to read?* Pupils are beginning to have confidence in using their own strategies to solve problems because of the teacher's encouragement and expectation that pupils will work things out for themselves. This class also displayed a good knowledge and understanding of the properties of shapes as they eagerly answered some difficult questions from their teacher, such as *Who can name the shape on one of the faces of a pyramid?* Pupils in Year 5 worked out the area of the shaded parts of a shape and showed good progress as they moved onto more complicated calculations involving compound shapes.
93. Pupils in Year 6 are making good progress and an above average number are working at the higher Level 5. Most are secure in using large numbers to add, subtract, multiply and divide. They use decimal notation and can calculate fractions and percentages of quantities with a good degree of accuracy. Pupils are developing some sound strategies to solve problems. Higher attainers enjoyed being challenged to *Find the cost of a television priced at £630 but reduced by 10% in a sale.* They did not find it easy but were able to explain how they had come to an answer.
94. There are some examples of teachers making satisfactory use of opportunities in other subjects to reinforce pupils' awareness of number. In Years 1 and 2, pupils have produced a graph showing the number of lorries, buses, motorcycles, cars and bicycles using the main road through the village. Pupils in Years 5 and 6 have drawn up a timeline highlighting the main events during Queen Victoria's reign. However, the lack of a consistent approach to the identification of suitable opportunities in subjects such as science and geography for pupils to use their mathematical skills is a weakness.
95. Since the last inspection teaching has improved and is good throughout the school. The National Numeracy Strategy is now being implemented successfully and it is having a positive impact upon pupils' learning. Most teachers make mathematics fun by using practical apparatus and varying their style. As a result, pupils are interested and enjoy the sessions. All lessons begin with a clear explanation of what is to be done and activities build well on previous learning. Teachers use good techniques to assess each pupil's attainment and to set work at an appropriate level of difficulty in the group sessions. They work well with support assistants to plan for and help those pupils with special educational needs and those who speak English as an additional language but lower attainers still do not have a quick mental recall of their tables. Teachers often make good use of questions and humour to motivate and inform pupils. These approaches mean that most pupils are developing a broad and secure understanding of mathematical concepts. However, teachers do not make sufficient use of ICT to develop pupils' mathematical skills.
96. The leadership and management of mathematics are good. The school has made good use of help from the LEA advisory service to increase the teachers' confidence in teaching mathematics. Teaching and learning has been monitored effectively and as a result the co-ordinator has a good understanding of the strengths and weakness in the subject. Assessment procedures are good. The analysis of pupils' performance in tests and in class to pinpoint where there are gaps in learning and in teaching, is rigorous. Resources are good and used well.

SCIENCE

97. Pupils' attainment in science has improved since the previous inspection when it was found to be below average by the end of Years 2 and 6.
98. Standards in Year 6 are now broadly in line with those found in most schools. This judgement is similar to that found in the 2002 National Curriculum test in the subject where standards were also found to be in line with those found in similar schools. There is no appreciable difference between the performance of boys and girls. Pupils with special educational needs receive good support and make progress similar to their peers. The same is true of those pupils who speak English as an additional language. Very good use is being made of booster classes in Year 6 to

ensure that pupils have retained relevant scientific knowledge. This is especially important because pupils are taught in mixed age classes and the subject content is covered during a two-year cycle.

99. Good progress has been made in Years 1 and 2 in raising standards in the subject. In the end of year teacher assessments in the subject in 2002 standards were found to be well below average. However, this is not now the case. Pupils' attainment in Year 2 is similar to that found in most schools.
100. There are three reasons why standards are rising throughout the school. Firstly, teaching is better than it was at the time of the last inspection. It is now of a good quality and really inspires pupils to achieve well. There is no unsatisfactory teaching and teachers make good use of the information gleaned from assessments of what pupils know, understand and can do. Secondly, a very good balance has now been struck between pupils learning scientific information and also undertaking experiments for themselves. Thirdly, the subject is well led and managed. This was not the case at the time of the previous inspection when the lack of a science co-ordinator was reported as weakness.
101. Pupils start in Year 1 with an average knowledge and understanding of the world about them. They make good progress in the development of enquiry skills such as predicting outcomes and testing them out. For example, pupils in Year 2 set up an investigation to test the absorbency of different materials. The teacher allowed them to test out their predictions. Evidence from previous work shows that pupils can sort successfully items that are magnetic from those that are not. They know how to arrange a simple light circuit.
102. Pupils in Year 3 to 6 have covered a good range of topics. They have also carried out a number of investigations to develop their understanding of how to go about a scientific enquiry. Inspection evidence shows that pupils know how to set out and write up an experiment but sometimes simple words are spelt incorrectly and handwriting is not always as well formed as that found in pupils' English exercise books.
103. Some isolated use is made of ICT when, for example, Year 1 pupils composed posters about the dangers of going close to electrical sources with wet hands. There is also some evidence of numeracy skills being used to produce graphs to illustrate scientific findings. However, overall teachers do not provide pupils with sufficient opportunities to use their ICT and numeracy skills in science.
104. During the inspection pupils in the Year 6 classes successfully carried out a fair test they had planned themselves to separate insoluble solids from liquids. Evidence from previous work shows that pupils understand most topics for example, how the eye works and have a satisfactory knowledge of scientific terms such as *translucent*, *opaque* and *transparent*. Pupils in Year 4 have a satisfactory knowledge of electricity and could put forward ideas of how to make a bulb shine brighter, making good use of an interactive classroom display. Higher attainers are suitably challenged in most lessons. For example, there is clear evidence that pupils evaluate experiments and can give reasons why sometimes experiments do not go as planned.
105. The quality of teaching and learning is good overall in Years 1 to 6. Teachers have a good

knowledge and understanding of the subject. This is evident in the good introductory explanations that are given to lessons. Very good use is made of support assistants to ensure that pupils remain on task during group activities. During the inspection very good teaching was observed in two booster classes. In these lessons great care was taken to ensure that pupils really understood what they were doing with visual aids available to help those who were struggling with some of the technical terminology. The quality of learning was very good because both teachers had high expectations and very good knowledge of the topic being covered which related to parts of the human body. Lessons are generally well planned and the skills of enquiry, including observation, are being developed alongside knowledge and understanding.

106. Most teachers do not over-direct the work but allow pupils to take some responsibility for their own learning by letting them test out their predictions in group activities. In all the lessons seen, pupils showed an interest in what they were doing and this had a very good impact on the quality of learning. They applied themselves well to tasks and made sensible predictions and observations.
107. The co-ordinator is knowledgeable and enthusiastic. She monitors planning but has not yet been given time to evaluate the quality of teaching and learning. The school uses nationally approved guidelines to help teachers planning. Good assessment procedures are in place. The information is brought together and used well to set targets for individuals and groups. Resources are satisfactory and managed well.

ART AND DESIGN

108. Standards in art and design have improved since the previous inspection and are now above those found in most schools in Years 2 and 6. Pupils, including pupils with special educational needs and those who speak English as an additional language achieve well. It was only possible to observe a few art lessons during the inspection due to the arrangements of the timetable. The judgements about standards are based on an analysis of pupils' work, discussions with pupils and teachers and a scrutiny of the many outstanding examples of pupils' art work which are very well displayed throughout the school.
109. Teachers have a very secure knowledge of art and design and plan an appropriate curriculum that gives pupils a wide range of artistic experiences and teaches them a good range of skills and techniques. Older pupils in a Year 5/6 class created the effect of speed as they drew the human form as a skier or footballer. The teacher had built up a very good rapport with the pupils and constantly challenged them to reach higher standards and pay particular attention to detail. She had very good control, gave clear instructions on what the pupils were to do and demonstrated the skills herself very effectively. There was a good level of challenge for the pupils as they were encouraged to develop their own ideas.
110. There are no formal systems in place for the assessment and recording of pupils' progress. The curriculum in art and design is based appropriately on a two-year programme to accommodate the mixed age classes in the school, and to ensure continuity and progression. However, insufficient use is made of ICT in the subject.
111. The leadership and management of art and design in the school are good. The co-ordinator is very knowledgeable and interested in the subject. The school entrance and corridors bear testament to the good range of high quality work the pupils achieve. The artwork is attractive and well presented. It stimulates other pupils to further effort. The visit to the Lowry museum in Salford inspired the older pupils to reach high levels of attainment in their own work in the style of Lowry. Art and design is used very well to support other subjects in the curriculum. For example, pupils in Years 3 and 4 have painted scenes to depict life in Chembakoli as part of their study of an Indian village in geography. A key feature of some of the work seen was the good emphasis given to direct observation. Pupils in Years 5 and 6 have sketched detailed drawings of a variety of artefacts when studying the Victorian period in their history lessons. Much of the work displayed a good eye for detail. Art and design make a significant contribution to the pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

112. Standards in design and technology meet national expectations. This judgement is similar to that made at the time of the previous inspection.
113. Most pupils develop a satisfactory understanding of the designing and making opportunities. The

Year 1/2 class was observed evaluating their models. As they sat in a circle on the carpet each pupil explained to the whole class what they thought about their own model. For example, one boy said that he thought one part of his model was too big. This showed he had understood the meaning of evaluate. This section of the lesson provided a valuable opportunity for pupils to develop their speaking and listening skills. The Year 2 class had walked round the district before planning their model houses, they knew the names of the different types of houses and were proud of their completed models. As they evaluated their work at the end of the series of lessons they thought of improvements they could make.

114. Pupils in Years 3 and 4, design and make photo frames. They also make an excellent link with their science work when designing and making some very impressive pneumatically operated robots. In the previous term, pupils in Years 5 and 6 had investigated the different types of bread eaten in many parts of the world. They carried out a survey of how much bread they had consumed over a few days at home. During the inspection they were observed working on the design stage of making a pair of slippers.
115. Teachers create a very pleasant learning atmosphere in lessons which helps all pupils to discuss their project or ask for help in a very friendly way. Pupils are always willing to help each other and pass opinions on their friend's work. This is a good illustration of the very good relationships that exist in the school. Teachers have good subject knowledge and make lessons interesting and exciting. Pupils respond very well and show great enthusiasm for the subject. They enjoy their work and collaborate very effectively. They enjoy explaining what they are doing and always pay careful attention to safety issues.
116. The co-ordinator is very enthusiastic and has made a good start to improving design and technology. There is a suitable scheme of work to help planning. However, there are no consistently applied procedures for assessing and recording the development of pupils' skills to ensure that the activities planned by teachers build successfully on pupils' past achievements. Resources are satisfactory and well stored.

GEOGRAPHY AND HISTORY

117. Standards in geography and history by the end of Years 2 and 6 are in line with those found in most schools. These judgements are similar to those made at the time of the previous inspection. In both subjects pupils' progress, including those with special educational needs and those who speak English as an additional language is satisfactory. Judgements are based on an examination of pupils' work, a number of lesson observations and discussion held with the co-ordinator. Timetabling arrangements meant that there was insufficient evidence available to make judgements about the quality of teaching in geography in Years 1 and 2 and history in Years 3 to 6.
118. In geography, pupils in Years 1 and 2 eagerly follow the travels of *Barnaby Bear*. Appropriate use is made of the area around the school to promote skills of geographical enquiry. For example, pupils in Year 2 conducted a traffic survey of vehicles using the main road through the village. They made good use of their number skills to draw up a graph to show their findings. Pupils can identify the similarities and differences between an igloo and their own home. However, there is little evidence of pupils developing their mapping skills.
119. By the end of Year 6, pupils have learnt how to use a range of maps confidently and to draw their own including a key and contour lines. They have a satisfactory knowledge of other communities. Pupils in Years 3 and 4 learn about *Chembakoli* a village in India and understand that the climate and geographical features of the area have an effect upon the lifestyle of the inhabitants. For example, they note that *the ladies are carrying water back from the well for their families. They carry 10 litres a day.* Teaching is good. Teachers use a variety of styles to keep pupils interested and enhance the quality of learning. In Years 5 and 6 pupils learnt a lot about how rivers erode the landscape and how waterfalls work from videos and practical demonstrations. Another strong feature of the teaching is the emphasis placed on the development of geographical vocabulary.

Teachers insist on pupils using correct terminology such as *plunge pool, source, tributary, delta and precipitation*.

120. The quality of teaching in history is good in Years 1 and 2. Teachers provide good opportunities for children to learn about the past through first-hand experiences such as handling objects, dressing in costumes and visiting places of historical interest. For example, role play involving the use of a mangle, wash-board and dolly tub helped pupils in Years 1 and 2 to learn about some of the changes which have taken place in the home over time. Teachers choose topics which appeal to pupils. In studying the Great Fire of London pupils learn the sequence of events and find out why they occurred and what the results were. By the end of Year 6, most pupils have a sound understanding of important events related to the topics they have studied, such as the Victorians and World War 11.
121. Evidence from samples of work in both subjects shows that pupils do not copy text but use their own words when writing up their accounts of events. This is good practice. However, it is noticeable that the standards in spelling, punctuation and handwriting are not as good as they should be. In addition, teachers do not provide enough opportunities for pupils to practise their mathematical and ICT skills in either geography or history.
122. Pupils are enthusiastic about both subjects and enjoy the practical tasks the teachers provide. The subjects make a significant contribution to pupils' moral development. For example, pupils in Years 3 and 4 have discussed the life of *Anne Frank* and the persecution of the Jews. They have related these events to how people are sometimes treated today because of their race, religion or anything that is different about them.
123. The co-ordinator is newly appointed to the role and is on a temporary contract. She has made a sound start by examining planned activities for all year groups. At the time of the last inspection it was found that some pupils in the mixed Year 5 and 6 class studied one topic twice in history. Planning is now on a two yearly cycle which ensures that pupils in mixed age classes do not study the same topic twice. There are no whole-school approaches to the assessment and recording of pupils' progress. Resources are satisfactory overall in both subjects.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. Standards in ICT are broadly in line with national expectations by the end of Years 2 and 6 in those aspects that could be observed during the inspection. Attainment is rising rapidly throughout the school and pupils are making good progress in their knowledge, understanding and use of computers. These findings are similar to those made at the time of the last inspection. The quality of learning is good as a result of effective planning and good direct teaching of key skills.
125. By the end of Year 2, pupils have acquired satisfactory word-processing skills and know that computers can help them to express their ideas in different ways. They word-process short pieces of information and understand how to use the cursor key to change or delete words. Most pupils understand how computers save and store data and can save and retrieve their own work. Pupils' self-assurance was illustrated well during a successful Year 1 / 2 lesson in the ICT suite. All pupils were confident in using the mouse and cursor to place text and drag pictures of a variety of household objects around the screen before categorising them. Lower attainers used a dry wipe keyboard as they revised some basic skills such as how to jump down a line or move the arrow. The lesson was successful because of the teacher's expertise and the structure, pace and level of challenge which matched pupils' prior attainment. Good teaching, combined with the pupils' eagerness to learn ensured that progress was brisk.
126. Pupils in Years 3 to 6 are acquiring an appropriate range of ICT skills. These range from straightforward word-processing to more complex operations. Skills are most advanced in Years 5 and 6 where pupils enjoy constructing and organising imaginative presentations for display on a large screen. For example, in one lesson, they used graphics and sound to improve their

presentations on the water cycle. Some included a hyperlink in order to research suitable websites for further information. The use of software by pupils in Years 3 and 4 to control images on the screen is satisfactory. They showed this when they constructed a short series of sophisticated instructions. There was a gasp of excitement when a shape like a crystal flower appeared on the computer. The school has only recently acquired equipment for monitoring and recording changes in the environment (such as temperature and light and sound) and work is planned on these skills later in the year.

127. Pupils have very positive attitudes to the subject. They talk enthusiastically about the skills they are learning. However, there are too few opportunities for pupils to use their ICT skills in other subjects such as mathematics, science and geography. The school is aware that this aspect is a weakness and has drawn up an action plan to remedy the situation.
128. The quality of teaching is good. Work is well planned and interesting. Because of this pupils thoroughly enjoy their work and behaviour in lessons is always at least good. Teachers make very good use of the projection facilities in the ICT suite to demonstrate and explain new skills. As a result, pupils learn to handle new concepts quickly. Teachers are good at providing individual help when pupils experience difficulties. Support assistants are used well to give specific targeted help to particular groups of pupils, such as those with special educational needs who also make good progress.
129. The subject is well managed. The recent investment in a first-class computer suite and equipment and a systematic programme of skills training for staff have ensured that teachers have confidence in teaching ICT. The school is using its resources to maximum effect. Matters have not rested there. Continuing staff training, particularly in the use of ICT in other subjects and the control and modelling strands, and a coherent, well thought-out programme of development for the subject in the longer term have ensured that ICT has the capacity to go from strength to strength. However, systems for assessing and recording pupils' progress are only just in the process of being developed.

MUSIC

130. During the week of the inspection too few lessons were observed to make any overall judgement about standards in music or the quality of teaching in Years 3 to 6. Evidence from lessons in Years 1 and 2 shows that standards in the subject are similar to those found in most schools. Pupils of all attainment levels including those with special educational needs make satisfactory progress as do the small number of pupils who speak English as an additional language. As at the time of the previous inspection pupils sing well and the quality of their singing makes a very good contribution to the effectiveness of school worship. However, there are currently no opportunities for pupils to learn to play orchestral instruments or to join a choir.
131. Pupils demonstrate good skills in selecting and playing instruments. A key feature of group work is the way pupils work well with others and listen intently to the teachers' instructions. Pupils in Years 1 and 2 decided what instruments should be used to best describe the words of the *Hairy Scary Castle* song. They then expertly played their accompaniments as others sang. The quality of learning was good in this part of the lesson because the pupils really enjoyed the choice of song. However, not all pupils have the chance to perform because of lack of time. In Years 3 and 4 some good work was produced linking speech, mime and music. Pupils explored a variety of descriptive sounds linked to short stories about different animals. They worked well in small groups and took care to consider dynamics and tempo in producing their own compositions, some of which are of a high quality. The quality of learning in this lesson was good because pupils were given time to develop and improve their compositions.
132. In the lessons seen during the inspection, teaching was satisfactory overall in Years 1 and 2 and good in one lesson in a class of pupils from Years 3 and 4. A particularly good feature of the work in Years 3 and 4 is the opportunity provided for pupils to evaluate the performance of others in the class. This enables pupils to articulate their views about the way music is performed and helps other pupils to improve on previous best. In Years 1 and 2 both teachers make good use of the commercial materials but lessons are not of a sufficient length to enable pupils to complete the activities planned. The actual time devoted to the teaching of music is in line with national recommendations but the way it is split up into two short lessons is in need of review.
133. The music scheme of work, based on commercial materials and national guidance is new to the school. It covers all areas of the curriculum. It is not possible at this stage to judge its success. The school has arranged a training session for all members of staff for later on in the term to help

boost confidence and expertise in teaching the subject. The co-ordinator was absent from school during the week of the inspection. There is a good range of instruments and they are of a very good quality. There is no whole-school approach to the assessment and recording of pupils' progress.

PHYSICAL EDUCATION

134. All the required strands of physical education are taught. Lessons were observed in gymnastics, dance and extra-curricular activities involving modern dance and netball training. The school also provides pupils with opportunities to develop skills in rugby, soccer, athletics and tennis. Pupils also take part in local school competitions. Attainment in swimming is good; with most pupils being able to swim at least 25 metres by the time they leave the school. Many pupils swim much longer distances and with very good style. Standards in the aspects of physical education observed during the inspection are above average throughout the school. This is an improvement since the previous inspection.
135. All pupils change quickly and quietly without fuss. In some classes pupils are challenged to change before music, playing quietly in the background, ends. This stimulates the pupils to extra effort and there is good competition. Teachers too are dressed appropriately and set a good example to pupils.
136. Pupils, including those with special educational needs and who speak English as an additional language make good progress. Pupils in Years 1 and 2 were challenged to remember movements from their previous dance lessons and to include facial expression. This had the effect of adding interest to their performances of *Jack and the Beanstalk* as they linked their movements to the exciting music. The same teacher trains boys and girls in the dance club. Pupils there put a great deal of effort into their movements and thoroughly enjoy their sessions. Pupils in Year 2 linked their dance routines with their mathematics, counting silently in eighths to make sure they linked their movements effectively to the music.
137. In an excellent lesson taught by the physical education co-ordinator, pupils in a Years 5 and 6 class warmed up to a game involving all pupils watching the teacher very carefully and matching their movements to the teacher's signals. This set the scene for an exciting lesson where pupils gave of their best. Pupils prepared a sequence of movements from a bridge to a roll and enjoyed watching each other as they demonstrated good movements. After practice at floor level, they transferred their sequences successfully to the apparatus which they set out with due regard to all safety issues.
138. In the three lessons observed the quality of teaching was very good with one lesson, taught by the physical education co-ordinator judged to be excellent. Lessons are very well planned and prepared. Pupils are given challenging tasks which capture their interest. Teachers have very good control and rapport with their pupils, which helps to develop a very good working atmosphere in the lessons. Teachers make very good use of praise which helps to boost pupils' self-esteem.
139. Pupils' attitudes to physical education are very good. They behave very well, even when they have to sit still, listening to their teacher or waiting their turn to demonstrate. They co-operate sensibly in pairs and small groups and use their initiative and imagination creatively. Sometimes when groups perform for other pupils in the class they receive generous applause from their friends. This spirit of friendliness is a feature of school life, which is fostered well in physical education lessons. In discussion with pupils they were keen to point out that they liked coming to school because both teachers and pupils were so friendly.
140. The leadership and management of the subject are good. There is a policy and a scheme of work which provides teachers with an outline for lessons. There are no formal systems to assess and record pupils' progress. Resources are good and the school's modern hall provides very good facilities for physical education lessons. The oldest pupils benefit from the opportunity to attend a

residential course when a variety of outdoor pursuits are available.

RELIGIOUS EDUCATION

141. Attainment in religious education is broadly in line with the expectations of the locally agreed syllabus. Overall, pupils of all attainment levels make satisfactory progress. The previous inspection found that there was no co-ordinator for the subject and no scheme of work. Both of these issues have been addressed successfully. However, the school's policy has yet to be approved by the governing body.
142. Pupils in Year 2 deepen their understanding of Christianity. They have a sound knowledge of some of the parables Jesus told. One child while writing an account of the possible meaning of the story of the prodigal son wrote, *The father was loving because his son came back*. Pupils are given opportunities to write their own prayers such as ones thanking God for *Mums and Dads*. Pupils know that in the Christian faith Easter is a time of celebration because Jesus came alive again. They learn some important human values, such as thinking of others, and are encouraged to put them into practice in their own lives in school or at home.
143. Pupils in Years 3 and 4 have studied Sikh beliefs and have a good knowledge for their age. They have benefited greatly from experiencing a full day's visit by a practising Sikh who gave them an insight into his beliefs and allowed them to see, touch and ask questions about the religious artefacts he brought with him. The culmination of this work was a very good presentation made to the whole school by the children about what they had learned. Older pupils study Hinduism and have a sound knowledge of Christianity. They understand that people have different beliefs and values and that these can have an effect upon how people lead their lives. A survey of previous work shows up some examples of writing being used well. For example, one child wrote *I think God is happiness, caring and a person who loves and forgives everyone*.
144. No overall judgement can be made about the quality of teaching in Years 1 to 6. In one good lesson seen in Year 1 during the inspection pupils made good use of role-play to act out one of the stories Jesus told. In Year 6 good use was made of storybooks translated into English to give pupils an understanding of the Hindu festival of *Holi*. Older pupils are given insufficient opportunities to use their writing skills, especially the higher attaining pupils and ICT is not used at all.
145. The co-ordinator is new in post but is very enthusiastic and keen to improve the quality of teaching and learning in the subject. She has made a sound start to managing the subject. A scheme of work is in place, resources have been improved and a draft policy produced. Unlike other subjects written work in religious education is not done in exercise books but on separate pieces of paper. As a result it is difficult to collate it all together and some of it is not stored well. There are no systems in place to assess and record pupils' achievements. Resources are satisfactory.