

INSPECTION REPORT

OAKHILL PRIMARY SCHOOL

Stoke on Trent

LEA area: Stoke on Trent

Unique reference number: 124000

Headteacher: Lyn Paxton

Reporting inspector: Bernice Magson
18143

Dates of inspection: 30th September – 3rd October 2002

Inspection number: 250943

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Rookery Lane
Oakhill
Stoke on Trent
Staffordshire

Postcode: ST4 5NS

Telephone number: 01782 235238

Fax number: 01782 236564

Appropriate authority: The Governing Body

Name of chair of governors: Mrs Susan Newman

Date of previous inspection: 09/09/1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18143	Bernice Magson	Registered inspector	Art and design Religious education Foundation Stage	What should the school do to improve further The school's results and achievements How well are pupils taught
9003	Bryan Findley	Lay inspector		How well does the school care for its pupils Pupils' attitudes, values and personal development How well does the school work in partnership with parents
23566	John Iles	Team inspector	Mathematics Design and technology Physical education Special educational needs	How good are curricular and other opportunities offered to pupils
21114	Malcolm Johnstone	Team inspector	English Information and communication technology (ICT) Music Educational inclusion	How well is the school led and managed
2766	Rashida Spencer	Team inspector	Science Geography History English as an additional language	

The inspection contractor was:

SES Ltd.
132 Whitaker Road
Derby
DE23 6AP

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Oakhill Primary School is a community school serving mainly the Oakhill and Trent Vale area of Stoke-on-Trent. The school is similar in size to most primary schools with 252 pupils, with slightly more boys on roll than girls. Almost all pupils come from white British backgrounds; there are four who speak English as an additional language but no pupil is at an early stage of English language acquisition. The number of pupils entitled to free school meals is rising and is higher than the national average. Seventeen per cent of pupils identified mostly with language needs are on the special needs register, a below average figure. Three pupils have statements for their special needs. Fifty-six children are in the Foundation Stage of education, taught in separate nursery and reception classes. Attainment on entry to the nursery is below average.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory and improving quality of education for its pupils. By the time pupils are in Year 6 standards in the large majority of subjects are at least average. However, there is considerable underachievement by pupils in Years 1 and 2 in English, mathematics and science. Teaching is satisfactory overall with some good features, especially for older pupils. Leadership and management are satisfactory. The school gives satisfactory value for money.

What the school does well

- In Year 6 pupils achieve above average standards in mathematics and information and communication technology (ICT) and well above expected standards in music.
- Children in the nursery and reception classes receive a good start to their education
- Teaching of the older pupils is good.
- The extra-curricular provision for pupils is very good.
- The headteacher has a strong commitment and determination to improve the school

What could be improved

- Standards and achievements of pupils in English, mathematics and science in Years 1 and 2
- The quality of teaching in Years 1 and 2
- Monitoring and evaluation of teaching and learning are not rigorous enough

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been a satisfactory rate of improvement since the school was last inspected in 1998. Pupils are achieving better standards in mathematics and ICT by Year 6. Standards in Years 1 and 2 have declined but those in the junior years have been maintained. Improvements have been made in the provision for children in the Foundation Stage and standards have risen. The quality of teaching has not changed since the last inspection. Most of the key issues of the last report have been addressed although some issues remain partly due to recent staff changes and long-term absences. Curriculum co-ordinators have clearly defined roles and responsibilities and prepare action plans consistent with anticipated costings. However, their monitoring of the success of curriculum improvements in some subjects is still not satisfactory. Lesson planning has developed well and the needs of all pupils are given satisfactory consideration. The leadership of the school has the capacity to improve further.

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
	1999	2000	2001	2001
English	B	A	D	B
Mathematics	C	B	C	A
Science	B	A	D	C

Key

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

Children enter the nursery with below average standards but by the time they finish the reception year good teaching has ensured that they reach the levels expected in all six areas of learning. This good progress is not continued in the infant classes. In the national tests for last year's Year 2 standards in reading, writing and mathematics were well below average, and in writing and mathematics they were in the bottom five per cent of schools nationally. Standards were also below average in the teacher assessments in science. When compared to similar schools, based on the free school meals entitlement, pupils were well below average in reading, writing and mathematics. The school has sought to arrest the decline in standards and the deputy headteacher is now working in this key stage. The 2002 unvalidated test results for Year 2 show some improvement in mathematics and science. Inspectors agree that standards are now starting to improve in mathematics and science but remain below average, and well below average in reading and writing.

The trend of improvement in overall performance for Year 6 pupils has been in line with the national trend. Standards improved from 1998 to 2000, but dipped again in 2001 when there were more pupils with special educational needs. The 2002 unvalidated test results indicate that overall standards have improved in all three subjects tested, and particularly in science. The performance of girls is better than that of boys. Inspectors found that standards in Year 6 are currently about average in English and science and above average in mathematics. Standards in music are well above nationally expected levels and in ICT are above. For all pupils standards in religious education are in line with the requirements of the locally Agreed Syllabus.

Pupils with special educational needs make good progress overall. Pupils with English as an additional language and gifted and talented have similar achievement to others.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and most expect to work hard.
Behaviour, in and out of classrooms	Good. Pupils are well-behaved and responsible
Personal development and relationships	Good. Pupils work and play well together and make positive relationships with adults. The older pupils respond well to their role in helping younger pupils settle into school.
Attendance	The attendance level is improving and similar to other schools.

TEACHING AND LEARNING

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

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

Teaching is satisfactory overall throughout the school and has some good features. However, a few of the lessons seen in the lower part of the school were unsatisfactory and the scrutiny of other evidence, including pupils' work, teachers' planning and discussions with pupils, indicates that pupils make insufficient progress in Years 1 and 2 because teaching is unsatisfactory. In lessons where the teaching is good and very good, teachers have good subject knowledge and an enthusiasm for teaching. They plan well, lessons have clear aims and they manage pupils effectively. There is a strong focus on teaching basic skills, and tasks are matched effectively to the learning needs of pupils. Teaching is consistently good or very good in the nursery and reception classes. The children are given purposeful and challenging activities based on a good knowledge of what they can do. Teaching of literacy and numeracy is satisfactory and pupils make appropriate progress. Pupils with special educational needs, the small number with English as an additional language and those who are gifted and talented are given specific help appropriate to their individual needs.

The unsatisfactory teaching in school occurs when pupils are not challenged in their learning and the pace of lessons is slow. Insufficient attention is given to the teaching of basic skills. Because of insecure subject knowledge and lack of understanding of the expected levels of pupils in the National Curriculum, tasks are not well matched to learning needs. In these lessons pupils are capable of learning more than they do at present.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory overall but with some weaknesses in the infant classes. Staff changes and long-term absence through illness have led to inconsistency in the management of the curriculum.
Provision for pupils with special educational needs	Good. Teachers and classroom assistants ensure pupils' individual learning needs are met. Resources are good. Older pupils benefit from the opportunity to use laptops in lessons. They are highly motivated and eager to learn.
Provision for pupils with English as an additional language	Satisfactory for the small number of pupils in the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good for pupils' spiritual, moral and social development. Insufficient emphasis is placed on preparing pupils for a multicultural society.
How well the school cares for its pupils	Good provision ensures the pupils' safety and welfare. Insufficient use is made of assessment information to guide curriculum planning.

The school has a satisfactory partnership with parents and several new initiatives aimed at further improving links are proving successful.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher, deputy headteacher and senior staff have a good understanding of the strengths and weaknesses in the school. They share a common purpose to succeed and have identified appropriate tasks for improvement.
How well the governors fulfil their responsibilities	Good. Statutory duties are fulfilled conscientiously. Most of the governing body is newly appointed since the last inspection. All are enthusiastic about the school and keen to be involved in shaping its educational direction.
The school's evaluation of its performance	Unsatisfactory. The procedures for monitoring teaching and learning are improving but are insufficiently rigorous to bring about improvements in pupils' standards.
The strategic use of resources	Good. Appropriate priorities are identified and supported through financial planning. Resources are used well.

Staffing, accommodation and learning resources are good overall. The facilities for children in the nursery are very good. The governors apply the principles of best value satisfactorily.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like coming to school and have positive values and attitudes to their learning. Teaching and progress is good Standards in ICT and music are good. Parents are happy to approach the school. The headteacher and staff are friendly and helpful. The school is well led and managed The school provides a good range of extra-curricular activities for pupils. 	<ul style="list-style-type: none"> More information regarding progress of children in school Higher expectations of work from children A better partnership with parents A small group of parents felt that discipline in school needed to be firmer

Although inspectors believe that the school gives satisfactory amounts of information to parents about children's progress, they agreed that it would be helpful if targets for further improvement could be shared. The school has recognized the need to improve its relationship with parents. It is satisfactory at present. Inspectors consider the management of pupils' behaviour to be good, and very good in the nursery and reception class. Inspectors share most of the parents' positive views about the school, though they do not think that teaching or progress is as good as it should be in the lower part of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS

The school's results and pupils' achievements

1. At the time of the last inspection standards at eleven were considered to be above average in English and in line with national averages in mathematics and science. Between 1998 and 2000 standards in the national tests for Year 6 improved in these subjects but they declined in the last reporting year of 2001. This fall in standards was largely due to the higher than average proportion of pupils with special educational needs in this year group. Provisional test results for 2002 together with evidence from the inspection indicates an improvement to standards similar to the national average in English and science, and to above average in mathematics. The achievement of girls is greater than boys but not significantly. In writing, for example, they show more imagination and structure in their work.
2. Results of the National Curriculum tests for Year 2 in 2001 show that the proportion of pupils achieving the expected levels was well below average in reading, writing and mathematics. These results were in the bottom five per cent of schools nationally in writing and mathematics. According to teacher assessment standards in 2001 were also below average in science. When compared to the results in similar schools, based on the free school meals entitlement, pupils' standards were well below others in reading, writing and mathematics. The performance of girls at seven was consistently better than boys in all subjects. These low standards were the result of unsatisfactory teaching and insufficient attention in teachers' planning to the provision of challenging work to match the needs of all pupils. Standards at seven have declined since the last inspection. The school has recognized that standards are unsatisfactory and in the later part of last school year introduced measures to arrest this decline. Pupils have benefited from this intervention programme and the provisional tests results for 2002 show an improvement in mathematics and writing with more pupils achieving the higher level 3. However, standards remain below expected levels in science and well below average in reading and writing. Inspection findings show that the attention to teaching basic skills is beginning to be effective in Year 2, but progress is slow. Inspectors judge standards for pupils currently in Year 2 to be well below average in reading and writing and below average in mathematics and science.
3. Children begin the Foundation Stage with standards below expected levels in all areas of learning, particularly in speaking and listening. Numeracy skills are slightly better but also below expected levels for children of this age. Provision for continuous improvement of knowledge and a skill is good. Teaching is of a high quality and is never less than good. Staff make effective use of resources; very good levels of planning and teamwork between teachers and classroom assistants ensures that no time is lost and that the essential early skills of speaking and listening, counting, exploring the world around them and using computers are reinforced at every opportunity. This results in good progress across all areas of learning. Most children achieve the early learning goals appropriately for their age and are ready to start the National Curriculum at the start of Year 1.
4. The national test results in reading show standards in reading are average for pupils in Years 3 to 6 but well below average in Years 1 and 2. In the infant years pupils lack confidence and enthusiasm for reading, but juniors read with more fluency and interest and express preferences about favourite authors. In writing, pupils' standards

are similar to those in reading and are well below average in Years 1 and 2 and average in Years 3 to 6. A scrutiny of infants' work indicates unsatisfactory teaching of basic skills of sounds, handwriting, and spelling and this is limiting pupils' progress. In the last reported year of 2001, although most seven-year-olds reached the nationally expected level 2, none achieved the higher level 3 in writing.

5. Achievement over time in English is good although without continuous improvement every year. It is better in the junior classes of the school, which is a reflection of the better teaching for older pupils. Planning is more consistent so that skills in reading and writing, in particular, develop well. Over the past year there has been a great emphasis on the development of writing in a range of styles. There are recent signs of good improvement in writing.
6. Standards in speaking and listening are well below average in Years 1 and 2 and average in Years 3 to 6. As a result of better teaching in the junior classes their speaking and listening improves steadily. They talk and listen with greater confidence and by Year 6 are beginning to use some accurate terminology appropriate to each subject of the curriculum. The School Council and class circle-times give opportunities for all pupils to listen and contribute to general discussions. Above average pupils ask well-conceived questions which develop their ideas and improve their vocabulary and expression.
7. Achievement in mathematics is good for pupils in the junior classes and improving for the pupils in Years 1 and 2. In the last reporting year in 2001 the performance of pupils in Year 6 exceeded that of similar schools with over a third of pupils achieving the higher levels. Similarly in the provisional test results for 2002 the performance of pupils in Year 6 compares well with pupils in other local schools. This is because of the excellent teaching in Year 6, where pupils use and apply their knowledge and skills to solve problems. However, although there has been some improvement in the 2002 national tests for Year 2 pupils, their performance and achievement is below the average for their age group. These pupils lack confidence in their use of number. Few recognize number patterns or calculate addition and subtraction with two digit numbers. A programme to monitor teaching and learning has successfully contributed to raising standards in both year groups. Throughout school the improved attention to mental strategies at the start of lessons is encouraging pupils to use numbers more creatively.
8. Standards in science in Year 6 are average but in Year 2 they are below average. In the last reporting year for national tests (2001) the performance of pupils in Year 6 was below the national average. However in 2002 significantly more pupils in Year 6 achieved the higher level 5. Overall achievement in science is satisfactory but improves more rapidly in Years 3 to 6. In the junior classes pupils gain knowledge and understanding of living things, materials and physical processes. By Year 6 they have a well developed grasp of scientific and technical language, use data well, and interpret graphs confidently. In Years 1 and 2 satisfactory progress is made in the development of investigative skills but pupils' recording of their findings is unsatisfactory and there is little evidence of work where pupils' recording skills are appropriate for their age. Most pupils in Years 1 and 2 are content to give only one-word answers to teacher questions. As a result their progress is slow.
9. Standards are above average in ICT in Year 6 and pupils achieve well. In Year 2 standards are in line with nationally expected levels and their progress is satisfactory. Teachers make good use of the technology suite to increase pupils' awareness of the facilities, which are available to them through computers. Most pupils have good knowledge and control of the functions of the machines. They have good attitudes to

learning, listen to instructions carefully, concentrate and persevere well. The enthusiasm of the co-ordinator is raising the profile of this subject, and this is increasing pupils' interest in learning. Most pupils in school can use word processing to create a simple sentence or their own text and they can change fonts successfully. Year 6 pupils can structure, refine and present information in different forms and styles for different purposes. All older pupils save and retrieve work in their own directories. In Year 5 and 6 pupils can use email to exchange information and ideas with others. Because of some good links to other subjects of the curriculum pupils recognize that they can improve their learning more rapidly by using computers to undertake historical research, practise mathematical calculations and compose music.

10. Pupils achieve well in music and have standards above expected levels in Year 2 and well above expected levels in Year 6. They make good progress in the infant classes and very good progress in junior classes. By Year 2 pupils sing a two part song and maintain their tune successfully. They compose music for tuned and un-tuned percussion instruments and record their compositions in pictorial form. Older pupils in Years 3 to 6 continue to show a keen interest in music. Their learning is helped by the use of tapes, electronic keyboards and a digital camera, which allows them to evaluate and refine their own work more effectively.
11. Standards in design and technology are below nationally expected levels in Years 2 and 6. Although all pupils have some opportunities to plan, make and evaluate their designs, these activities are limited and as a result progress throughout school is unsatisfactory. Pupils show an interest in this subject but are often disappointed in the results and have little understanding of how to improve. In Years 3 to 6 learning is helped by some good links to work in other subjects although rarely are the design and technology tasks matched appropriately to the needs of pupils.
12. Skills in art and design and physical education are built up gradually through the school and pupils achieve expected standards in Years 2 and 6. Where teachers use opportunities for pupils to evaluate their work, progress is better and standards of attainment are higher. Skills are taught adequately in lessons and pupils consolidate their prior learning of basic skills well.
13. Standards are in line with the locally Agreed Syllabus for pupils in religious education in Years 2 and 6. Pupils enjoy their work and make satisfactory progress in learning about Christianity, Judaism and the Islamic faith. They also are developing a satisfactory understanding of other major world faiths through comparative work incorporating a study of festivals and customs of each faith.
14. In history and geography pupils do not reach the expected levels in Year 2 but they achieve well in the junior classes and by Year 6 they are achieving in line with national expectations. Overall progress in history and geography in Years 1 and 2 is unsatisfactory but improves in Years 3 to 6. Pupils' work in history in Years 1 and 2 is limited because they do not have appropriate recording skills. Much of the work is oral whole class activities, and pupils have made little progress in independent research and investigation. In geography, Year 2 pupils are beginning to develop mapping skills but their knowledge has not been developed in depth and their understanding of scale and measurement in mapping is limited. Year 6 pupils' knowledge of history and geography is suitably broad and detailed because progress over time and in lessons is satisfactory.
15. Pupils with special educational needs make good progress. Teachers and learning support assistants work well together and support pupils to ensure their full inclusion

in all aspects of the curriculum. Pupils' individual education plans are of good quality. They identify simple, achievable steps in learning which enable pupils to succeed. Older pupils are aware of their targets and have confidence in their teachers to lead them to success. During the current term three pupils have been taken off the school's special needs register. Pupils follow the literacy and numeracy strategies with their friends and because the work is well matched to their abilities they make valuable contributions to lessons and their self-esteem is raised. Progress of pupils in Years 1 and 2 is satisfactory and in Years 3 to 6 it is good. Pupils with special educational needs are well challenged and work hard. There is no significant difference between the achievements of boys or girls who have special needs.

16. The school has recently identified a small number of gifted and talented pupils in Years 3 to 6, particularly in music. The music co-ordinator is monitoring their progress and providing them with appropriate opportunities for improvement. A new policy is being developed among staff and as a result they are starting to make better provision for these pupils.
17. The school has now begun to set realistic and achievable targets for pupils in its push to drive up standards. Targets are set for individual pupils and for groups of pupils in English and mathematics, where the school is aiming to increase the proportion of pupils reaching national averages and improve the number of pupils exceeding them. Already in 2002 there are a greater number of higher attaining pupils achieving well as a result of these challenging targets. Provisional test results show that the school is now more accurate at judging standards and estimating progress of pupils and results for pupils in Years 2 and 6 match teacher assessments.

Pupils' attitudes, values and personal development

18. Pupils' attitudes to schooling and behaviour remain good. They form good relationships with others and generally develop well during their time at the school. Parents feel their children like school and work hard.
19. Pupils show a good deal of enthusiasm for school. They organize themselves quickly at the beginning of each session and soon settle in the classroom ready for work. Classroom helpers during morning registration for a Years 3 and 4 class busily sort books and work sheets so that lessons start promptly. There is evident enjoyment in the work pupils are given from the very youngest to the oldest pupils. They take willingly to the level of responsibilities they are given and attend extra-curricular activities, such as a bible club, in large numbers.
20. Most pupils behave well from an early age because of the gradual way in which they learn how to conduct themselves according to their ages. They also respond well to the role model of how to treat each other that is set by members of staff. Pupils quickly understand rules for different parts of the school so that, for example, noise levels in the dining room are socially comfortable and corridors orderly. Behaviour in the classroom of Years 3 to 6 is very good because of the interest generated in work and an insistence on standards by the teachers. Pupils rarely need sanctions of severity and the teachers deal with most matters in the classroom. There were two fixed term exclusions during the last year and this is low when compared with other schools.
21. Relationships are good because of the inclusive friendships pupils make with each other. Relationships with teachers and support assistants are also good and create an atmosphere in which pupils can learn. There are very good relationships where pupils receive individual support from classroom assistants. Pupils work and play

happily together in good-natured cooperation. They take turns well and are helpful to each other, as seen in a physical education lesson in Year 6. Tensions are few and pupils are comfortable in school free of any worries about problems of bullying or racism.

22. Personal development is good because pupils are encouraged to think and do for themselves from their first days in school, for example in wearing aprons for certain activities in the nursery. Pupils willingly support the work of the school by helpful tasks, such as helping in the hall for assemblies, staffing the school office at lunchtime and supporting younger pupils in play. There are a few pupils in most year groups who do not mature as well as they should and take up class time, for example, by distracting others or making silly comments and this can be challenging for teachers at times.
23. Pupils with special educational needs respond very well in lessons and have good attitudes to work. They concentrate well and are pleased when they are praised for their efforts. The dedication of their teachers and support staff enables pupils to have confidence that their work will be valued. They are reliable and have access to expensive equipment, for example, laptop computers, which they look after very carefully. They are keen to succeed and are prepared to have a go at all activities. Pupils with behavioural problems receive very good support. The school works closely with outside agencies to identify and establish effective behavioural strategies.
24. Attendance is satisfactory and in 2001-02 was broadly in line with similar schools and an improvement on the previous year. Most pupils have a good record of attendance. School figures have been artificially lower than they should because of the way absences for off-site education have been categorized as authorized absences, distorting the absence figures. Unauthorized absence is also similar to that in other schools. Pupils attend school punctually and are prompt in their response to the daily routines.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT

25. Overall, the quality of teaching is satisfactory; it is good in the Foundation Stage, unsatisfactory in Years 1 and 2 and satisfactory in Years 3 to 6. Some excellent teaching was observed in Year 6. Teaching has not improved since the last inspection.
26. Most of the good and very good teaching takes place in the nursery and reception classes, recently in Year 2, and in the upper juniors largely in Year 6. The strengths in teaching are well-prepared lessons with learning objectives clearly identified and tasks appropriately planned to challenge all pupils, teachers with good subject knowledge and enthusiasm for their subject, and high standards. Usually lesson objectives are shared with pupils so that they know what is expected of them. At the end of lessons most teachers review with pupils whether the objectives have been met or not and often develop the learning further. In the excellent mathematics lesson in Year 6 the teacher was focused in her questioning and provided activities that reinforced basic skills in an interesting way. At speed pupils subtracted numbers using various strategies. Praise was given for clear explanations of their calculations and especially for determining effective strategies to solve problems. Good use was made of learning aids such as an overhead projector, whiteboard or fraction boards. Pupils were interested enough to remain concentrated throughout the lesson and as a result made very good gains in their learning. Expectations of pupils' performance are generally good and are very high in the good or better teaching.

27. Teaching and learning in the Foundation Stage are always good or very good and have improved since the last inspection. Teaching is especially successful in promoting children's independence in learning. Routines are established, resources are carefully arranged to ensure success and time is provided to listen to the ideas of children. A musical tape of nursery rhymes is used as a signal for tidying toys away, for example, and children can be seen singing and dancing as they purposefully tidy the classroom. Children's choices are always valued and accepted so that they learn to make reasoned suggestions. In one good lesson a discussion on healthy eating followed from an inappropriate suggestion about feeding the rabbits and together the children and teacher decide that too much food will make the rabbits ill! Basic skill work in literacy, numeracy and ICT are matched to children's interests. Activities to improve recognition and understanding of number in the reception class developed from an activity to build a wall for Humpty Dumpty. The teacher gave good attention to developing the technical vocabulary of "one more and one less." Computers are always switched on and children use these formally with their teachers but also to experiment and for exploration as they practise basic computer skills. Teachers and classroom assistants work very well together to ensure that all the areas of learning are fully covered in both the indoor and outdoor environment. The free flow arrangement in the nursery between outdoor and indoor activities keeps children enthralled and constantly working on tasks, which reinforce the lesson objectives.
28. Teaching in the infant classes is unsatisfactory overall, although the school has taken recent steps to address this and strengthen teaching. The introduction of a senior staff member into Year 2 and specialist help in Year 1 has meant that teaching has improved. Pupils in Year 2 are now making greater progress. However in Year 1 a number of weaknesses remain. Insufficient attention is given to the use of assessment in planning lessons. For example, pupils' previous well-developed skills of independence encouraged in the Foundation Stage are not extended. In one lesson pupils lost time as they waited for teacher directions to move through a string of activities and learning was restricted. There was little opportunity for pupils to make choices and move the learning on at a more rapid speed. Planning meets the requirements of the National Curriculum but there is little activity beyond the national guidelines. Often the tasks lack challenge both in practical application and in recording. There are few examples of pupils being offered a variety of activities to meet the needs of individuals or small groups. Frequent use is made of worksheets where pupils give limited answers with little opportunity for individual ideas to be extended. Insufficient time is given to developing the pupils as learners and too much time is spent on doing low-level tasks, or sitting and listening to the teacher. The development of the literacy and the numeracy hours has provided a better structure to learning as there are clearer learning objectives. However, at present the school's systematic approach to the teaching of reading, writing and handwriting is not followed with sufficient rigour and in mathematics and science there is insufficient balance in the coverage of the curriculum.
29. In Years 3 to 6 teaching and learning are satisfactory with many examples of good practice. Where teaching is most successful pupils are clear about what they are doing and why they are doing it. They enjoy the many opportunities the teachers give to them to link various subjects of the curriculum to develop and reinforce skills. For example, in Year 4 in a religious education lesson the pupils dramatized a story, discussed the implication of moral values, and made cards developing skills in paper sculpture. Within the lesson pupils improved their skills of speaking and listening and improvisation, considered social issues and undertook craft tasks. Teachers draw lessons to conclusion, effectively outlining success and learning and providing pupils with opportunities to evaluate their learning independently. They ask thought-

provoking questions, and enter into detailed discussions to help pupils solve problems, so that learning is more rapid. Classroom assistants work well with teachers and are integrated into the class. They have good knowledge of what is expected so that pupils can make progress.

30. The skills of design and technology are not successfully taught or learnt from the end of reception. Although the school has adopted the national guidelines as a scheme of work few teachers plan the development of design and technology into their topics. Pupils' work across the school from the end of reception to Year 6 shows a notable absence of the development of the skills of designing, making and evaluation. Many opportunities are missed and this adversely affects their learning.
31. The quality of teaching of pupils with special educational needs is good. Pupils with special needs are identified very quickly - very soon after they begin school in the Foundation Stage. This enables early intervention and ensures that the needs of pupils are focused. Features of successful teaching include good planning that gives good quality structure to lessons, delivered by dedicated teachers and support staff who know pupils' personal targets. Individual teaching plans are widely used as guidelines for effective teaching and learning and pupils are fully challenged. In Years 3 and 4 special needs pupils are grouped together. They have good individual support and very good resources, for example they use laptops daily in each lesson of the curriculum. Consequently, pupils are highly motivated and ready to learn. Support staff encourage pupils to respond in class discussions and recognize the importance of language development as an important part of learning. Class teachers are quick to celebrate achievement and this is a successful strategy that improves learning. Support staff know the strengths and weaknesses of the pupils and make valuable contributions to ongoing assessment and the monitoring of pupils' progress.
32. Marking of pupils' work is satisfactory overall. The best marking analyses what pupils have done well, praises them for it and then continues to inform them of what to do to improve with guidance on how to do it. The least effective marking is a tick and a general comment such as "well done" or "good." Where the better marking takes place learning is greatly strengthened.

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

33. When the school was last inspected the curriculum was criticized because it did not support teachers' lesson planning well enough. Since this time there have been many changes and the school has responded appropriately to new national initiatives and guidance. A policy for racial equality and opportunity is in place and its aims are reflected effectively in the curriculum. The literacy and numeracy strategies have been implemented effectively in the juniors. The new curriculum for the Foundation Stage of learning has been established and meets the needs of the youngest children well. National guidance has been adopted for other subjects and this provides a suitable structure to ensure statutory requirements are met in full. These documents support the teaching and learning of pupils in Years 3 to 6 well. The school uses the locally agreed syllabus for religious education.
34. There are some weaknesses in curriculum provision in the infant classes, largely due to staff illness and discontinuity in curriculum management. The curriculum for this age range is unsatisfactory and currently under review. Until the appointment of the new headteacher there had been insufficient monitoring of the delivery of the curriculum for this age range and strengths and weaknesses had not been identified. The literacy and numeracy strategies have not been taught with the consistent rigour

needed to support pupils' progress. Weaknesses lie in the insufficient links made between literacy, numeracy and the application of these skills in other subjects. Planning for other subjects relies too heavily on published schemes of work and has not been adapted to meet the specific needs of the pupils in Years 1 and 2. This has led to some underachievement in Years 1 and 2 and unsatisfactory progress for pupils in Years 1 and 2.

35. The school provides a very good range of extra-curricular activities including sporting activities, bible, French and gardening. Leek Town and Stoke City football clubs support the school, coaching boys and girls. Clubs are well attended and pupils value the wide range of opportunities they have to take part in activities beyond the school day. Visits to places of interest and visitors to the school, for example, theatre groups and artists in residence enhance the creative aspects of learning. Local potteries also support the school's activities.
36. The provision for personal, social and health education is good. Allocations of time to promote pupils' personal development, including the programme for physical education, are generous and this supports the development of self-esteem. The school participates in the national healthy eating programme and encourages pupils to learn about the benefits of a healthy lifestyle. Similarly, provision for sex and drugs education includes opportunities for parents to join their children and support discussions, which heighten awareness of the dangers of smoking and benefits of medicines. The school nurse contributes to the provision for science for example, supporting work based on the study of the human body.
37. All pupils, including those with special educational needs, have access to the full range of activities and visits planned. Provision is good and meets the requirements of the new code of practice. Staff and governors support the delivery of the curriculum in classes and this is monitored regularly to judge its effectiveness and to review plans to meet individual pupils' needs. This aspect of the curriculum is a strength.
38. The school enjoys good links with local schools and is part of the education action zone, which enhances opportunities for developing the curriculum, community links and promoting continuity between stages of education and local schools. The school benefits from the contributions of specialist secondary school teachers in drama, music and dance.
39. The overall provision for pupils' spiritual, moral, social and cultural development is good. Spiritual, moral and social provision is a strong feature of the school and lays a firm foundation for its caring community ethos. Cultural development, which was an issue at the last inspection, is now being promoted satisfactorily.
40. The school promotes pupils' spiritual development very well. Assemblies are often inspirational. Pupils sing very well and there is a deeply felt shared understanding of being part of a happy community. An act of collective worship is held each day during which pupils pray together and share a time for quiet reflection. They are given opportunities for expressing their personal thoughts and feelings through art and design, ICT, music and religious education. For example, in an ICT lesson, pupils' faces lit up in expectation as they waited for their colour printout. They showed their work enthusiastically and proudly to the observing inspector.
41. The provision for moral development is good. The school aims state clearly what it expects from the pupils. Pupils are taught to distinguish between right and wrong. Older pupils are successfully developing a growing sense of moral responsibility illustrated well in their work on how to protect their environment and make it attractive.

They recognize that, to become responsible citizens, they have to ensure that the local environment is kept litter free. Younger pupils are aware that they must look after their pets in the school. They help to clean and feed the rabbits and guinea pigs. Pupils recognize that their achievements are celebrated, which promotes a sense of well-being and belonging. Consequently, they are courteous, considerate and display good behaviour. Within the school community, all teaching and non-teaching staff provide good examples of respect and treat all pupils fairly and justly. They have high expectations for pupils' behaviour. When dealing with incidents of unacceptable behaviour, they usually do so from a moral standpoint rather than by using threats and sanctions.

42. The school promotes social development very well. There is a strong sense of community and relationships are very good throughout the school. Social education is enhanced through a wide range of extra-curricular activities and educational visits. There is a strong emphasis on teamwork and pupils demonstrate this in many ways. Very young pupils showed huge fascination when they discovered an insect in the outside meadow. They all peered with magnifying glasses, politely taking turns to describe the shape, colour and size of the insect. Similarly, in ICT lessons, pupils are encouraged to co-operate in pairs. They help each other without squabbles, taking turns to compose storyboards and discuss their work as it develops. Participation in these activities helps pupils to develop team spirit and team ways to co-operate with peers. As pupils mature and show they are able to take many responsibilities in the school, there is a need to promote greater independence and allow them to make choices. All such strategies contribute towards a recognition of other people's needs and how individual's actions impact on others.
43. The provision for cultural development is improving and is now satisfactory. The school has identified this aspect as an area of focus in the school development plan. The school recognizes the importance of preparing pupils, in this virtually all white school, to develop the skills and knowledge to live in a culturally diverse society. A whole week is set aside each year to celebrate a project on 'Our World'. Each class focuses on a specific country or culture and studies its history, art and design, music etc. Pupils in Years 3/4 have produced lovely African masks and painted walls to reflect colours and cultures of specific African architecture and art. Year 6 has studied Islam and pupils have written some very thoughtful pieces of work on different values and beliefs that are represented nationally. Pupils are building a repertoire of songs from different cultures and ages. They study the work of a number of artists, mostly from European cultures. There is room for further development in recognizing the different languages spoken by pupils in the school and by inviting visitors from different cultural backgrounds to the school assemblies. However, the school is aware of this and there has been an improvement since the last inspection. A direct question from a young pupil who wanted to know whether the brown inspector got 'sunburnt' is a good start!

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS

44. Good behaviour is promoted well. The school policy is based upon respect for others, supportive relationships and appropriate role modelling by adults. Members of staff deal with behaviour consistently and every opportunity is taken to reinforce positive attitudes. Pupils are motivated by an effective system of awards, and sanctions are successful at very low levels. Behaviour is monitored effectively and cases of concern are identified very early on. There is also an effective system for reporting and recording racial incidents. Knowledge is gained about the progress of pupils in their personal development through the programme of personal and social education, so that teachers make appropriate links, for example, when dealing with unsatisfactory behaviour. The support provided for pupils with particular difficulties is very good. There is a strong stance against bullying and other forms of oppressive behaviour, which gives pupils confidence to approach staff in the safe knowledge that incidents will be dealt with properly.
45. Attendance is well managed by teachers and effectively monitored in the school office and by the headteacher. There is an effective individual and class award system that, along with the success of close monitoring, improved attendance in 2001-02. School rates have been reported as lower than they should because of an error in the way that the school has categorized education away from school. More accurate rates would be some 0.4 per cent better than the rates reported.
46. There are good arrangements for child protection with a properly trained and designated teacher to oversee practice in the school. Health and safety procedures are managed well, with regular site inspections and effective reporting and recording procedures. Welfare arrangements are good and procedures support the well being of all pupils. Computer software screening effectively protects pupils' use of the Internet.
47. Assessment procedures are satisfactory. An initial assessment of children in the nursery identifies their progress towards the early learning goals. On-going assessment continues to track their progress and standards are confirmed by other baseline assessments in the reception class. This information is also used to identify children's special needs and ensures their inclusion in all activities. The information helps teachers to group children and plan activities, which are matched appropriately to their needs.
48. The senior management team and assessment co-ordinator track pupils progress across school. Arrangements are satisfactory and enable staff to measure pupils' progress each term in English, mathematics and science. Information from the analysis of Year 2 and 6 national tests is also used to identify strengths and weaknesses in teaching and learning. For example, identification and improvements in teachers' marking in mathematics has helped pupils identify how to improve their work.
49. Teacher assessments overall are not sufficiently thorough or consistently used to judge standards in each subject of the curriculum. New procedures have been introduced recently but they have not been implemented consistently. While targets are set within classes and groups they are not specific enough to enable individual pupils to understand their successes and areas for improvement. Good practice was evident in Year 6 where the teacher discussed personal targets with pupils, wrote them in exercise books and enabled pupils to understand what they needed to learn next. This good practice was not evident in other classes. There has been insufficient

monitoring of the implementation of school policy and this is why the practice is not as effective as it should be. Assessment information is not used effectively to match work to the needs of the pupils. For example, in Years 1 and 2 records of pupils' knowledge of phonics and diaries of reading experience are not maintained rigorously enough.

50. The special educational needs coordinator works very well with pupils, parents, support staff, teachers and outside agencies to ensure that the needs of each pupil are met fully. Procedures for assessing and monitoring progress are good. The early identification of pupils with special needs is achieved with the support of the outside agencies. Good quality termly records provide assessment details. There is good liaison with health agencies - hearing and sight are checked. The school meets with the specialist teams from the local authority to set up termly visits. Dates for the review of statements ensure that individual education plans are updated. Good quality records stay with the pupil throughout the school. Support staff are keen to improve their expertise, for example, specialists in dyslexia have agreed to provide school based training. The school works hard to include all pupils in the life of the school. Pupils with behavioural problems receive a high level of effective support.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS

51. The school has a satisfactory relationship with parents and parents think well of the school. There is a genuine sense of partnership, which supports the quality of learning and the personal development of pupils. The school enjoys the support of the parent body generally and parents complimented the school on most areas of its work during pre-inspection consultations. Almost all parents think that the school expects pupils to work hard. The vast majority consider that their children like school and make good progress as a result of good teaching. Parents also feel comfortable approaching the school over any concerns. The inspection findings generally support the positive sentiments of parents, except for the quality of teaching for and the progress of pupils in Years 1 and 2. Parents expressed a concern about homework and the quality of information about how their children get on. Some parents would like to work more closely with the school. The concerns about homework and the opportunities to work more closely with the school are unjustified. Homework is used effectively to support school work and the school is providing increasing opportunities for parental involvement. Information about progress is satisfactory although reports to parents do not indicate enough about targets or areas for improvement.
52. The quality of information from the school is satisfactory. Parents are kept well informed about the school, with well presented information in weekly newsletters. Formal publications, such as the school prospectus and the annual report of the governing body to parents, are of good quality and exceed the information that is required to be given, except that the prospectus does not provide national results for standard assessment tests alongside the school results.
53. The school is becoming increasingly successful in promoting an effective relationship with parents, with a corresponding increase in the number of parents actively associated with the school. There is a large core of classroom helpers, who provide valuable support that leaves teachers more time to teach. The school has introduced a number of initiatives to raise parental ambitions and expectations for their children. The parent association 'Friends of Oakhill' has been recently revived and is now functioning well in support of the school. Parents with pupils in Year 1 work jointly with pupils to make learning resources, for example, table mat number bonds for mathematics, so that parents become familiar with where pupils are in their learning and can provide the support they may need at home. These parents gain increasing

confidence with subjects and become more used to close involvement with the school and school work. These initiatives, and others, are being effectively supported by valuable contribution from two education action zone workers attached to the school.

54. The school makes every effort to involve parents in the identification and provision for the special educational needs of their children. Parents' work in partnership with the school and many reinforce learning at home. The school gives parents ideas of how to develop confidence with spelling and reading strategies. For example, they encourage parents to read with their children and to talk about books. Parents are invited to reviews and their children's targets are shared with them. Not all parents are able to attend these meetings but the school makes every effort to advise on pupils' progress.

HOW WELL IS THE SCHOOL LED AND MANAGED

55. The overall leadership and management of the school are satisfactory and improving effectively, despite some recent staffing difficulties. These have involved the long-term absence of two key post holders and a restructuring of the senior management team. The governing body has also seen a number of changes in personnel and only four of the governors were in post at the time of the last inspection.
56. The headteacher, who has been in post for two years, is committed and determined, and leads by example. She is a good role model for the staff and pupils and is supported effectively by the deputy headteacher, staff and governors. The senior management staff have a good understanding of the strengths and weaknesses of the school and are developing well as a team. They have identified the right tasks for the future and have taken some positive steps to make their work more effective.
57. The school has clear aims and values, with an appropriate overarching statement 'our best and always,' and a strong emphasis on inclusion. Values regarding personal behaviour, equal opportunities and respect for others are strongly promoted and have a positive impact on the work of the school.
58. By Year 6 standards are better than they were at the time of the last inspection and the quality of teaching in Years 3 to 6 has improved. Standards in Years 1 and 2, however, are well below average, pupils underachieve and there has been a decline over the past three years. Over this period, teaching has been unsatisfactory and there have been disruptive breaks in the continuity of learning. The school has worked hard to arrest this, and it is the main priority in their planning. Inspection evidence indicates some success as a result of monitoring and staff changes. Some good teaching was observed during the inspection, particularly in Year 2. Overall improvement with the issues identified in the last inspection has been satisfactory.
59. The special educational needs coordinator ensures that pupils with special needs receive good quality support from informed and enthusiastic staff. All statutory requirements are met. She has attended a wide variety of courses and has held her post as coordinator for nearly three years. She ensures that parents and staff are well informed and work in partnership. The governor overseeing special needs makes valuable contributions to the school. Both the coordinator and governor for special educational needs have attended recent training on the implementation of the new Code of Practice and are building recommendations into the school policy. He visits regularly, attends courses organized by the local authority and provides informed support for teachers.

60. The school is introducing systems to monitor and evaluate its work and is beginning to develop some clarity about how well it is doing. Monitoring by the headteacher, senior management team and key co-ordinators has included classroom observations and the scrutiny of pupils' books and teachers' planning. This has led to some success in identifying key strengths in teaching and some relevant areas for improvement. These have included, weaknesses in teachers' knowledge and teaching methods in Years 1 and 2 and inconsistencies in assessment, marking and presentation across the school. Finance and support from the Educational Action Zone initiative has given a good boost to the monitoring process. The school is beginning to make greater use of performance data to track the progress of different groups of pupils and individual pupils' performance. This has been successful in identifying weaknesses in pupils' writing. The school is now working to tackle this aspect of learning.
61. The monitoring systems, however, are not yet stringent enough to evaluate the impact of teaching and learning effectively and identify where improvements need to be focused. Inconsistencies in the quality of teaching, learning and assessment have not been ironed out. The jointly produced school development plan is a useful management tool. It identifies the right priorities for improvement and includes good subject action plans. It does not, however, look far enough into the future and does not focus sharply enough on how standards will be raised. The relative performance of boys and girls in Years 1 and 2, for example, is not addressed.
62. The governors offer good support to the headteacher in the management of the school and are developing their strategic role well. They fulfil their statutory duties conscientiously and share the workload effectively through a relevant committee structure. The headteacher shares data on pupils' performance in national tests with them and critical questions are asked, for example about achievement in Years 1 and 2. All individual governors have taken on responsibility for a subject area and meet with the co-ordinator for that subject. Some governors have observed lessons and discussed them with the teachers. These initiatives have strengthened their involvement in school development planning and in their understanding of the strengths and weaknesses in the school. The governors have a sound understanding of best value principles. They have consulted parents about spending decisions, seek tenders for building and maintenance work and evaluate and compare pupils' performance in national tests against local and national results.
63. Financial management is good and careful consideration is given to the deployment of the resources available to the school. A relatively large underspend had accrued over the last two years in order to improve staffing. This has been largely spent and the budget for this year shows a much more reasonable carry over figure. Funds for pupils with special needs and funds from the Educational Action Zone are used well for their designated purposes. Administrative support is very good and effective use is made of new technology, including ICT.
64. Performance management is established and is beginning to have a positive effect on teaching and learning. Teachers' personal targets are closely linked to priorities in the school development plan.
65. The quality of staffing, accommodation and learning resources is good. The school is well staffed by teachers and support staff, with a suitable range of qualification and experience. The use of support staff is very good and well focused on the specific needs of individual pupils. The school takes good care to ensure that supply teachers with whom pupils are familiar cover teacher absences and disruption is kept to a minimum.

66. The accommodation provides sufficient and attractive areas for pupils to learn, such as in the classrooms and specialist rooms, for example, for music and for ICT. Outside facilities are very good for both work and play, including very good provision for pupils in the nursery. Access to this nursery space for pupils in the reception year is restricted because of its location and the school has plans to improve facilities for these pupils. The premises are kept clean and well maintained but most of the external paintwork is in need of renewal.

67. Learning resources are very good for pupils under five and in the subjects of mathematics, music and physical education. Resources are good in religious education, design and technology and the quality and range is good in art and design. In ICT there is a weakness in topic related software in the classrooms but resources are otherwise good. Not enough use is made of the library.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

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

(1) Improve the significant underachievement of pupils in Years 1 and 2:

In English by

- *providing a more structured approach to the teaching of reading, writing and handwriting
- *improving the teaching of sounds
- improving the level of challenge, pace and variety in lessons
(Paragraph 2, 4, 28, 49, 89, 90, 91, 93, 95)

In mathematics and science by

- ensuring that all relevant aspects of the curriculum are planned and taught
- *assessing pupils' work more clearly so that more challenging tasks can be set
(Paragraph 7, 8, 28, 34, 49, 100, 101, 104, 107)

(2) Improve the quality of teaching and learning in Years 1 and 2 by:

- sharing the good practice that all ready exists within the key stage
- *planning and providing work that is more closely matched to pupils' different learning needs across a range of subjects
- *using assessment information more productively to set targets for pupils built on prior assessment knowledge
- raising teacher expectation of what pupils can achieve
(Paragraph 2, 14, 17, 28, 34, 49, 104, 120)

(3) Ensure that the teaching and learning are monitored and evaluated more rigorously so as to identify the priorities, which the school should address through its development plan.

(Paragraph 34, 60, 61, 99, 112, 116, 120)

Other key issues the school should consider inclusion in the action plan.

- Raise standards in design and technology
(Paragraph 11, 30, 118)

***The school has identified these in its development plan.**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	15	17	15	3	1	0
Percentage	4%	28%	32%	28%	6%	2	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	227
Number of full-time pupils known to be eligible for free school meals		71

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		44

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	6.3

Unauthorised absence

	%
School data	0.6

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	24	13	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	18
	Girls	10	9	11
	Total	26	25	29
Percentage of pupils at NC level 2 or above	School	70 (83)	68 (80)	78 (89)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	18	21
	Girls	9	10	11
	Total	26	28	32
Percentage of pupils at NC level 2 or above	School	70 (83)	76 (77)	86 (83)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	22	16	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	18	15
	Girls	11	9	11
	Total	26	27	26
Percentage of pupils at NC level 4 or above	School	68 (89)	71 (83)	68 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	18	15
	Girls	11	10	11
	Total	26	28	26
Percentage of pupils at NC level 4 or above	School	68 (78)	74 (81)	68 (89)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	223	6	
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	3		
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	1		
Any other ethnic group			
No ethnic group recorded			

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

Teachers and classes

Qualified teachers and classes: YR-Y6

Total number of qualified teachers (FTE)	11.5
Number of pupils per qualified teacher	20.3
Average class size	23.4

Education support staff: YR-Y6

Total number of education support staff	10
Total aggregate hours worked per week	160

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	13
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	26

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.5
Number of teachers appointed to the school during the last two years	3.5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
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	£
Total income	601,268
Total expenditure	586,280
Expenditure per pupil	2,148
Balance brought forward from previous year	63,190
Balance carried forward to next year	78,178

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	260
Number of questionnaires returned	88

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	41	6	1	1
My child is making good progress in school.	43	47	5	1	5
Behaviour in the school is good.	44	39	11	3	2
My child gets the right amount of work to do at home.	23	42	28	2	5
The teaching is good.	47	45	6	0	2
I am kept well informed about how my child is getting on.	23	53	19	1	3
I would feel comfortable about approaching the school with questions or a problem.	52	40	5	0	3
The school expects my child to work hard and achieve his or her best.	59	36	3	0	1
The school works closely with parents.	23	55	16	0	7
The school is well led and managed.	40	44	8	2	6
The school is helping my child become mature and responsible.	39	49	5	1	7
The school provides an interesting range of activities outside lessons.	30	42	9	1	18

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

70. There is good provision for the children in the Foundation Stage in both the nursery and reception classes. Since the last inspection there has been good improvement in the provision for children of this age led and managed by an enthusiastic and effective co-ordinator. When children enter school they have standards below expected levels for their age in all six areas of learning. The children experience a good curriculum in all the areas of learning and they achieve well towards the early learning goals appropriate for their age. Overall, children of all abilities achieve good progress in both the nursery and reception classes. By the time they start the National Curriculum at the age of six most children are achieving in line with expected levels for their age in all areas of learning.
71. In both the nursery and reception classes the children benefit from working in stimulating environments. In the nursery classroom children have regular access to a range of exciting indoor and outdoor experiences which increases their curiosity and develops their learning. Outdoors children can explore in the mini-meadow, use wheeled toys on the road track, role-play in the large wooden playhouse, or feed the rabbits. Indoors there are opportunities to improve reading and writing skills in the book corner and writing area, paint or make models in the art area, or undertake counting and matching games. Teachers provide more focused teaching activities in the quieter carpeted areas. The children of reception age also have access to indoor and outdoor experiences each day. They visit the meadow, play house and pets in the nursery courtyard, have regular access to the school hall for dance and games sessions and make some use of the school playground. For example, during the inspection the children used the large wooden pencil shapes in the playground to weave a curtain in various materials for "The Three Little Pigs." Indoor teaching takes place in the reading, writing and mathematics areas as appropriate to the focus of the lesson. Opportunities for focused and exploratory play are extended in carefully planned activities graded in difficulty so that children's knowledge and skills are systematically extended.
72. Children enjoy coming to school. There is a good induction programme, which encourages parents to build strong links with school staff. Throughout the gradual process of induction teachers and support staff work well to ensure that children are introduced to new situations in a happy and relaxed environment. Parents of nursery and reception children are invited to meetings in school to help them understand and support the educational provision, which is available for their child. Parents receive information about teaching staff, school administrative arrangements and about the curriculum. At this early stage in the school year the process of induction is still on-going, but children are already happily settled into the class routines.
73. Within the first few weeks of entry to school an assessment is made of children's levels of understanding in each of the areas of learning. Teachers give good attention in their planning to these early assessments as they form the basis of children's learning. Long, medium and short-term planning is detailed and identifies chosen objectives both for the continuous classroom activities and also for the focused learning experiences. On a daily basis teachers recorded any significant progress made by children, and appropriate small steps are introduced, as necessary, to make the learning more meaningful. Through successful early identification any child with special educational needs receives additional support so that they can make suitable progress according to their specific needs. Further assessments take place at regular intervals and at the start of the reception year so that the children's progress overtime is monitored.

Personal, social and emotional development

74. The provision for this area of learning is a strength of the Foundation Stage curriculum and children make very good progress in this area of learning. The curriculum is arranged to promote the development of independence in young children. The staff have a good understanding of how these goals are to be achieved and are skilled practitioners. As part of their initial induction to school, children are encouraged to attempt tasks unaided, and then seek help if they are experiencing difficulty. Teachers have very high expectations of children, give good praise as their achievements increase, and make little fuss about any small accidents, which may occur. In both focused and free play activities children are encouraged to make choices and take responsibility for their own actions. Through the carefully planned programme children are gaining in confidence. Good results are seen in the nursery and reception snack times where children operate on a self-service basis to make drinks, choose fresh fruit, and later to wash up their own utensils all unaided. They chat happily together as they pour milk from a milk bottle into a container and then serve each other. Outdoors children learn to take care of their pets and of the environment. With care they manage to fill the food bowls with rabbit food, or watch carefully in the meadow to ensure spiders and other insects remain unharmed. The teachers give sensitive encouragement, teach new skills systematically and provide good role models of appropriate behaviour and attitudes towards each other. By the time children move into the next stage of education and start the National Curriculum they are confident learners and able to make their own choices appropriate to the task. They have learnt to play cooperatively, take turns and have a good understanding of class responsibilities towards each other. Most children achieve above expected early learning goals for their age.

Communication, language and literacy

75. Children in the nursery and reception classes make good progress in developing their skills of communication, language and literacy. When they enter school many have speech patterns well below expected levels. Some children in both the nursery and reception classes are receiving speech therapy support. Reading and writing skills are also below expected levels for children of this age.
76. In the nursery, lessons are planned to introduce children to new vocabulary and encourage them to talk and use words appropriately. Adults listen attentively and value children's comments and ideas. Sensitively, staff correct children's errors so that confidence is not eroded. On a sunny day, for example, some children mistakenly thought the moon was in the sky but through the fun and laughter of a "sunshine bedtime" realized that the sun was high and bedtime some hours away. In teachers' planning opportunities to improve speaking and listening are an important focus of all lessons.
77. By the time children are in the reception class, although some problems of pronunciation still exist, most children can use appropriate vocabulary for daily activities and will talk happily to adults. Teachers now work more directly to introduce children to technical vocabulary. Good attention is given to ensuring technical vocabulary is introduced and reinforced in all lessons. Children gradually learn new technical terms. Through good links across the curriculum children have frequent opportunities to practise newly learnt vocabulary. They enjoy describing personal experiences to others in the classroom and have good recall of these events. Through music, dance and story they are developing a good repertoire of nursery rhyme songs and enjoy reciting them together. Children listen intently to traditional tales and can retell some stories

accurately. In role-play, and with puppets, children will re-enact the story of “The Three Little Pigs,” beginning to learn about characterization as they use gruff and squeaky voices for each character. Other play equipment is available in the classroom so that, independently, children can retell stories. For example they play in small groups with a three dimensional model which tells the story of the “Billy Goat’s Gruff.” Children enjoy taking books home to share with parents. Through the good partnership between school and home a love of reading is developing well. To help children become independent in their reading they have lessons three times a week on the recognition of sounds. However, overall this learning is reinforced too infrequently for children of this age and progress in learning sounds is limited.

78. Children have opportunities to develop their writing skills both through focused lessons and also in free play. They learn how to form letters, to read and write their name. For many skills with pencils and crayons are appropriate for their age. Most recognize that words tell a message and will copy write the teachers script. Although it is early in the school year some of the children of reception age are already beginning to write a few words to explain their pictures. Particularly popular are the message boxes, where children send messages to each other and receive replies. Eagerly children wait for messages to arrive in their own postbox and then work hard to write messages of their own.
79. Overall the teaching of language skills is good in both the nursery and reception areas. All children make good progress and are nearing the expected levels of the early learning goals when they start the National Curriculum.

Mathematical development

80. As a result of good teaching children make good progress in this area of learning. Each day they undertake a range of activities where learning is fun but where they are continually challenged. Through each of the areas of learning teachers reinforce mathematical concepts very effectively.
81. In the nursery class children can count to five and understand the concept of numbers to three. They make good progress and by the reception class they are beginning to use mathematical vocabulary in their play. As they use cardboard tubes as telescopes, or tunnels for cars, they talk about ‘long’ and ‘short’ and through sand and water play they show good understanding of ‘full’ and ‘empty.’ In the reception class children are developing good skills of recognition of the numbers to 20. They enjoy playing counting games, finding missing numbers on the goat’s washing line, or playing with number ladders. They play “Piggy Bingo” to help with the recognition of numbers up to 10 and match numbers to piggy faces as they count their shapes, accurately matching one-to-one. Most children can count to ten and many count beyond up to twenty. They understand the value of numbers at least to five and many understand numbers to ten. The higher attaining children are making good progress in addition of numbers and can add two to numbers up to ten.
82. Use of mathematical vocabulary is developing well. As children build “Humpty Dumpty’s” wall with large construction bricks, for example, they show good understanding of the mathematical terms ‘one more’ and ‘one less.’ Skills of observation are also improving. For example, in a craft task teachers describe the materials with good attention to detail to help children understand the concept of size and as a result children carefully choose ‘long’ and ‘short’ sticks as they build their model. Higher attaining children are beginning to distinguish between ‘full’ and ‘half full’ containers as they play with water. Good progress is made in work on shape and

measure and many of the reception aged children can name several two dimensional shapes. Some are beginning to identify properties of triangles, circles and squares. Children enjoy their mathematical learning and have very positive attitudes to number challenges.

Knowledge and understanding of the world

83. Children are developing a good understanding of the worlds around them. They start school with skills of observation below that expected for their age and a limited understanding of some everyday vocabulary. Teachers enhance their natural curiosity very successfully.
84. Very good attention is given to providing a wide range of experiences for each activity. For example, nursery children working in the meadow as mini explorers used magnifying glasses and bug boxes to identify insects. Teachers had a good supply of reference material. Together they peered into books and examined photographs to find out more information. Good attention is given in lessons to investigative experiences. In one lesson the nursery children enjoyed discovering plastic mini-beasts in a "slime bath" and then used books to name these creatures and talk about camouflage. Playing independently with playdoh they chatted together about these creatures, with good levels of knowledge for their age. Seriously they counted the legs of a playdoh spider ensuring that their models had accurate detail. A scrutiny of other work shows that in the reception class there is a mixture of early learning experiences and some science work within the level 1 National Curriculum for science.
85. Indoors other activities help children understand about the world around them. They are making good progress in their understanding of the passage of time. They celebrate birthdays, talk about the days of the week and note changes in the seasons and weather. In the nursery and reception classrooms the computer is available and is used frequently as a free choice activity and as a taught skill. Opportunities to work with computers, earphones and tape recorders are regularly provided. In the nursery children are making good improvement in their mouse control. During the inspection, pupils in the nursery class were introduced to an interactive whiteboard when playing a mathematical shape game. They were somewhat in awe of the technology to start with but got the idea quickly and made good progress in the session. These experiences have a good effect on their learning, confidence and early computing skills. By the time children are of reception age they can change a computer programme independently of the teacher, and use the mouse confidently to answer questions or move a comic strip character in various directions. Although knowledge and use of a keyboard is still developing, many children in the reception class are already showing good progress in computer skills.

Physical development

86. Children have physical skills below expected levels for their age on entry to the nursery and reception classes. They make good progress and are achieving early learning goals appropriate for their age by the time they enter Year 1. Resources are of good quality and appropriate in size to allow children to be successful and sufficiently graded in difficulty to make learning challenging. There are many independent activities for children to undertake in the nursery. Brightly coloured and attractively arranged large equipment encourages children to climb, crawl, slide and roll. They run and jump, or squeeze through the stile into the meadow, gaining greater understanding and control of their body as they play. Through the use of large wheeled toys they are beginning to recognize the need to consider others. In the reception classes more directed teaching

takes place and children improve their body control as they play with smaller games equipment. They are developing satisfactory understanding of directional vocabulary, to move forward or backwards, or push and pull a toy car up and down a ramp. In the reception class they have a good understanding of signals to stop and start, or to tidy away, and respond well to teacher requests. In the classroom children build towers, make lego houses or complete jigsaws to improve skills of observation and increase manipulative dexterity with smaller equipment. On many occasions, there are good opportunities for children to improve their personal and social skills in cooperative play.

Creative development

87. Children have skills of creativity below expected levels when they start school. Many have poorly developed imaginative understanding and have had limited practical experience of using tools and materials. Children are introduced to a good range of activities in literacy, art, music and imaginative play. The teaching is good in both the nursery and reception classes and children make good progress. Lessons are well planned and there is good reinforcement of learning in the daily programme. The needs of all children are considered carefully and sensitive advice and teachers, when necessary, offer help. Children enjoy practical activities and few are inhibited. The teachers value children's work and they are developing a good sense of pride about their achievements, happy to show their models to others. Nursery children enjoy the play house and home corner. They have a good understanding of how to use a small number of percussion instruments, already recognizing that the sound from a triangle will be resonant or dull according to where they hold the instrument. Happily they make music, and are beginning to recognize high and low sounds. In the reception class lessons are planned to teach children about colour, shape and pattern in art and music, and then explore independently. During the inspection the children were learning how to mix colours, sometimes watching in amazement as the colours changed. The teachers intervened to help children learn the importance of choosing paintbrushes of various sizes for different tasks, and to hold them suitably. Children have good understanding of "design and making" techniques for their age and are starting to review their actions in an effort to achieve better results. In music there are many opportunities for children to sing favourite songs and repeat action rhymes, clapping rhythms together and singing softly or loudly. Overall the Foundation Stage curriculum provides good opportunities for children to increase their creative skills and by the start of National Curriculum they are achieving in line with expected levels for their age.

ENGLISH

88. By the end of Year 6, standards in English are similar to the national average and broadly reflect the position at the time of the last inspection. In the 2001 national tests, standards were below the national average but better than those in similar schools. Provisional results from the 2002 tests, together with evidence from the inspection, indicates some improvement with standards that are now similar to the national average. This is largely due to improvements in pupils' writing. The trend in pupils' performance over the past three years is in line with the national trend.
89. In the 2001 national tests standards in Year 2 were well below the national average in reading and in the bottom five per cent of schools in writing. Standards were well below those in similar schools. Evidence from the inspection mirrors this picture of low standards, although there are signs of some improvement. In the provisional results of the 2002 national tests, a significantly higher proportion of the pupils reached the national levels in reading and writing. The number of pupils achieving the higher level 3 has also increased. Pupils underachieve despite a good start in the nursery and

reception classes. There has been a marked decline in standards since the last inspection.

90. Over the past three years girls have performed better than boys. This too is supported by evidence from the inspection. Sentence construction, handwriting and grammatical awareness were better in the girls' writing in Years 1 and 2 and they had a more enthusiastic attitude to reading. In Years 3 to 6, the girls' writing showed more imagination and structure. The school has identified writing as a priority for improvement and more opportunities for writing at length are being introduced.
91. Most pupils enter the school with attainment that is below average in communication and language skills. A small minority of pupils are still at early stage of language acquisition. These limitations are addressed well by good teaching in the nursery and reception classes and pupils' achieve well. This good start is not built on effectively in Years 1 and 2. Based on a scrutiny of pupils' work and observation of lessons, pupils underachieve. This is because the overall quality of teaching is unsatisfactory. Since the deputy headteacher moved into Year 2 in March 2002, however, teaching has improved and during the inspection, the teaching in that year group was good. Teaching in English is satisfactory overall in Years 3 and 4 and mostly good in Years 5 and 6. The weaknesses in learning in Years 1 and 2 make it more difficult for the teachers in Years 3 and 4 to accelerate pupils' learning and pupils' achievements are satisfactory. In Years 5 and 6, teaching is often good and pupils of all abilities achieve well.
92. Standards in speaking and listening are well below average in Years 1 and 2 and average in Years 3 to 6. Most pupils in years 1 and 2 find it difficult to listen and respond to others in class and group activities. Classroom routines are not clearly established and there are too few opportunities for pupils to engage in role-play, talk about their work and extend their ideas. As a result of better teaching, pupils' speaking and listening improves in Years 3 to 6. They talk and listen confidently and, by Year 6, they begin to use appropriately some of the features of standard English vocabulary and grammar. Above average pupils ask questions to develop ideas and vary their expression and vocabulary. This is because teachers develop the correct technical vocabulary well across all subjects. When talking about work in ICT, for example, pupils in Year 6 talk about how they have built up 'animated multi-media presentations'.
93. Standards in reading are well below average in Years 1 and 2 and average in Years 3 to 6. In Years 1 and 2, pupils lack confidence and enthusiasm for reading. They have no established strategies to help them read unfamiliar words. This is because teachers have not taught letter sounds and blends (phonics) and other methods systematically, or linked the teaching of early reading and writing effectively. A few lessons seen during the inspection, particularly in Year 2, showed much better teaching of these aspects. A few average and above average pupils in the current Year 2 read some unfamiliar words by sounding them out but this is below the expected level for their age. They have a basic understanding of the purpose of a contents and index page. Teachers do not spend enough focused time listening to pupils read in groups and individually and this makes it difficult for them to assess their progress and help them improve. Pupils read with more confidence, fluency and accuracy in Years 3 to 6 because teaching is better and there is a more consistent and systematic approach to the development of reading. By Year 6, average and above average pupils read with good fluency and expression and are adept at finding the information they need from different sources. They cope well with most texts in their work across subjects. They express preferences for various authors and talk about why various books that have interested them. An above average pupil, for example, talked knowledgeably about the Egyptian and Greek

civilizations he had recently read about. Most pupils read regularly at home. Pupils with special needs receive good support in lessons and whilst their reading skills are below average, they make good progress.

94. Despite the average standards achieved by Year 6, and some good features, there are some areas for improvement in the teaching of reading. Pupils' reading diaries are very basic. They record how many pages have been read but do not encourage parents to comment on the progress made or difficulties encountered when reading at home. They do not contain ideas from the teacher on how reading might be developed for individual pupils. Reading does not have a high enough profile in the school and the library is underused as a resource for developing pupils' reference skills and reading of non-fiction texts. There are no reading targets for individual pupils or encouragement for good readers to focus on different authors and types of stories.
95. Standards in writing are well below average in Years 1 and 2 and average in Years 3 to 6. Scrutiny of work in Years 1 and 2 indicates unsatisfactory teaching of the basic skills of handwriting, spelling and grammar. Most pupils write using simple words and phrases. Teachers use too many commercially produced worksheets that often require only one-word responses. These have restricted the development of sentence construction and writing at length. In Years 3 to 6, there is a much more systematic teaching of writing and by Year 6, standards in handwriting, spelling and grammar are as expected for pupils' age. Most pupils are writing in grammatically complex sentences and spelling is usually accurate. Pupils are using punctuation within a sentence correctly, and their handwriting is legible, neat and joined.
96. Over the past year, across the school, there has been great emphasis on the development of writing in a range of styles. In the scrutiny of work from last year and the small amounts produced this year, there are signs of good improvement. In Years 1 and 2, pupils have written simple poems, play scripts, letters, stories and factual accounts. This range is extended well in Years 3 to 6 with good examples of writing, particularly from the girls, showing ideas that are sustained and developed in interesting ways. For example, one girl in Year 6 wrote; 'The night was dark and the moon was shining above the lake. It looked like a piece of round silver foil'.
97. Though now good in Year 2, teaching and learning overall is unsatisfactory in Years 1 and 2. Scrutiny of work from last year and observation of lessons in Year 1, indicate weaknesses in teachers' knowledge of the literacy strategy and low expectations of what pupils might achieve. Teaching and learning are much better in Years 3 to 6, and in Years 5 and 6 they are good. There is a much more consistent approach to the teaching of basic skills and a well established literacy strategy. Expectations of what pupils might achieve are better and teaching meets the needs of all pupils more effectively. Pupils with special educational needs are supported well by classroom assistants. As a result of this, they make sound progress in Years 1 and 2 and good progress in Years 3 to 6. In Years 3 to 6, teachers take good account of the targets in the pupils' individual education plans and address them successfully in general lesson activities. In a Year 5 lesson, for example, the teacher gave a pupil good individual help and encouragement with his personal target to write sentences using capital letters and full stops. In many lessons, teachers are questioning skillfully to make pupils think. For example in a Year 1 lesson, the teacher asks; 'What do you think the book is going to be about?' and in a Year 6 lesson, the teacher asks; 'How would you sum up the text extract?'
98. In the lessons where teaching is not as effective, the work given to groups who are working independently, is not challenging enough to maintain their concentration and

their progress slowed. Occasionally, whole class introductions are too long and some pupils lose interest, and then closing sessions to recap and consolidate learning are rushed or not developed well. Teachers make good links with other subjects so that pupils can practise and extend their literacy skills in other subjects.

99. Management of the subject is satisfactory. The co-ordinator is a dedicated teacher but has no teaching experience in Years 1 and 2, and has only recently taken over co-ordination of literacy in Key Stage 1. She has recently undertaken some monitoring of teaching in Years 1 and 2 and has identified some general weaknesses. She has carefully analyzed pupils' performance in national and tests across all year groups and targeted areas for improvement.

MATHEMATICS

100. In 2001 the national tests results for Year 2 pupils were below average and the unvalidated results in 2002 are similar. However, the proportion of pupils achieving the higher level 3 improved in 2002 because the more able pupils benefited from intervention to raise standards. Overall, attainment is below average in Year 2. The picture is better by Year 6. The latest test results and work seen during the inspection show older pupils' attainment is above average. Their performance in 2001 exceeds that of similar schools with over a third of pupils achieving the higher levels. The difference in results between Year 2 and Year 6 is largely due to discontinuity in teaching and weaknesses in the implementation of the numeracy strategy in the infant classes. Since the previous inspection standards have declined at Years 1 and 2 and improved at Years 3 to 6. The performance of girls is better than that of boys in Year 2 but in Year 6 the differences are not significant. Pupils with special educational needs make good progress in all classes because the support is well matched to their needs.
101. Pupils transfer from the Foundation Stage with a good knowledge and understanding of number work. In Years 1 and 2 staff absences resulted in pupils being taught by several teachers and this has led to aspects of mathematics not being taught in sufficient depth and breadth to meet the needs of most pupils. Many pupils have not reached their potential. The quality of teaching varies between very good and unsatisfactory. Where an experienced senior teacher teaches pupils, with high expectations and very good subject knowledge they make rapid progress. This impact is evident in the increased proportion of pupils achieving the higher levels, which rose by 20 per cent compared to the previous year. The weaknesses in teaching, evident in sampling pupils' past work show marking did not help pupils to know how to improve their work. There was also insufficient monitoring of planning to ensure that the curriculum was covered in sufficient depth to enable pupils to reach their potential. The school has sought support and is taking appropriate measures to address this issue.
102. The school has been very successful in raising standards in Years 3-6. Teaching is of very good quality with half of the lessons being judged as very good or excellent. The remainder were almost all good. A programme to monitor teaching and learning has successfully contributed to the high standards. The school has analysed test results, identified weaknesses and is taking action to address aspects of mathematics that require greater emphasis, for example, the use of ICT when handling data. The coordinator has organised a programme of training and staff development, which has supported well the successful implementation of the national numeracy strategy in the juniors. This has made an important contribution to improving standards. Teachers are confident, lessons are well organised and exciting and good use of encouragement and praise raises expectations. Teachers assess learning by asking questions, which enable pupils to demonstrate how well they use and apply their knowledge and skills to

solve problems. An example of excellent teaching in Year 6 enabled pupils to understand equivalent fractions and how to calculate using different denominators.

103. Attitudes to mathematics reflect the quality of the teaching. In Years 1 and 2 pupils show interest and enthusiasm when teaching is very good. When it has been unsatisfactory books show a lack of care in presentation and disinterest. In Years 3 to 6 pupils' attitudes are consistently positive and in Year 6, where classroom management and relationships are excellent, self esteem is high and pupils say that mathematics is their favourite subject.
104. Assessment procedures are under review. The strengths lie in the way in which progress is tracked and monitored. While insufficient use has been made of the information in Years 1 and 2, other teachers in Years 3 to 6 have a good knowledge of what pupils need to do next to improve their work. The weaknesses arise from pupils not being given individual targets to support their learning. They are not clear about what they are to learn next, how they can practise their skills or of timescales for improvements. Parents are also unsure how to help their children. This is an issue for the school to address.
105. The coordinator provides good leadership. He has very good subject knowledge and a clear understanding of the action needed to improve standards in the classes of younger pupils.

SCIENCE

106. In Year 2 standards are below the national average but by Year 6 they are in line with the national average. Unvalidated results from the 2002 national tests indicate that last year's Year 6 will attain above average results largely because a higher than average proportion of pupils attained the higher Level 5. However, lesson observations and the scrutiny of the work of the current Year 6 indicate that standards are likely to be in line with the national average. Since the last inspection standards in Year 2 have fallen but in Year 6 they remain the same.
107. There is practically no recorded work in Year 1 books. Discussions with pupils indicate that they can offer ideas about sound and have some understanding of the five senses, much of which they learnt in their reception class last year. Scrutiny of Year 1 pupils' work for last year reveals a haphazard collection of papers and half-completed topics on pieces of undated paper. The current Year 2 has made a satisfactory start on the topic 'Our Senses'. Pupils are involved in some very simple investigative work but the standard of pupils' current work is below what is appropriate at this age, due largely to their lack of knowledge, understanding and skills on which to build; there is little evidence that they worked regularly and systematically in science when they were in Year 1.
108. Pupils in Years 3 and 4 are taught in mixed-age classes. These pupils make satisfactory progress overall and, by the time they reach Year 6, they attain average standards in knowledge and understanding of living things, materials and physical processes. However the standards achieved in the three classes in the top juniors vary considerably. Overall, pupils in Year 6 achieve well in many aspects of science. Their learning is managed very carefully and methodically. Their grasp of scientific and technical language, using data and interpreting data and graphs is very well developed. Pupils' understanding of the need to measure accurately is well understood and illustrated in this lesson where pupils were measuring heat loss. The conclusion was clearly drawn out that the earthenware jug retained heat best; however, the explanation

continued 'a few bumps in our graphs were the results of someone not reading the temperature accurately'. The highly structured work ensures a systematic approach to investigative and experimental work but limits how pupils could make choices and pursue independently any particular strands. Also, opportunities for pupils to draw proper scientific diagrams are too limited.

109. The quality of learning is good at Years 3 to 6. Pupils begin science with attainment that is well below average for their age, but they make satisfactory progress through Years 3 and 4 and good progress in Year 6. Lower attaining pupils get good support and make good progress. This was exemplified in a Year 3/4 lesson where pupils were studying which substance melts fastest. They learn to use a 'stop clock' and carefully timed how long butter icing, chocolate and icing fondant melted and then used their laptops to record their results.
110. In Years 1 and 2, pupils have not yet developed proper work ethics. Their attitude and behaviour are immature for their age. They are often unable to concentrate, listen and follow instructions. Some teachers do not have a secure understanding of what pupils should be able to achieve at this age in relation to the National Curriculum requirements. Generally, pupils are enthusiastic to learn and are curious. They ask many questions and need responses that help them to understand.
111. Overall, teaching is inconsistent, varying from very good in Year 6 to unsatisfactory in Year 1. Teachers who have secure subject knowledge and a good understanding of how pupils learn, teach very well with good pace and coverage. Their enthusiasm for the subject is conveyed to the pupils. In these lessons, teachers establish good working relationships with the pupils, which enables learning to take place at an appropriate pace in a calm atmosphere. Very effective teaching of older pupils ensures that basic skills of reading, writing and numeracy are taught well, and expectations that these skills will be applied clearly and specifically in their science work are high. For example, in a Year 6 lesson on seed dispersal, the teacher, who teaches understanding of key technical words exceptionally well, asked pupils to explain what 'dispersal' meant. Whilst she received many well thought out responses she ensured that the explanation they finally received was technically correct. Marking is inconsistent. There are some good examples in the top junior classes but generally comments do not highlight pupils' strengths and weaknesses or show them how to improve.
112. The management of science is satisfactory overall. A new scheme of work has been produced which assists those teachers who are insecure about the National Curriculum requirements to follow the two-year cycle more effectively. Recent monitoring, carried out by the co-ordinator, accurately identifies strengths and weaknesses in teaching, curriculum and assessment. She is well aware of the need for teachers to carry out levelling and moderating work in order to establish a better understanding of what should be achieved at each level and raise their expectation and thereby reduce the mismatch between teacher assessment and SAT results. Resources are adequate; an audit has been carried out but there is no written account and the resources need better organisation so that there is a clear indication of where they are located.

ART AND DESIGN

113. In Years 2 and 6 standards are as expected and some of the work produced is of high quality. On the basis of the two lessons seen in Years 3 to 6 and on a scrutiny of pupils' work in folders and on display around the school, teaching and learning are satisfactory and sometimes good. During the last inspection, standards were judged to be a little

higher and teaching was said to be good. Given the difficulties and staff changes since the last inspection, there has been reasonable progress since the last inspection.

114. Pupils in Year 1 draw and paint reasonably well-proportioned figures in action and in Year 2, they paint self-portraits that show well observed positioning of facial features. The work indicates that teachers develop key observational and painting skills satisfactorily from year to year. Pupils have also used a computer painter programs to produce self-portraits. Year 1 and 2 pupils have produced attractive posters to advertise events organized by the 'Friends of Oakhill Primary School.' Some above average pupils in Year 2 have produced some high quality painting in the style of Modigliani. A gallery of pictures painted in the style of Van Gogh showed very bold and confident use of paint and indicated that the pupils had drawn much stimulation and ideas from the work of the artist.
115. By the end of Year 6, pupils' work shows satisfactory development of skills. Sound teaching of observational skills in a lesson for pupils in Years 3 and 4, resulted in some good use of line, shape and colour using the work of Klee as a stimulus. Pupils in Years 3 and 4 have visited the Lowry Gallery and produced good paintings in the style of the artist. In both the lessons seen, teachers used the work of the pupils well to develop ideas and to teach pupils the value of critical appraisal. Teachers make some good links between subjects and this has added meaning to the pupils' work and heightened their enthusiasm. In Year 5, for example, pupils have produced collage work representing Greek pottery designs. In Year 5 and 6, pupils worked carefully and patiently to add decoration to Greek masks they had made in an earlier lesson. This activity also introduced them to new techniques with paper and wool. This lesson was well planned and organized and pupils made sound progress in working with new techniques. However, many of the ideas came from the teacher, and pupils were given only limited opportunities to explore and develop ideas for themselves. This restricted their progress in this aspect of learning. In the two lessons seen, pupils enjoyed their work and persevered well. They were proud of what they produced and were keen to share it with others.
116. Teachers' planning is satisfactory and based on recommended national guidelines. This ensures that key skills and experiences in the subject are developed progressively from year to year. The assessment of pupils' progress in the development of knowledge, skills and understanding, however, cannot be guaranteed since there are no whole school systems to track their progress.
117. Management of the subject is satisfactory. The subject has a high profile in the school with good displays throughout the building. The co-ordinator is new to the post and has some good ideas of how the subject will be developed. She is aware of the need to introduce more work in three dimensions and establish the use of sketchbooks throughout the school. There has been little monitoring of teaching and learning in the subject since the last inspection.

DESIGN AND TECHNOLOGY

118. Standards in design and technology are unsatisfactory in both Year 2 and 6. There is very little evidence of pupils' work in school. Discussions with pupils and senior staff and the analysis of planning indicate that appropriate coverage of the curriculum is planned. However, there has been a lack of leadership and management due to the long- term absence of the coordinator. Consequently there has been no recent development of the subjects and design and technology has not been a school priority.

119. The curriculum is based upon QCA guidelines, adapted in Years 1 and 2 to link with history, geography and science. The small number of projects on display show that pupils in Years 1 and 2 are introduced to the design process and practise skills and techniques, which include cutting, joining and securing materials. For example, they designed and made cages for their school 'Pet Shop'. In Years 3 and 4 satisfactory links are made between science, mathematics and design and technology. Pupils explored the suitability of materials, which could be used for packaging, looking at strength and linking with their mathematical knowledge of shapes and nets. No work was displayed by older pupils. Pupils find it difficult to recall experiences in design and technology and the subject has not been taught with sufficient frequency to enable pupils to recognize their own learning or progress. Provision is judged to be unsatisfactory.

HISTORY AND GEOGRAPHY

120. Standards in history and geography are below average in Year 2 but rise to average in Year 6. Standards are lower than they should be in the infant classes mainly because the subjects are not covered in sufficient depth and pupils are not learning appropriate research skills. Most of the work is oral; hence pupils' written skills are not as well developed as they should be. Since the last inspection attainment in Year 2 has declined but has remained at the same level in Year 6.

121. Year 2 pupils have a more limited knowledge of history and geography than most seven-year-olds. Pupils have some idea of how life has changed over time and a questionnaire to their grandparents has helped them to understand the differences between where people went on holiday then and now. A useful start has been made but opportunities presented by this study have not been fully exploited. In geography, pupils have drawn up plans of the classrooms and researched holiday destinations but the topics are not developed in any depth and pupils struggle to make coherent links. The lack of emphasis on written work means that they do not have a record of their work to review and their opportunities to develop writing and drawing skills are limited. Pupils make insufficient progress and do not build effectively on their prior knowledge and understanding. Pupils with special educational needs also make insufficient progress unless specific help is available to support them. Planning and expectations are not high enough for infant classes. Planning does not ensure pupils will gain knowledge, understanding and skills appropriate to their age. Pupils' learning is disjointed and not very thorough. Although planning is to support a cross-curricular approach, in practice teachers do not exploit other subjects, such as English and ICT, so pupils miss out on developing writing and research skills. Their work is not corrected efficiently and pupils are not clear how well they are learning.

122. By Year 6, pupils' knowledge and understanding in both history and geography is suitably broad and of an appropriate depth. In one Year 3/4 class in geography have been studying a contrasting locality. They compared aerial photographs and Ordnance Survey maps from 1925 and now. This was a challenging task but pupils dealt with it confidently and knowledgeably because their skills and knowledge in using maps, symbols and signs are being developed systematically and methodically. Similarly, in Year 6, pupils are gaining an understanding of a range of topics in geography. Their work on weather, including world climate zones, distinguishes carefully between weather and climate. They studied patterns of temperature in different climatic zones and showed skills in using and interpreting data. Pupils study what would be the impact on the local environment if roads were planned through the town centre or round the external boundaries. However, not all junior classes are doing this level of work. The range, quality and quantity of work in the six junior classes varies considerably.

123. In history, pupils in Year 6 are studying a topic on Greeks. They learn about key characters involved in the Battle of Marathon. They learn about areas controlled by Persia in 490BC and then they consider events from the perspective of the Athenians, the Persians and the Spartans.
124. In both history and geography in Year 6 pupils are actively encouraged to look critically at different types of evidence and consider different points of view derived from a variety of sources in order to write well-balanced accounts. Well prepared information ensures that pupils gain a good depth of knowledge and understanding. However, pupils do not have enough opportunities to conduct their own line of enquiry and investigation into topics and this restricts the development of their skills of individual presentation and somewhat inhibits aspects of the progress of higher attaining pupils.
125. The quality of teaching in the juniors is satisfactory overall, though there are some inconsistencies. In one Year 3/4 class and in Year 6 teaching is good. In the juniors, most teachers have good expectations of their pupils' behaviour and concentration. This creates a positive atmosphere and, in many classes, it establishes a good work ethos. Most teachers ask direct questions to stimulate pupils' thinking but could build more effectively on their responses. Good practice is well demonstrated in a Year 3/4 geography lessons where pupils' enthusiasm was handled well by the teacher when many wanted to rush to the overhead projector to show where they saw buildings, farms, roads which had disappeared since 1925 and offer explanations. The teacher listened to each and further enhanced their understanding by helping them to see why these changes had taken place. However, expectations were not sufficiently high in a Year 5 class where pupils spent a lesson learning about the term southern and western hemisphere without extending and developing their knowledge and understanding beyond this basic fact. Marking, whilst satisfactory overall, is not altogether consistent. Good examples in Year 6 show short comments both praising and identifying areas for further improvement and yet, in other classes, pupils miss-spell new technical vocabulary in history and geography and these errors are not picked up and there are positive reinforcements of pupils' work that are not always merited.
126. In the junior classes in both history and geography pupils with special educational needs make satisfactory progress as their needs are appropriately considered in lesson preparations and adult support is provided as necessary.
127. Currently, there is only a temporary subject manager for history. For both subjects new schemes of work have been produced introducing cross-curricular links with science. The geography co-ordinator has managed the subject for six years. A recent audit has identified that there are weaknesses in coverage, for example, there is very limited work on map skills. Recent monitoring has informed the co-ordinator more accurately of strengths and weaknesses resulting in the purchase of new resources and the offer of in-service training to enable teachers to increase their questioning skills and enhance their knowledge and understanding of National Curriculum requirements.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

128. When pupils start the National Curriculum in Year 1 they are already confident in the use of computers and have a good overall awareness of the uses of ICT. By the end of Year 2 standards are in line with national expectations and pupils' achievements are satisfactory. Good progress is achieved by pupils in Years 3 to 6 and, by the end of Year 6, pupils are achieving standards above those expected nationally. There has been good improvement since the last inspection when standards were judged to be

average. All pupils with special needs achieve as well as all other pupils. The opportunity for pupils with special needs in Years 3 and 4 to lease their own laptop computers has helped them improve their work across a range of subjects and has given an additional boost to their enthusiasm for learning.

129. A number of factors have led to improvement. The very good subject knowledge, enthusiasm and teaching of the co-ordinator across year groups are key factors in the improved standards. The subject now has a higher profile in the school and there is a buzz of excitement when pupils enter the computer suite. Additional funding from the Educational Action Zone initiative, together with money from the school's budget, has enabled the school to purchase more computers and associated equipment. There is better planning and delivery of a wider range of experiences across all aspects of the subject so that pupils have more opportunities to extend their learning. Targeted, good quality in-service training for all the teachers, and the provision of personal lap top computers for them, has boosted staff confidence and expertise.
130. By the end of Years 1 and 2, most pupils have sound keyboard and mouse control skills. In a Year 1 lesson using an adventure simulation program, for example, they used these skills to position characters and objects successfully on the screen. The lesson also contributed well to their social development since they were encouraged to work in pairs, sharing out the tasks to achieve the objective set. Literacy skills are extended in lessons as pupils use headphones to listen carefully to instructions. When using some computer packages they are encouraged to use their imagination to develop a story on the computer. Pupils are beginning to enter, save and retrieve their work and share their ideas in different forms, including text, tables and graphs.
131. Learning accelerates well in Years 3 to 6. Pupils use ICT to structure, refine and present information in different forms and styles for different purposes. In a Year 6 lesson, for example, pupils were creating an animated multi media presentation, including the use of sound to illustrate aspects of their work in religious education, science and history. Pupils in Years 3, 4 and 5 use a desktop publisher program to edit and present their work and insert pictures from a shared area on the network into their own document. They save and retrieve files in their own directories. Pupils have had experience of using digital cameras in the course of their work. Older pupils have exchanged information and ideas with others in a variety of ways, including e-mail. This has been done following the strict guidelines in the school's Internet safety policy.
132. The classroom computers support ICT work satisfactorily across other subjects. However, there is a limited range of software linked to topics being studied in other subjects and this places some restrictions on opportunities to develop this area of the school's work further.
133. In the lessons observed during the inspection, teaching and learning were never less than satisfactory. The bulk of the lessons were taken by the co-ordinator, and in these sessions, the teaching was very good. The very good lessons were characterized by excellent subject knowledge and enthusiasm, rapid pace, very good use of resources and high expectations of what pupils might learn. A multimedia projector was used well to make it clear to all pupils how to access and move around programs. This highly visual approach ensured that all pupils knew what they needed to do and were able to begin work quickly. Good planning ensured that key skills and experiences were built on successfully from one activity to the next. The teaching was highly successful in making learning exciting as well as rewarding. In a lesson for pupils in Year 3 and 4, for example, pupils could not wait to print off their story scenes and show them to others.

134. Management of the subject is good. The co-ordinator has been highly successful in raising the profile of the subject and raising standards at the end of Years 3 to 6. She has organized and run in-service courses for teachers and support staff in the school to familiarize them with new systems and programs. Useful portfolios of work are being built up to help teachers assign National Curriculum levels to pupils' work and give them a clearer idea of the progress they are making.

MUSIC

135. The interest and involvement of pupils in music is a strength of the school. Standards in music are good and well above expected levels in Year 6. Throughout school pupils make good progress both in composition and performance, in lessons and overtime. Music is taught as a specialist subject and additionally there are good opportunities for instrumental tuition available. There are high levels of pupil involvement in extra-curricular activities, and the good attendance by pupils at the choir and school orchestra reflects the strong interest of many in this subject. Since the last inspection standards have been maintained very effectively.

136. The curriculum is organized according to the nationally recommended guidelines. Pupils' progress is assessed each term to ensure the curriculum is appropriate. Pupils of all abilities have equal access to the music curriculum with specialist classroom support provided for some pupils when considered necessary. Resources are plentiful and reflect the wide range of musical traditions and interests of people across the world. Pupils have good opportunities to use a wide variety of musical instruments. Although the storage of instruments is satisfactory, many instruments are unlabelled and access to them is restricted. As a result pupils have difficulty in choosing freely from the wide range of instruments, which are on offer to them. Music has a high profile in school due to the interest and enthusiasm of the subject co-ordinator. The spiritual, moral, social and cultural development of pupils is extended through school participation in many local and national musical events. The curriculum is further enriched by annual school concerts.

137. All pupils have regular opportunities to compose music. They have access to a good range of tuned and un-tuned percussion instruments. They have good knowledge of how best to use instruments to create a variety of sounds. Pupils are able to create patterns in sound, to clap a rhythm, and to make and repeat simple tunes beginning to show moods in music. In Years 1 and 2 pupils learn initially to record their compositions in pictorial forms and to include a musical key of instruments to accompany their notation. In one good piece of work they created a simple musical storyboard of a snowy day and described the noise and crescendo, which accompanied the arrival of a storm and the peace, which returned later. Good links are made to literacy for musical composition. For example pupils in Years 3 and 4 are using the story of "Five Minutes Piece" by Jill Murphy to create their musical version of the tale. Pictorial notation of the sequence of the story is complete. They are making good progress in working as a group to create a whole class performance. They are beginning to understand the need for a director or composer to ensure consistency in their performance. The teacher makes effective use of audio and digital recordings to help pupils see and hear their performance. This allows them to discuss and evaluate their work more objectively. Older pupils are using electronic keyboards for compositions and performance. They have a very good knowledge of notation for their age. Already they recognize musical terms such as "mezzo forte" or "pianissimo" and are incorporating these symbols into their work to make their compositions more dynamic.

138. Pupils enjoy musical performance and older pupils make well-reasoned appraisals of their performance. From an early age pupils enjoy singing together. In Year 2 they sing a two-part song unaccompanied by the teacher, and maintaining good pitch and rhythm. Older pupils sing with good diction and intonation. They enjoy singing and have a good repertoire of well-known traditional songs. They are building dramatic interpretations of music into their performance to reflect the mood and feelings of the characters. The teacher introduces them to the music of various composers and by Year 6 they have been taught to recognize and appreciate the music from many countries with different traditions. The school is keen to introduce pupils to live performances of music. As a result African drummers have visited school and pupils have listened to orchestral groups who play classical and jazz music.

PHYSICAL EDUCATION

139. The subject enjoys a high status at the school and discussions with the coordinator and pupils confirm that all aspects of the physical education curriculum are taught and the subject requirements are fully met.
140. The school considers swimming a priority and all pupils from Reception upwards have swimming lessons each school year. Pupils travel to a municipal pool in Stoke on Trent. The swimming curriculum is well structured with professional instructors supplementing the coaching by teachers. Pupils' successes are celebrated with local authority awards. Year 2 pupils achieve average standards in swimming. A very high proportion of pupils can swim by the time they leave the school. Non-swimmers are given additional opportunities.
141. In the swimming lesson observed pupils in Year 2 were at the early stages of swimming. Pupils were generally confident in water. Beginners were supported with floats, which gave them additional confidence. There was a good regard for safety around the pool. Teachers and instructors were sympathetic yet gave focused teaching in their work with pupils.
142. Only gymnastics was observed with junior pupils and standards are in line with those expected for the age group. Observations of extra-curricular activities linked to games indicate that standards are similar to those in other aspects of physical education.
143. Currently in the gymnastics lessons there is an emphasis on activities involving balance. In a very good lesson with Years 5 and 6 the quality of teaching was very good. On entry to the hall, pupils knew precisely what was expected of them and under their teacher's supervision they quickly and quietly prepared the hall for their activities. The importance of warm up activities was briefly discussed. The work developed with pupils successfully cooperating in pairs to support balances and later developing smooth links between elements of a sequence. The high level of subject knowledge combined with very good quality classroom management skills contributed to pupils making very good gains in progress. In a less successful lesson in a class of Year 3 and 4 pupils the teacher was new to the class and her management skills were not effective enough. The noise level was too high for some pupils to hear instructions. This resulted in confusion and pupils were unsure of what was required of them. Consequently, pupils made insufficient progress.
144. An enthusiastic coordinator who makes every effort to give pupils new and rewarding experiences leads the subject very well. He is refining his two year programme of work, which is based on the latest national guidelines to ensure there is no repetition of activities with mixed year classes. Sports professionals visit school to deliver inset to

staff to improve expertise and provide pupils with new challenges. The school takes part in a very good range of sports competitions and there is an impressive choice of sports clubs to whet pupils' appetites for life long learning. The school is well equipped and enjoys good quality facilities. There are good hard play areas and playing fields for games to flourish.

RELIGIOUS EDUCATION

145. Standards are in line with the expectations of the locally Agreed Syllabus for pupils in Years 2 and 6. Standards have been maintained successfully since the last inspection.
146. Pupils enjoy their work. They have good levels of interest in the religions of the world. Younger pupils listen carefully to stories and ask relevant questions to improve their understanding. Older pupils carefully compare and contrast major world faiths and enter into well-argued discussions about the differences in customs, attitudes and beliefs. For example, they have compared places of worship and the associated ceremonies. They have discussed christenings and wedding celebrations and compared their personal experiences. They have researched how the Sabbath is spent in a Jewish, Muslim and Christian home. As a result pupils are developing a good understanding of major faiths and a respect for the beliefs and values of worshippers of each faith.
147. The subject makes a good contribution to the provision for the spiritual, moral, social and cultural development of pupils. In Year 3, for example, through a dramatization of the story of the "Good Samaritan", pupils are able to recognize the need to show respect and care for all people. Good progress is made and pupils in Years 5 and 6 are skilled at analyzing behaviour and actions and recognizing good moral values. As they look at Old Testament stories they note examples of courage, determination or cowardice, or in the work of Mother Teresa show good respect for her courage and care as she cared for the people of Calcutta. Through good teaching, which has encouraged sensitive debate, pupils in Year 6 are showing a mature respect, understanding and tolerance for their age of people of different faiths who live within their own community.
148. The pupils receive a broad and balanced curriculum. Pupils study Christianity, Judaism and the Islamic faith in depth. Good links are made in lessons between various subjects of the curriculum. Religious education lessons are linked very effectively to history, geography and art. Good links are also made to pupils' own experiences. For example, at the time of the last national census teachers used the occasion as a teaching tool to provide pupils with an opportunity to compare with the Roman census at the time of the birth of Christ. There are sufficient well-chosen resources to make learning relevant. Pupils make some visits to places of worship or use books, photographs, videos and artefacts to provide visual evidence and practical experiences. Lessons have good pace and variety. Teachers' planning shows that lessons incorporate debate, drama, and quizzes, which stimulate interest. Teachers make good efforts to teach this subject sensitively. Their subject knowledge is satisfactory and they are given good support by parents and visitors to school. As the subject co-ordinator is absent from school on long-term sickness, the subject is managed temporarily by the headteacher. She has a good understanding of the strengths and weaknesses in the subject and provides good support to teaching staff.