

INSPECTION REPORT

ROOKS NEST PRIMARY SCHOOL

Outwood, Wakefield

LEA area: Wakefield

Unique reference number: 108198

Headteacher: Mrs Anne Butel

Reporting inspector: Mrs Barbara E Doughty
22261

Dates of inspection: 7th – 10th July 2003

Inspection number: 251221

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Primary |
| School category: | Community |
| Age range of pupils: | 4 – 11 |
| Gender of pupils: | Mixed |
| School address: | Rooks Nest Road Outwood Wakefield |
| Postcode: | WF1 3DX |
| Telephone number: | 01924 303835 |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Father John Butterworth |
| Date of previous inspection: | July 1998 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | Subject responsibilities | Aspect responsibilities |
|--|---|---|
| Mrs Barbara E Doughty Registered inspector 22261 | The Foundation Stage curriculum Science Music Education inclusion English as an additional language | What sort of school it is and what it should do to improve further The school's results and pupils' achievements How well the pupils are taught |
| Mr Ernie Marshall Lay inspector 14141 | | How well the school cares for its pupils How well the school works in partnership with parents |
| Mr Denis Goodchild Team inspector 32283 | Mathematics History Geography | How good the curricular and other opportunities offered to the pupils are |
| Mr John Evans Team inspector 20404 | English Art and design Design and technology Special educational needs | How well the school is led and managed |
| Mr Vincent Leary Team inspector 23319 | Information and communication technology Physical education Religious education | Pupils' attitudes, values and personal development |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a larger than average primary school for pupils aged four to eleven. There are 280 pupils on roll, with a broadly similar percentage of boys and girls. There are eight pupils, nearly three per cent, with English as an additional language; they all speak fluent English. There is an average number of pupils with special needs, 15 per cent, and an average number with statements of specific need, two per cent. The nature of the pupils' special needs is variable, but most have moderate learning difficulties; two pupils have physical disabilities and two have specific learning problems. The free school meal take-up is broadly average at 14 per cent. Pupils come from a range of socio-economic backgrounds, which overall are average. Attainment on entry at the age of four is broadly average. Major building work is due to start in August; a new Foundation Stage unit is being built so that the school can admit Nursery-aged children from September 2003. Since the last inspection, a new head teacher and deputy head teacher have been appointed.

HOW GOOD THE SCHOOL IS

This is a very effective school. Standards are well above average in English, mathematics and science because of the inspirational teaching in Years 1 to 6. In an atmosphere of high expectation, pupils achieve very well from starting school to leaving and in comparison with those in most other schools. Excellent leadership and management keep a check on pupils' learning and find imaginative and extremely effective ways to boost it over time. The school gives very good value for money.

What the school does well

- Pupils do very well to reach high standards in English, mathematics and science by the time they leave the school because of very effective teaching in Years 1 to 6.
- Pupils do well in religious education, art and design, history and music.
- Pupils have excellent attitudes to learning and behave extremely well in lessons and around the school because of the very good range of learning opportunities, which interest and motivate them to do well.
- Excellent leadership and management, in particular by the head teacher and deputy head, are driving up standards.

What could be improved

- Standards in design and technology are not good enough.
- Teaching in the Reception classes could be more effective.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school had brought about very good improvements since it was last inspected in July 1998. Standards have risen in English, mathematics and science from above average to well above average. Attainment in information and communication technology (ICT) has improved from unsatisfactory to reach the national expectations. Religious education and history standards have risen to above those expected by the end of Years 2 and 6. The provision for pupils with special educational needs was unsatisfactory; it is now very good. Leadership and management have improved from satisfactory to excellent. Pupils' attitudes and behaviour are now excellent. Teaching has improved from satisfactory to very good. Learning opportunities are much better than they were and parents are much happier with the school, in particular about the way in which the school listens and responds to their suggestions and concerns.

STANDARDS

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

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

The school's Year 6 test results are usually very high in English, mathematics and science and pupils do extremely well in comparison with those in similar schools. They have improved over time and at a faster rate than nationally. For the past two years, the school's performance in the tests has been in the highest five per cent nationally. In lessons, most pupils attain above the expected level for their age at the end of Years 2 and 6. Targets are usually exceeded because pupils do much better than expected from their attainment on entry. Most pupils are confident speakers and very attentive listeners. They read with very good understanding and write imaginatively using good vocabulary and accurate punctuation to add clarity to their work. Standards in mathematics are high. Pupils of all ages use addition, subtraction, multiplication and division competently to solve everyday problems. In science, pupils achieve well to attain standards that are above average by the end of Year 2 and well above average by the end of Year 6. However, their investigative skills could be better developed if they were given more opportunities to independently plan and carry out experiments, particularly in Years 3 to 6. Pupils of all ages also do well in art and design, history, music and religious education to attain above the expected levels by the end of Years 2 and 6. Standards in all other subjects are broadly in line with nationally expected levels, except in design and technology where they are below. By the end of the Reception classes nearly all of the children make sound progress to attain the expected goals for children of their age in all areas of learning. However, some of them, particularly the least able children, could achieve at a better rate than they do if the work more accurately matched their needs.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Excellent. Pupils enjoy the work and want to do well. |
| Behaviour, in and out of classrooms | Excellent. Pupils behave extremely well in lessons and around the school. There have been no exclusions. |
| Personal development and relationships | Very good. Pupils help each other and show a mature and tolerant understanding of each other's views and opinions. |
| Attendance | Good. This has improved over the last year, reflecting pupils' eagerness and enthusiasm for school. |

Pupils show pride in what they do, reflected in very good work presentation. They rise very well to challenging targets set for them by the teachers. Pupils' personal development is very good, but it could be even better if the older pupils in particular had more independence to carry out investigations in science and design and technology.

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|--------------|-------------|-------------|
| Quality of teaching | Satisfactory | Very good | Very good |

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

Teaching is very good and because of this pupils learn very well. English and mathematics are taught very well and the teaching of basic literacy and numeracy skills is very effective. Teaching is inspirational in Years 1 to 6. Here, teachers use what they know about pupils' previous learning to set them challenging targets, and within an atmosphere of high expectation, pupils rise to the challenge. Throughout the school, support assistants are effectively deployed to boost pupils' learning by supporting both the more and least able pupils in lessons and in 'fast-track' and 'booster' sessions. Lessons are always planned well and because of this move at a good pace, accelerating pupils' learning. Behaviour management is excellent and brings about exemplary behaviour from the pupils. The needs of all pupils are met extremely well in Years 1 to 6, including those with special needs and those identified as gifted and talented. This is because teachers build on what the pupils already know, understand and can do. However, this is not as successful in the Reception classes because teaching does not have enough regard to the early stages of learning, particularly when planning work for the least able children. The work is taken from the early learning goals that children are expected to attain by the end of the Reception Year, and is often too difficult for the least able. In Years 3 to 6 in particular, there is too much teacher guidance in investigative science work, and throughout the school pupils are not encouraged enough to use ICT in different situations. Sometimes support assistants listen to teachers' lesson introductions when they could be better deployed supporting, for example, the least able pupils.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|--|--|
| The quality and range of the curriculum | Very good in Years 1 to 6, satisfactory in the Reception classes. A good range of visits, visitors and clubs enhances pupils' learning opportunities very well. |
| Provision for pupils with special educational needs | Very good. These pupils are very effectively supported in lessons and in Years 1 to 6, their work accurately matches their assessed needs. |
| Provision for pupils with English as an additional language | Very good. All of these pupils speak fluent English. They do as well as their classmates to attain usually very good standards. |
| Provision for pupils' personal, including spiritual, moral, social and cultural, development | Very good. Excellent provision for pupils' moral and social development; very good provision for their spiritual development and good for their cultural development. |
| How well the school cares for its pupils | Very good. Assessment arrangements are very good, but the recording of pupils' achievements in subjects other than English, mathematics, science, and ICT needs improving. |

The teaching of French and German enriches the pupils' learning opportunities well. The range of music taught is very good, engaging the pupils in, for example, listening to music and composing their own music. Studies of the work of famous artists result in pupils using what they know about the techniques of different artists to influence their own artwork. Children with special educational needs in the Reception classes are satisfactorily supported, but their work does not always match their needs as well as it could. The school works well in partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|---|--|
| Leadership and management by the head teacher and other key staff | Excellent and the key to driving up standards. Subject leaders are able to find out what is happening; this means that they have a very clear idea about what is and is not working and how to bring about improvements. |
| How well the governors fulfil their responsibilities | Good. They have a clear idea about what is going on through their visits to classrooms and discussions with the senior managers and subject leaders. |
| The school's evaluation of its performance | Very good. The senior managers are well aware of what is going on and had already identified all of the areas for improvement identified in this report. |
| The strategic use of resources | Very good. Staffing deployment is good; accommodation and learning resources are satisfactory. |

The head teacher provides excellent leadership. She is inspirational and imaginative in the way in which she leads and manages the school. She is extremely well supported by a very effective deputy. The school's priorities for development are chosen well to make this an even more successful school than it already is and the school has excellent capacity to improve further. Governors apply the principles of best value well. They look at how they do in comparison with other schools; challenge staff and pupils to do even better by setting targets for them to aspire to; consult with parents and pupils through the questionnaires and the school council; and have in place effective tendering procedures to ensure best value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none"> • They know what their children are learning. • The extra help their children are given if they struggle with their work. • The way in which the school helps their children to grow in maturity and to work hard to achieve their best. • The behaviour of the pupils. • The friendly and approachable manner of all of the staff. • The quality of teaching and the school's leadership and management. | <ul style="list-style-type: none"> • Some parents would like to see more extra-curricular activities. • Some would like more information about how well their children are doing. |

Parents are happy with this school and in particular the way in which staff listen to their suggestions and concerns and respond to them. They appreciate that when the head teacher took up her post, she made certain promises about how she would lead and manage the school; she has kept them all. The inspection team agree with all the positive comments. The range of extra-curricular activities is very good; there is further curriculum enrichment through the teaching of modern foreign languages, visits and visitors. Parents are kept well informed about how well pupils are doing in the annual progress reports and thrice-yearly meetings with teachers.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils do very well at this school to exceed their targets and attain well above average standards by the end of Years 2 and 6. Junior test results in English, mathematics and science are very high in comparison to what happens nationally and in similar schools. For the last two years, this school's results have been within the range of the top five per cent of schools across the country. High standards have been maintained over time and, from the work seen in lessons, the current Year 6 results this year are likely to remain high. Given that the attainment on entry of these pupils in 1996 was below that typically found elsewhere, the school has done remarkably well to get most of them working within the expected level and around half of them to the higher level.
2. Such high standards are achieved in the infants and juniors because pupils and staff work within an atmosphere of high expectation. Targets are set each year for teachers and pupils to aspire to; these are usually exceeded. This is because checks are made on pupils' progress mid-way through the year and strategies put in place to add further challenges for those who are doing better than expected, and to boost the learning of those who are falling short of their target. Support staff are then deployed where they are most needed to help those who could do better with a push.
3. All pupils do equally as well as each other. Boys and girls both outperform other boys and girls of their age. Gifted and talented pupils are challenged well because assessment information tells teachers how well pupils are doing and what they need to teach them next. Effective use is made of work from the higher levels to enable, for example, two Year 6 pupils last year to attain well above the nationally expected level in mathematics. Pupils with special educational needs make very good progress and achieve very well. This is because of very effective provision. The targets set in their individual education plans are clear, relevant and practical. They are carefully framed and used systematically to guide teaching and support sessions. There are very good procedures for involving parents and pupils in setting targets and reviewing how well pupils are doing. Pupils' achievement is checked frequently so that teachers can respond quickly to pupils' emerging needs. Pupils with English as an additional language all speak fluent English and achieve as well as their classmates.
4. This means that by the end of Year 2, most pupils are competent readers and writers. They construct their sentences well to give clear meaning. Words are chosen imaginatively and used to good effect. Spelling is accurate and punctuation is used well to add clarity to the work; pupils read with good understanding. Their mathematics work is of an equally high standard and their science work is above the expected level.
5. This drive to attain high standards is pursued from Year 3 to 6, so that by the end of Year 6, most pupils use precise language to say what they mean when both writing and speaking. Their effective use of paragraphs means that pupils organise writing well and their inclusion of descriptive language adds clarity and life to their stories. Handwriting is fluent, versatile and always of a high standard. Most pupils are very fluent and accurate readers; they have a particularly good understanding of character and event. Research skills are well advanced; pupils retrieve information successfully from a collection of sources including the Internet. Pupils use mathematical skills well to solve problems and their scientific knowledge is very secure and wide-ranging. However, junior pupils in particular do not carry out enough investigations on their own, tending to watch the teacher do them and then writing up what happened afterwards. Although they can explain what they would do to test a given hypothesis, they lack the experience of planning and carrying out investigations.

6. Standards in speaking and listening are high. Pupils throughout the school are very articulate and confident communicators. Standards are also above the expected level in art and design, history, music, and religious education, mainly because of good teaching in these subjects. In geography and ICT, they are in line with the levels expected by the end of Years 2 and 6, but below them in design and technology. This is because, although what they do, they do satisfactorily, pupils do not have enough experiences across all of the aspects of designing and making to attain in line with national expectations.
7. Pupils' reading, writing and mathematics skills are high enough to support work in other subjects very well. For example, data handling learnt in mathematics is used to chart science test results and pupils' very good reading skills are put to good use to find out information about by-gone times in history. Particularly impressive is the use of writing in other subjects, such as in science when pupils record information and write up investigations.
8. Standards in ICT are in line with those expected nationally by the end of Years 2 and 6, which is an improvement since the last inspection when they were below them. However, pupils do not have sufficient opportunities to use their ICT skills in different situations. For example, they do not record science investigation findings on computer, or tape their singing to later listen to, evaluate and change.
9. Whilst the current Year 6 pupils started the Reception classes with attainment below that typically found elsewhere, the profile of children coming to this school has changed over time and children's attainment on entry now is in line with that expected at the age of four. There are very few less able children. Children make sound progress in the Reception classes to attain the early learning goals for their age, in all areas of learning, by the end of the Reception year.
10. However, in contrast to what is happening elsewhere in the school, not enough is done to boost the learning of the Reception class children, particularly the least able. This is because teaching makes insufficient use of the Foundation Stage teaching guidance to provide these children with suitable activities to develop their early skills of reading, writing and mathematics. For example, teachers ask these children to write words and letters and record their experiences before they have the skills to do so. Although the children make marks on paper and know that these are a form of communication and ascribe meaning to them, they are not ready to form letters. Yet, teachers ask them to copy whole sentences out underneath their writing, and onto narrow lines. Although these young and immature children try very hard to oblige, they cannot do this successfully and their work is consequently untidy.

Pupils' attitudes, values and personal development

11. Pupils have excellent attitudes to school and to learning and are exceptionally well behaved in school. The relationships they have with their schoolmates and adults are of a high quality. The parents who responded to the questionnaire or who attended the pre-inspection meeting also had very positive views on the behaviour of their children. The quality of this aspect of school life was good at the time of the last inspection. There have been further improvements and the positive and caring learning environment has impacted significantly, resulting in exceptional standards in pupils' attitudes and behaviour.
12. Children under five settle to school very quickly to become confident and secure learners. Pupils in Years 1 to 6 are very enthusiastic about all aspects of school life. Pupils from a young age have excellent attitudes to work. They enjoy their lessons and join in many activities. Most pupils take great pride in what they are doing and have very good levels of concentration in lessons. The best attitudes and behaviour occur in the challenging lessons where the activities and content capture their interest; pupils remain on task and try hard to succeed. For example, in a Year 3/4 literacy lesson where pupils were using laptops for presenting their poetry work, they were very interested in experimenting; changing fonts and importing graphics to enhance their work.

13. Behaviour by virtually all pupils is excellent almost all of the time. Pupils' behaviour in the playground and in the dining room is of a high quality. Most pupils play co-operatively and sensibly. There is a notable absence of oppressive behaviour and no sign of any bullying. Parents' questionnaire responses fully endorse this very positive picture. There have been no exclusions.
14. Relationships between all members of the school community are excellent. Pupils demonstrate a good understanding of right and wrong and show respect towards each other, adults and visitors. There is no evidence of graffiti or vandalism in or around school and pupils take very good care of the accommodation. The few pupils from ethnic minorities are well integrated into the school community and there is no indication of any racist behaviour. The small number of pupils who join the school in later years settle in very quickly. Staff seek to include all pupils fully in the life of the school. The very high quality of relationships within the school has a positive impact on pupils' learning because pupils feel secure, valued and confident.
15. Most pupils make very good progress in their personal development. Nearly all the parents who responded to the parents' questionnaire agreed that school is helping their children to become more mature. Very good examples were seen in an ICT lesson in Year 6, where pupils chose their own ways to organise their multi-media presentations. Each pupil worked independently and imaginatively to create something special. However, this is not a consistent feature and in some lessons there are insufficient opportunities for pupils to show initiative and to develop independence in lessons, most notably in science.
16. Opportunities for pupils to take responsibility and demonstrate initiative in and around the school are very good overall. There are many tasks around the school, which the pupils carry out with eagerness and care. For example, pupils from Years 3 to 6 have additional responsibilities as members of the school council. One pupil caught the flavour of ownership in the following comment: "The school council is for everyone; we take ideas from other pupils and consider them." Pupils thoroughly enjoy taking responsibility in a variety of roles, such as helping to look after younger pupils during the lunch break, acting as prefects around the school and organising the distribution of bottled drinking water and many other school responsibilities.
17. The attendance of pupils has improved since the last reporting year. The school's records show a rising trend and the current situation is good. There is no evidence of truancy or persistent lateness. Holidays taken during term time by a minority of parents have a marginal adverse effect on the school's overall attendance. The school day starts and finishes on time. Registration complies with statutory requirements and the opportunity is often taken to use this activity for pupils to practise speaking in a modern foreign language.

HOW WELL ARE PUPILS TAUGHT?

18. Teaching and learning are very good in Years 1 to 6 and satisfactory in the Reception classes. Teaching is inspirational in Years 1 to 6. This is because teachers make very good use of what they know pupils can already do to build learning systematically during each lesson and over time. They set challenging targets for pupils to aspire to, driving up standards. Work is often set in context of everyday problems, which makes it meaningful to the pupils, who realise why they need to practise and develop further the skills they are being taught. The work is exciting and because of this pupils work hard and achieve exceptional results. For example, in a Year 2 art and design lesson, in which pupils were inspired by the achievements of the painter Monet, the teacher encouraged pupils to achieve as well by telling them to "Look at where the land meets the sky". Her demonstrations of how to "Sketch what you see" inspired pupils to do the same. The artwork they produced was of a good standard, capturing the mood well.

19. Excellent planning and organisation mean that lessons are always prepared well and because of this they run smoothly. Each lesson builds on what went before. For example, in Year 1, mathematics work on adding two-digit numbers such as 17 and 12 quickly moved on to adding 27 and 16 so that pupils had to think about adding the units first and then exchanging 10 units for one 10. Clear explanations secure pupils' understanding of what is going on and what they are expected to do. Teachers constantly check pupils' understanding throughout the lesson and, if appropriate, adapt what they are doing to either revisit an idea or move more quickly on to the next.
20. Accelerated learning for those pupils who teachers assess as being able to do even better with a push, such as the more able and the gifted and talented, ensures that the needs of these pupils are effectively met. Work from the higher levels used in fast-track sessions usually results in a well above average number of Year 6 pupils attaining the higher level and last year, two pupils attaining Level 6 in mathematics, which is well above the expected level. Gifted and talented pupils' needs are met in other ways too, such as through the summer school run by the local secondary school and after-school clubs, like chess and drama.
21. Similarly, those pupils who are not quite on course to attain the expected level get a boost to their learning in booster sessions. Challenging work interests these pupils, who succeed because they are taken through the processes step by step at a pace in line with their ability. This raises their self-esteem and spurs them on to work harder. For example in a Year 5 mathematics booster class, pupils working on subtraction were talked through the process of how to, when subtracting 11, first take away 10 and then one. Because they were successful, they became quicker at adding and subtracting as the lesson progressed.
22. Very effective and flexible deployment of support assistants to classes and fast-track and booster sessions means that these adults do an extremely good job in helping pupils of all abilities to do well. Their teaching of small groups is successful because they work under the direction of the class teacher with clear understanding about what pupils are to be taught and how to teach it. Their talents are put to good use, such as in a Year 2 art and design lesson, where the support assistant with a particular flair for art talked to pupils about how Monet "builds up the colour". Her comments such as, "This looks good, I think that might work well", spurred pupils on and gave them the confidence to have a go at creating different effects. Sometimes during the introductory sessions to lessons, the support assistants sit with a small group of pupils, clarifying what the teacher is saying and offering more explicit explanations. This works well because it ensures that all pupils understand what is going on, especially those with special needs. However, this is not always the case and some support assistants simply sit and listen, needlessly, to the teachers' lengthy explanations, when they could be playing a more active role in the introduction or more effectively deployed doing something else.
23. All teachers manage pupils' behaviour excellently. This means that throughout the school, there is a calm and purposeful ethos for learning. Excellent relationships mean that pupils work hard to please the teachers and support staff. They help each other by explaining to classmates how they have done something, such as in mathematics or when working on the computers. Evaluation sessions during and at the end of lessons encourage pupils to think carefully about what they could do to improve their work. For example, in a Year 1 physical education lesson, pupils were encouraged to talk about why some pupils were more successful than others at throwing and catching. Similarly, teachers' comments in pupils' workbooks make pupils think about how well they are doing. However, the quality of these is inconsistent from class to class and subject to subject. They do not always give pupils a good enough indication of how they could improve their work next time. For example in science, the comment "You haven't really understood this unit" is not of much help to the pupil because it doesn't tell him or her what to do about it. Again, in art and design, "A reasonable drawing" is not explicit enough about what the pupil has done to achieve this and what he or she could do to make it a 'good' drawing next time.

24. Teachers promote subject language well by asking pupils to extend their answers and explanations. This means that pupils talk confidently about what they are doing and have done. For example, in a Year 5/6 science lesson, pupils used terms such as 'opaque' and 'translucent' to describe which materials they would use in their investigation of how the length of wire used affects the brightness of the bulb.
25. The provision for pupils with special educational needs is very good. Teachers and educational support assistants are sensitive and purposeful in identifying and meeting pupils' personal, social and learning needs. They plan together frequently and in detail to ensure that the work matches pupils' differing requirements. They provide opportunities for pupils to increase their self-esteem and gain confidence through success. Teachers ensure that pupils with special educational needs are included in all activities. The support that educational assistants provide is often of high quality. Support arrangements are very well organised, closely evaluated and flexible so that provision responds rapidly to pupils' changing needs and thus sustains progress.
26. Although teaching is satisfactory in the Reception classes, it is not as effective as it is elsewhere. This is mainly because teachers make little use of what they know about children's achievements and what individuals need to learn next. They have too little regard to the early stages of learning in the national Foundation Stage teaching guidance. They plan work to enable children to achieve the early learning goals for the end of the Reception year. However, some children are not at this stage and, consequently, the demands made on the least able children are often too high. For example, these children are asked to copy, onto narrow lines, adults' writing before they can draw recognisable pictures, form letters or write words. Their mathematics work is often too difficult for them. For example, in one lesson, the least able group were asked to order numbers from zero to 20. They could not do it because it was too demanding; these children have not yet done enough to enable them to work with numbers up to five. In lesson introductions these children do not follow what is going on, such as when the class were working on counting up to and back from 100 in 10s. Whilst this challenged most children well, the few that cannot yet work with numbers beyond three did not learn anything. Creative work is very directed and this stifles children's imagination. The 'free choice' afternoon sessions give children the opportunity to experience a range of activities, such as sand and water play, making music using a variety of musical instruments, and making streamers to fly in the wind. However, because teachers are imprecise about what different children are to learn from these activities, when they join children at them, they do not influence learning well enough, acting more as a supervisor than a teacher. Learning is too incidental at these times because of this, and because there are no specific tasks for children to complete.

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

27. The curriculum is much improved since the last inspection. There is now a very good range of high quality learning opportunities for pupils in Years 1 to 6 in particular, with a great many strengths, stemming from the school's determination that all pupils are offered the very best that can be provided. Because the curriculum is well planned and relevant, the teaching is enthusiastic, resources are stimulating, and quality lesson presentation motivates learning and promotes high achievement.
28. The school meets statutory requirements fully, including those of the National Curriculum and sex and drugs education. There is a strong emphasis on the teaching of literacy and numeracy and the implementation of the national strategies has been very effective in raising standards in English and mathematics. Similarly in other subjects, teachers now make effective use of national subject guidance. Appropriate time is allocated to each subject; topics are subject-specific and this ensures that the appropriate subject skills and content are taught.

29. Pupils' English and mathematical skills are developed well through, and are of a high enough standard to help learning in, other subjects. Teachers give pupils opportunities to discuss issues with one another, which develop pupils' speaking and listening skills well. Pupils write for different purposes, for example in science, history and religious education. They write reports, complete tables and write poetry. Their reading skills and ICT skills are developed further when researching historical events, for example. Mathematical skills are utilised in science when interpreting graphs and also when plotting map co-ordinates in geography. The addition of French and German to the curriculum provides an extra dimension to pupils' education.
30. The curriculum for children in the Reception classes is satisfactory, but with weaknesses that slow the progress made by some children. Children experience a wide range of purposeful activities, which develop well their personal, social and emotional development in particular. Work in communication, language, literacy, and mathematics is planned for mainly using the National Literacy and Numeracy Strategies. However, some of the work is not relevant for the least able children. Teachers take insufficient notice of the early stages of learning, known as the 'stepping stones', in the national Foundation Stage teaching guidance. Other work is based on the early learning goals children are expected to attain in each area of learning by the end of their Reception year. However, some children are not at this level, particularly at the beginning of the year, and some of the tasks do not meet their needs effectively enough. When planning the 'free choice' activity afternoons, teachers do not have enough regard to what children need to learn next. Teachers' planning for activities such as sand and water play is insufficiently focused on what different children will gain from the activity. Access to the activities is not based on what particular children need to learn at a particular time and any learning that does take place is therefore too incidental.
31. The school's inclusive approach to meeting the needs of all pupils is evident in the way planning gives due recognition to all pupils within the class and, in Years 1 to 6, well-matched activities meet their needs. Booster and fast-track sessions provide the extra support some pupils need to achieve the next level. Provision for gifted and talented pupils is enhanced through summer school, involvement in the school council and extra-curricular activities such as chess and drama clubs.
32. A wide range of visits supports pupils' learning in sports, history, geography and science, such as the residential visits to Robin Hood's Bay and Hornsea Activity Centre. Visitors to the school make a significant contribution to pupils' learning, including theatre groups, musicians, storytellers, the Groundwork Trust and the police. The very good range of after-school and lunchtime clubs includes a chess club, art club, computer club and football. These are well attended; over the school year more than 80 per cent of pupils attend an activity of some kind.
33. The school has well-established links with the community through its charity work and choir performances and by participating in local bulb planting projects. Curricular links are in place with the local high school including teaching by the secondary school teachers of art, science and physical education to the junior children and exchange visits between pupils. There is a pre-school group housed in the school and close liaison between the staff of the group and the Reception teachers means that children who start school are secure and confident.
34. The provision for pupils' personal, social and health education is very good. The attention to personal and social education is implicit in virtually everything that the school does. A policy is in place that addresses such issues as health and drugs education. A trained nurse teaches sex education to the older pupils. Pupils discuss bullying, relationships and keeping safe, which helps them to realise the implications their actions may have on their life and that of others. Pupils' personal development is enhanced by special times when the class sits together and discusses issues such as friendship and conflict resolution. A school council is in place with representatives from Years 3 to 6. This has proved to be a very good vehicle for empowering pupils to make decisions and influence changes to school routines and procedures. Their ownership is strong and they show great maturity in the exercise of

authority. For example they drew up an agenda, which included items on health and safety and behaviour. Responsibility for writing the minutes rests with a pupil.

35. The teaching of French and German is a valuable addition to the curriculum. It gives pupils a well-planned introduction to listening, speaking and writing in two European modern languages. This builds their personal confidence and helps to prepare them for the next stage in their education. This initiative works well because it is fully supported by the school's excellent management procedures. These enable the subject leader to plan and organise effectively and forge constructive links with colleagues and partner institutions. Visiting teachers bring good subject expertise, enriching provision, and the subject leader uses her own good subject knowledge well. Teaching is lively, purposeful, engages pupils' interest very well and promotes good progress.
36. The school's provision for pupils' spiritual, moral, social and cultural development is overall very good. This represents a significant improvement on the last inspection. The provision for pupils' spiritual development is very good. Statutory requirements for a collective act of worship are met. Assemblies have an appropriate reverential atmosphere and a time for reflection and prayer. A table set with a lit candle and class prayer book provides an appropriate focus. During a Year 5/6 class assembly on the Holocaust, music and dance were used to very good effect. Pupils expressed and communicated feelings and emotions in a very sensitive and spiritual manner. Pupils of all ages explore the nature of God within the Christian tradition and also through a study of ancient cultures and other religions.
37. The school makes excellent provision for pupils' moral and social behaviour. Moral values are taught within the context of the Christian tradition. Staff are very good role models. They communicate clearly to the pupils their expectations of behaviour and pupils rise to their expectations. Pupils therefore have a very good understanding of what is right and wrong and all of them accept the norm of very good behaviour. Staff have a very good relationship with pupils and value their contributions in lessons, and as a result pupils' social development is well promoted. Opportunity is provided within lessons for pupils to work independently and co-operate in problem-solving activities and research. Pupils are given responsibilities as monitors. The older pupils demonstrate a caring responsible attitude to the younger children at lunchtime. Pupils collect for a wide variety of charities. This develops their awareness of personal contribution and responsibilities within society. A school council provides additional opportunity for pupils to accept further responsibility. Residential visits are planned to enhance the development of social skills.
38. Provision for pupils' cultural development is good. Pupils study their own culture and compare this with life in other countries in their work in geography, for example. In religious education, they learn about the beliefs and traditions of major faith groups including Islam and Judaism. Pupils are given opportunities to visit the theatre and hear a variety of different music from their own culture and other lands. They study the work of artists from different countries, including, for example, French impressionist painters and Japanese artists. Performing artists also visit the school, further enriching pupils' cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school's procedures for child protection and safeguarding pupils' welfare are good. Full premises inspections are carried out each half term, and further weekly checks are made to limit the risk of health and safety hazards. Routine testing of fire safety equipment, portable electrical equipment and the large physical education apparatus is systematically carried out. Fire drills are held regularly and evacuation times checked on. First aid provision is good. Child protection arrangements, including security screening of Internet access, are fully implemented.
40. Procedures for monitoring and improving attendance are good. The head teacher works closely with the educational welfare officer to ensure any unexplained, regular or prolonged

absence is investigated and the parents are given support where needed. The head teacher inspects registers and uses her personal knowledge of the families to determine the approach to be taken if a problem arises. Parents are made aware of their responsibilities for getting their children to school and on time; the greater majority co-operate well. The taking of holidays during term time is discouraged. The school has introduced an award certificate for 100 per cent attendance over the school year. Parents are invited to a special awards assembly where an invited guest presents certificates. In 2000/2001 17 certificates were presented and in 2001/2002 the figure had risen to 25, indicating the school's successful procedures for bringing about improved attendance.

41. The school has very high expectations relating to pupils' behaviour. Parents and pupils have contributed to the formulation of the school's behaviour policy and therefore know it well. The behaviour code is encapsulated in the school's simple statement of do's and don'ts that are displayed around the building. Staff promote the rules well, and reward pupils for good work, effort or attitude through nominating individuals for weekly awards. The excellent behaviour shown by pupils across all age groups shows how effectively this aspect is being promoted. This is a real strength of the school and contributes significantly to learning because pupils can concentrate on what they are doing without distraction or disruption.
42. The monitoring of pupils' academic performance and personal development is very good and because of this the support most children receive is very good, particularly in Years 1 to 6. Personal targets are agreed with each pupil and new ones set when relevant. The assessment of pupils' achievements in English and mathematics is thorough and enables staff to identify the individual needs of all pupils. All pupils are identified as either working within, above or below the expected level and work is adapted to suit their needs. Additional support in booster group and fast-track sessions is also provided. Assessment arrangements are satisfactory in science, ICT and religious education. However, they are not good enough in the other subjects. Pupils with special educational needs are identified at an early stage and have individual educational plans, which teachers have good regard to in lessons. Parents are involved in the reviews and new target setting. The school makes effective use of a range of visiting specialists to support and guide staff in providing very good support to these pupils. The assessment of pupils' personal development is less formal but very effective nevertheless.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Parents are supportive of the school and greatly appreciate what the school offers their children; most of them consider this to be a good school. Inspectors agree with the parents that staff are friendly, approachable, and willing to listen to any concerns parents may have relating to their children's education. Parents have a clear view that the school expects every child to work hard, achieve his or her best, and that the school is helping children to become mature and responsible. There is no perception whatever of bad behaviour or bullying.
44. The range and quality of information provided for parents are very good. The prospectus and governing body's annual report to parents are well presented and comply fully with statutory requirements. Pupils' annual reports give good information on achievement and progress in all subjects, and have personal targets for pupils to aspire to in English, mathematics and science. Newsletters are issued regularly, giving up-to-date information on school events. All pupils in Year 3 and above have homework diaries in which parents can write comments on how well their children are doing or questions for the teachers. Staff, including the head teacher, make themselves available to meet parents to discuss any matters of concern.
45. Parental involvement in the life and work of the school is good and makes a positive contribution to pupils' learning. Parents help with homework, such as hearing reading, helping with mathematics where appropriate, and topic work, particularly when research is involved. Five parents and grandparents come into school regularly to help with activities such as art

and design, design and technology, sewing and food technology. Some listen to pupils read. Many parents help supervise pupils on visits.

46. The school has an effective parent-teacher association, which plans and organises social and fund-raising events that are well supported by parents and the community. Funds raised have provided a demountable stage, books, and swivel chairs for the computer suite.
47. Two parents are members of the school improvement committee, who prepare, for example, draft policies for behaviour, drugs and sex education for consultation with other parents. The school is encouraging more parents to come into school by providing computer training. Eight parents are currently involved. The initiative is intended to improve parents' skill and confidence in supporting their children working on computers at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The leadership and management of the school are excellent. The head teacher is a skilled, imaginative and very effective leader. Her vision for the school is clear and very well informed. The school's excellent management arrangements ensure that all staff work very effectively together as a united team bound by a common purpose. The deputy head teacher, in particular, and other members of staff with management responsibility make strong contributions to the quality of leadership and management.
49. There is very good involvement of all members of staff in decision making and opportunities for subject leaders to extend their management experience, for example, by chairing and leading staff meetings. Information is very effectively shared and plans for improvement are fully understood and supported by all those who are to carry them out. Staff's individual development targets are closely linked with whole-school priorities. This helps to ensure that action for improvement is cogent and well organised. Teachers are empowered to secure improvement by well-targeted training, the effective sharing of expertise and the ready, well-informed support of colleagues. The need to bring about improvements to teaching and learning in the Reception classes has already been recognised and is being dealt with.
50. The sense of teamwork in the school is strong and thorough. Staff share a commitment to improvement, to high standards and to meeting the needs and interests of all pupils. They are united by shared values and clearly articulated, agreed approaches. Teaching and support staff work very effectively together, for example in planning and providing for pupils with special educational needs. The school's values are excellently reflected in all its work. They are seen, for example, in the very high standards that pupils achieve, the excellent quality of relationships throughout the school, and pupils' consistently excellent behaviour and attitudes to learning.
51. The school's arrangements for analysing its performance and taking effective action are very good. The procedures for tracking pupils' progress in English, mathematics and science are accurate and detailed. Staff use the information, along with other data including the results of national tests, to identify areas for improvement and set challenging but achievable targets for them and pupils to aspire to. High expectations underpin the school's purposeful improvement planning and very well directed action.
52. These features combine to secure consistently high standards in teaching and learning and in all aspects of pupils' personal and social development. They underpin the school's very good improvement since the last inspection, for example, in the provision for pupils with special educational needs, and the steady improvement, above the national trend, in the standards that pupils achieve. Given the high quality of leadership and management, the commitment of staff and governors and the very good quality of provision including teaching, the school's capacity to sustain this degree of success is excellent.

53. The management of special educational needs is very good. The school special educational needs co-ordinator is knowledgeable, well organised and very effective. With the support of colleagues, he has raised the level of provision from unsatisfactory at the time of the previous inspection to very good. This is a very significant achievement. As a result of this improvement, pupils with special educational needs now make very good progress.
54. The arrangements for monitoring the effectiveness of teaching and learning are very good. The head teacher and English, mathematics and science subject leaders monitor and provide constructive feedback to colleagues on the quality and impact of lessons. They scrutinise planning to ensure its effectiveness in promoting progress for all pupils. This helps to sustain and drive up standards.
55. The arrangements for the induction of new staff are very good. All staff benefit from the schools' strong sense of teamwork and collegiate support. Good arrangements are in place for the mentoring of education support assistants and these are reflected in the high quality of support that education assistants provide, notably for pupils with special educational needs. Given its warm, positive ethos and high standards of provision, the school is very well placed to provide initial teacher training.
56. The school governors are strongly supportive of the school and carry out their duties well. The effectiveness of the governing body has improved greatly since the last inspection. Governors are now more fully and vigorously involved in decision making, in testing proposals and in framing plans for action that shape and determine the direction of the school. In achieving this, governors draw on a wide range of relevant interest and expertise and use it well.
57. Governors are well informed about the work and achievements of the school through their work with curriculum leaders, information meetings and the close, day-to-day contact that many maintain with the school. They have a clear, accurate sense of the school's strengths and achievements and rightly take pride in them. They are equally clear in identifying areas for improvement and have well-formulated plans for addressing these. These reflect careful attention to the principles of best value and purposeful management of funds with a view to improvement. For example, staff and governors have agreed interesting and imaginative plans for developing and improving the provision for the youngest children and, in doing so, have carefully considered how available funds can be used to maximise the benefit to all pupils.
58. The school uses new technology well to support day-to-day administration and to secure speed of access to accurate information about finances and pupils' attainments. This is useful to staff and governors in informing their planning and decision making. The school administrative staff work very effectively and make a valuable contribution to the smooth running of the school.
59. There is a good number of teaching and support staff to meet the demands of the curriculum. Teachers' knowledge and skills are applied and shared to very good effect. The work of education support assistants makes an important contribution to the very good provision for pupils with special educational needs and the very good progress that these pupils achieve. The sense of joint purpose that binds all staff is a strength of the school and a key factor in the school's success.
60. There is a satisfactory range of resources in all subjects and the accommodation is adequate. Infant and junior staff make good use of the shared teaching areas outside the classrooms. The Reception classrooms are spacious with their own toilet and cloakroom areas, all in good order. The new computer suite is well sited adjacent to the library and quiet reading area. The library itself is relatively small, but teachers compensate for this by having bookshelves and racks in and outside classrooms. The hall is used for assemblies and physical education lessons; because of its limited size, it cannot be used for dining. The outside hard and soft play areas are adequate. There is no separate and secure play area for the Reception class children. However, a new Nursery and Reception unit is being built in August of this year,

which will eliminate this problem. The flat roof structure of the original building means that classrooms can become oppressively hot, especially in the afternoons. Poor ventilation makes cooling ineffective and, under the circumstances pupils do very well to sustain concentration during the hot summer months.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. The head teacher and governing body should now:

(1) Raise standards in design and technology by:

- ensuring all of the elements of designing and making are taught in sufficient depth in all classes;
- giving pupils more freedom to design and create from an early age.
Paragraphs 6, 76, 111

(2) Improve the teaching and learning of children in the Reception classes by:

- ensuring teachers make better use of their records of children's achievements when they start in the Reception classes and throughout the year to make sure children do not miss out on essential early learning stages;
- making better use of the Foundation Stage teaching guidance for ideas for suitable early learning activities, particularly for the least able children;
- making sure that all activities in the free choice afternoon session have real purpose and that children access them in accordance with their assessed needs.
Paragraphs 10, 26, 30, 67, 69, 70, 72, 77

In addition to the issues above, there are minor areas for improvement that governors should have regard to when writing their action plan.

- Pupils in the juniors do not have enough opportunities to set their own hypotheses and plan and carry out scientific investigations independently. Paragraphs 5, 15, 100
- Assessment arrangements for subjects other than English, mathematics, science, ICT and religious education are not in place. Paragraphs 42, 108, 115, 120, 141
- Sometimes support assistants are not effectively employed during lesson introductions. Paragraphs 22
- ICT is not always used well enough to support work in other subjects. Paragraphs 8, 102, 108, 111, 122, 133, 147

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 59 |
| Number of discussions with staff, governors, other adults and pupils | 38 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 6 | 19 | 20 | 13 | 1 | 0 | 0 |
| Percentage | 10 | 32 | 34 | 22 | 2 | 0 | 0 |

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

Information about the school's pupils

| Pupils on the school's roll | YR– Y6 |
|---|--------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 280 |
| Number of full-time pupils known to be eligible for free school meals | 30 |

FTE means full-time equivalent.

| Special educational needs | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs | 6 |
| Number of pupils on the school's special educational needs register | 43 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 8 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 19 |
| Pupils who left the school other than at the usual time of leaving | 8 |

Attendance

| Authorised absence | % |
|---------------------------|-----|
| School data | 6.1 |
| National comparative data | 5.4 |

| Unauthorised absence | % |
|---------------------------|-----|
| School data | 0.0 |
| National comparative data | 0.5 |

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

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

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2002 | 19 | 15 | 34 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 18 | 19 | 19 |
| | Girls | 14 | 14 | 13 |
| | Total | 32 | 33 | 32 |
| Percentage of pupils at NC level 2 or above | School | 94 (91) | 97 (93) | 94 (100) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 19 | 19 | 19 |
| | Girls | 14 | 14 | 14 |
| | Total | 33 | 33 | 33 |
| Percentage of pupils at NC level 2 or above | School | 97 (93) | 97 (98) | 97 (98) |
| | National | 85 (85) | 89 (89) | 89 (89) |

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

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

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2002 | 23 | 25 | 48 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | 19 | 21 | 22 |
| | Girls | 24 | 25 | 25 |
| | Total | 43 | 46 | 47 |
| Percentage of pupils at NC level 4 or above | School | 90 (94) | 96 (100) | 98 (100) |
| | National | 75 (75) | 73 (71) | 86 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | 18 | 21 | 22 |
| | Girls | 21 | 21 | 24 |
| | Total | 39 | 42 | 46 |
| Percentage of pupils at NC level 4 or above | School | 85 (91) | 89 (97) | 98 (100) |
| | National | 73 (72) | 74 (74) | 82 (82) |

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

Ethnic background of pupils**Exclusions in the last school year**

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|-----------------------------|--|---------------------------------------|
| White – British | 268 | 0 | 0 |
| White – Irish | 0 | 0 | 0 |
| White – any other White background | 2 | 0 | 0 |
| Mixed – White and Black Caribbean | 0 | 0 | 0 |
| Mixed – White and Black African | 0 | 0 | 0 |
| Mixed – White and Asian | 0 | 0 | 0 |
| Mixed – any other mixed background | 1 | 0 | 0 |
| Asian or Asian British – Indian | 2 | 0 | 0 |
| Asian or Asian British – Pakistani | 1 | 0 | 0 |
| Asian or Asian British – Bangladeshi | 0 | 0 | 0 |
| Asian or Asian British – any other Asian background | 0 | 0 | 0 |
| Black or Black British – Caribbean | 0 | 0 | 0 |
| Black or Black British – African | 1 | 0 | 0 |
| Black or Black British – any other Black background | 0 | 0 | 0 |
| Chinese | 3 | 0 | 0 |
| Any other ethnic group | 1 | 0 | 0 |
| No ethnic group recorded | 1 | 0 | 0 |

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

Teachers and classes

Qualified teachers and classes: Yr – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 12.1 |
| Number of pupils per qualified teacher | 25.1 |
| Average class size | 28 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 15 |
| Total aggregate hours worked per week | 256 |

Financial information

| | |
|--|---------|
| Financial year | 2002/03 |
| | £ |
| Total income | 562569 |
| Total expenditure | 553775 |
| Expenditure per pupil | 1992 |
| Balance brought forward from previous year | -5780 |
| Balance carried forward to next year | 3014 |

Recruitment of teachers

| | |
|--|-----|
| Number of teachers who left the school during the last two years | 1 |
| Number of teachers appointed to the school during the last two years | 2 |
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 0.2 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 280 |
| Number of questionnaires returned | 79 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 59 | 32 | 6 | 3 | 0 |
| My child is making good progress in school. | 54 | 41 | 5 | 1 | 0 |
| Behaviour in the school is good. | 57 | 41 | 3 | 0 | 0 |
| My child gets the right amount of work to do at home. | 29 | 62 | 6 | 0 | 3 |
| The teaching is good. | 52 | 42 | 1 | 0 | 5 |
| I am kept well informed about how my child is getting on. | 25 | 65 | 10 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 57 | 42 | 1 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 58 | 39 | 0 | 0 | 3 |
| The school works closely with parents. | 38 | 48 | 6 | 1 | 6 |
| The school is well led and managed. | 58 | 37 | 1 | 0 | 4 |
| The school is helping my child become mature and responsible. | 46 | 52 | 0 | 0 | 3 |
| The school provides an interesting range of activities outside lessons. | 20 | 58 | 11 | 1 | 9 |

*Figures may not equate to 100% due to 'rounding up'

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

62. Children start in one of the two Reception classes at the beginning of the academic year in which they reach five years of age. Their attainment on entry is as expected for their age. Children make sound progress during the year; so that by the time they leave nearly all of them attain standards equal to those expected nationally. This is partly because of satisfactory teaching and learning, but also due to the positive attitudes almost all of the children have towards learning.
63. Although there is no Nursery class, one is due to open in September 2003. However, in the meantime, there is a pre-school group housed in the school building. The teachers in the Reception classes and the pre-school group leaders work together well to ensure children make a smooth transition from one to the other.

Personal, social and emotional development

64. Most of the children are secure and confident learners, who, by the end of the Reception year, securely attain the early learning goals for children of their age in personal, social and emotional development. This is because sound teaching gives children opportunities to select activities and work on them independently, such as during 'free choice' sessions in the afternoon. During these times, all children persevere with their chosen activity to produce, for example, coloured cellophane streamers taped onto sticks that they then fly in the wind, and large models of houses from construction equipment. Children dress and undress themselves with good co-ordination and developing independence because of the high demands teachers make on them to do so. At snack time, two children serve the drinks, after taking care to pour them out with very little spillage, and give out the biscuits.
65. Good relationships are a key factor to children's enjoyment of school. All of the children get on well with each other and the adults in both classes, and work hard to please them. Teachers make learning fun, by laughing and joking with the children to put them at ease. For example, in a mathematics session, one teacher gasped, "I can't believe you know!" when all hands went up in response to a question. This guides children well and gives them a good example on which to model their own relationships with others. As a result, children chatter confidently to each other and visitors about what they are doing and have done, and respond well to questions and suggestions. For example, although the few least able children struggled to draw recognisable pictures and write recognisable letters, they still had a go at drawing pictures of two characters, with marks inside the speech bubbles to 'tell' the reader what the characters were saying to each other.

Communication, language and literacy

66. Teaching in this area of learning is satisfactory and most children attain the expected goals for their age by the time they leave the Reception classes. Although in one of the classes the book area is untidy and does little to promote a love of books, most children enjoy reading and delight in looking at books. They imitate their teachers, reading to one another, carefully pointing to the words and showing the pictures to their 'audience'. They giggle at the stories they are reading, remarking for example, that if they had burnt the barbeque food as the characters in the book had, they would simply go to one of the fast food restaurants to eat. Most children understand that an author writes the book and a few know that the illustrator draws the pictures. Teachers encourage children to use some clues to help them with reading. For example, when looking at the book 'Where is Tim's Ted?' with the class, a teacher reminded the children, "Sometimes the title gives us a clue to the story" before going on to ask, "What has happened to Tim's teddy?" From this, most children guessed that he had

been lost. However, when reading alone or with an adult, whilst most of the children know some letter sounds in isolation, they do not use this knowledge to read unknown words, instead waiting patiently to be told them by an adult.

67. Speaking and listening skills are good. Most children respond to questions in complete, well-constructed sentences. The more able children usually go on to give lengthier explanations or answers than those of their less able classmates, such as when one more able child suggested that Tim, when he eventually finds his teddy in the pigsty, might say, "That's my teddy. Please can I have him back?", one of the least able children suggests, "You've pinched my teddy". However, whilst the more able children make sound progress and are starting to write letters to represent words, make good attempts at spelling words correctly, and put finger spaces between the words, the few least able children progress at too slow a pace. These few children, about eight of them in total, make marks on paper and ascribe meaning to them, but they struggle to draw closed shapes and to form letters correctly. Nevertheless teachers ask these children to copy, on narrow lines, underneath their writing, which they are unable to do successfully. This inappropriate demand on children to write too soon comes about because teachers focus from the start of the year on the early learning goals to be achieved by the end of Reception. This is particularly inappropriate for the least able children, and at the beginning of the year for the average and above average children. Although teachers measure children's achievements using the earlier 'stepping stones' from the national Foundation Stage teaching guidance, they do not then use this information to plan work for the next step. Consequently, these children have inappropriate personal targets, which they struggle to attain, such as, "I will use some words in my writing" and "I will use finger spaces between my words".
68. Teachers' handwriting does not always present a good model for children to copy. Although their comments in children's workbooks are often pertinent and encouraging, their handwriting is not exemplary.

Mathematical development

69. It is a similar picture in mathematics. Although the greatest majority make sound progress because of satisfactory teaching, and attain the learning goals expected for their age by the end of the Reception year, the few least able children make slower progress than they should. Again, this is because insufficient regard is given to the early stages of learning that children need to achieve before they tackle work related to the early learning goals. For example, two less able children in one class were asked to order number cards from zero to 20, which they could not do. They played with the cards instead, placing some of them upside down and sliding them around the table or spreading them out on the floor. This was because the work did not match their assessed needs; their achievement records showed that they could not count and order numbers yet up to three. In contrast, however, the average and more able children did well. They were working with numbers up to 100, identifying, from a given number, '10 more' and '10 less' on a hundred square.
70. Nevertheless, children get lots of opportunities to practise using numbers in play. They make ladybirds from modelling dough and put one to 10 spots on them to match the digit cards. Following their walk on which they collected bugs, they made pictures of caterpillars and other mini-beasts, using different shapes. Much of their water play involves filling containers and learning the terms 'half full', 'full', and 'empty'. By the end of the year, most children are starting to add two numbers correctly and complete a number sentence such as $4 + 8 = 12$. However, the least able children are asked to record numbers too soon before they have the skills to do so. For example, these children were asked, earlier in the year, to identify a number and then draw pictures of objects to match the numbers. Because they struggled to draw recognisable pictures, their work was untidy and they achieved no more than if they had been asked to represent the numbers using objects.

Knowledge and understanding of the world

71. Teaching in this area of learning is satisfactory and most children attain the early learning goals by the end of the Reception year. This is because children have ample opportunities to find out about the world in which they live and explore differences between now and the past. For example, children looked at photographs of themselves as babies and talked about the things they can do now that they could not do then, such as talk and walk. By cutting out and sequencing pictures from baby to adulthood, they learn how people change over time and grow older. This links well with their work on nature, such as when they looked at and drew the life cycle of a butterfly and when they spotted signs of spring in the school grounds. They marvelled at the buds on trees and delighted in seeing daffodil flower heads starting to unfold. By looking at old wooden toys in one lesson, including a yo-yo and Diablo, they developed an understanding of how things change over time. Although opportunities were missed by the teacher to develop the more able children's understanding of how some of the toys worked, thus limiting their curiosity, because the children enjoyed looking at and touching the toys, they enjoyed the sessions and their learning was secure.
72. Some children are already attaining aspects of the first National Curriculum level. For example, most of them name parts of the human body and plants accurately. However, as in other areas of learning, the least able children are asked to record their learning too soon. They struggle, for example, to label materials that a house is built from, although they can answer questions accurately when spoken to.
73. Children's computer skills are good. All of them use the computer mouse well to guide the cursor around the screen. They use the different functions of a 'paint' program competently to draw some very eye-catching underwater scenes. By using the 'fill-in' function to colour their line drawings and the 'spray' command to create a hazed effect, they alter their pictures until they are happy with the end result. Children seek help when they need it and the teachers' good support guides them well. Without doing it for them, teachers tell children what to do to open a program and create the desired effect on screen. Children can save their work, but they do not know how to use the print command. Also, because there is only one printer and often a backlog of things waiting to print, the children do not always see their pictures emerging from the printer, waiting sometimes until the end of the day before they can see and talk about what they have done.

Physical development

74. Although no physical development sessions were seen in the hall or outside using large apparatus, from what was seen the teaching of physical development is sound and children make satisfactory progress to attain the early learning goals for their age by the end of the Reception year.
75. All children move with confidence, good control and developing co-ordination. They cut out pictures with increasing accuracy and use simple tools, such as glue spreaders and tape dispensers well. For example, when they were making streamers to fly in the wind, they cut the cellophane paper into fairly even strips and attached them to a stick using the sticky tape. They completed jigsaws with good dexterity, carefully matching the shape of the hole to the jigsaw piece before placing the pieces together. When getting dressed and undressed, teachers encouraged the children to manage as much as they could without help; most of them managed buttons and other fasteners without adult support. They left their clothes piled tidily to put back on when they returned from their creative dance lesson. Pouring water from one container to another results in little spillage and when children hand around plates of biscuits at snack time, they do so with good control and co-ordination.

Creative development

76. In this area of learning, teaching is satisfactory, progress is sound, and most children attain the early learning goals for their age by the time they leave the Reception classes. This is because they get sufficient opportunities to work with different materials and equipment and express themselves through dance, paint and play. Their pictures done last term in the style of Monet, for example, are exceptional; most children successfully captured the atmosphere well through their effective use of colour. However, it is evident that there are times when adults add to children's work, such as by painting a scarf and adding a name to teddy's tee shirt on the children's cardboard teddy bear puppets. Also, much of the end products are similar and it is clear that children have been given a lot of adult guidance. For example, all of the cat pictures made from different shapes look the same and the cardboard models of Elmer in one class all look alike. This shows that children have limited opportunity to use their imagination.
77. During the 'free choice' afternoon sessions, teachers give children a wealth of worthwhile and exciting things to do. These sessions are thoroughly enjoyable and children work hard at the different activities, such as playing the musical instruments, making models, flying kites and pouring water from one container to another. However, learning is incidental because there is no specific task to do or challenge to aspire to in most of the activities, based on what children need to learn or practise next. For example, children are not asked to work together to make up a tune using a selection of musical instruments, or to achieve something specific in the water play. This means that children sometimes play aimlessly and the teachers' interventions are not effective in boosting children's learning. Children choose which activities they will do; they are not directed towards particular ones based on what they need to learn or practise next. Teachers do not use these times to observe children at work and make notes about their learning to know what to set out next time.

ENGLISH

78. Standards in English are well above average by the end of Years 2 and 6. This is because of very good teaching. With some year-on-year variation due to differences in the groups of pupils, the school performs very well in the national tests when compared with all schools nationally and in comparison with schools of similar type. This is an improvement since the last inspection when standards and the quality of teaching were both good.
79. Since the appointment of the current head teacher, standards have risen steadily. This results from the high quality of leadership and high expectations that all staff now share. Planning gives clear guidance on how progress is to be built from year to year. Assessment arrangements are detailed, accurate and secure. Teachers share a clear, well-founded understanding of strengths and areas for improvement in the subject and in the attainments of individual pupils. Teaching and support staff work to concise agreed targets that delineate a clear path to improvement. The subject leader is a very effective key player in the drive for high standards and sustained improvement. She draws on enthusiasm and wide expertise, supports colleagues very well, and sets a very good example in the quality of her own English teaching.
80. The provision for lower attaining pupils and pupils with special educational needs has improved greatly since the last inspection, with the result that a lower proportion of pupils now fall below the expected levels. A very high proportion of pupils of all abilities achieve their expected potential and many exceed the targets set for them. Higher ability pupils achieve very well because teachers set tasks that engage their interest and challenge them at the right level. The attainment of the current Year 6 pupils on entry to the school was below average; it is now clearly well above. This very good progress reflects the consistently very good quality of provision through the school. Pupils with English as an additional language do well. Although all of them currently speak fluent English, the school keeps a check on them to make sure that they make the same very good progress as their classmates.

81. A key factor in the effectiveness of the school's provision for English is the high quality of tracking and target setting. Teachers identify and check on pupils' attainments in speaking and listening, reading and writing very carefully through the school. They use assessment information constructively to design and vary the work they set so that pupils of all abilities learn securely and progress rapidly. By sharing and discussing their targets with pupils, teachers involve pupils purposefully in their own learning. This increases pupils' understanding of what they are seeking to achieve and involves them in the pursuit of quality. Pupils who share the same targets are encouraged to co-operate in helping one another to achieve them. This drives progress and contributes to pupils' consistently excellent attitudes to learning.
82. By the end of Years 2 and 6, pupils' speaking and listening skills are well above average. In both year groups, pupils speak and listen well for their age. Teachers are careful to build pupils' speaking and writing vocabularies and to plan opportunities for them to rehearse and use new and interesting terminology. This enables pupils to use a rich, varied speaking vocabulary. In discussion and conversation, pupils are confident but considerate. This results from the warm and inclusive ethos for learning that teachers build in lessons. Teachers create a climate in which pupils are confident to speak because they know that their contributions will be welcomed and appreciated. An outstanding example of this was seen when several pupils of widely differing ability, including some of the most and least able, showed and explained their work to the class. The class greeted their presentations with unanimous interest and appreciation and the pupils' sense of achievement was visibly enhanced.
83. Most pupils in Years 2 and 6 are good readers for their age and many pupils exceed the expected levels. Pupils read accurately, fluently, and with good understanding. Almost all pupils speak enthusiastically about books, and enjoy reading. The most able older pupils read at a high level, explaining and justifying their preferences for particular styles and authors. They speak of their love for reading and describe how books enable them to access an alternative world of the imagination. Again, this reflects the very good quality of teaching and, in particular, teachers' success in securing the technical aspects of reading while firing pupils' imagination and interest. Teachers achieve this by means of planned attention to, for example, pupils' grasp of letter sounds. They share with the pupils texts that appeal to their differing interests, make gradually increasing demands, and show pupils the pleasure to be gained from reading.
84. In Years 2 and 6, most pupils write very well for their age. Above all, pupils are versatile, confident users of writing. The standard of pupils' written work in all subjects is high. For example, pupils write fluently to record the outcomes of science investigations or describe an ICT activity. In doing so, they use vocabulary with increasing precision, learn to use punctuation correctly, and draw on a good range of expression for their age. Most pupils present their work very well and, well before they leave the school, have developed a neat, joined script, which they use fluently for all their written work.
85. Almost all junior pupils write very productively, combining quantity with sustained quality. The most able pupils in Year 6 write with impressive energy and fluency. Pupils' best writing is found in story telling and factual accounts. Pupils' stories are often lively and eventful, carefully structured, and effective. Their factual writing is clear, logical and thoughtfully conceived. There are a few striking examples of poetry writing, for example, in the Year 5/6 class, where pupils wrote about their response to aspects of the Nazi persecutions.
86. The high quality of provision, driven by the very effective implementation of the National Literacy Strategy, promotes very good progress in English for pupils of all abilities, including those with special educational needs. Education support assistants make a very valuable contribution to the progress of pupils with special educational needs by enabling them to succeed in their classroom learning and gain in confidence and independence. Teachers plan sound opportunities for pupils to use ICT in English, for example, when presenting final drafts of their writing for display.

MATHEMATICS

87. Pupils do better in mathematics than they did at the time of the last inspection. By the end of Years 2 and 6, standards in mathematics are high; they are well above the levels expected for seven and eleven year olds. Pupils make very good progress over time. This is a direct result of consistent high quality teaching and learning that generates enthusiasm and enjoyment.
88. The effective implementation of the National Numeracy Strategy ensures carefully structured lessons. The acquisition of basic number skills has a high priority and this develops pupils' confidence in manipulating numbers. At the same time pupils have opportunity to practise, extend and evaluate their knowledge, skills and understanding of mathematics both in mathematics lessons and in other subjects.
89. Teachers accurately identify the learning needs of pupils. Pupils therefore receive teaching and do activities that accurately match their needs. This occurs within class or in withdrawal groups such as booster or fast-track groups. Teachers' very good knowledge of pupils' needs has a positive effect on progress and the attaining of high standards for all groups of pupils.
90. Pupils are attentive, responsive and enthusiastic in their lessons because of well-planned structured lessons that challenge the pupils well. For example, in an excellent Year 1 and 2 lesson pupils showed very good knowledge and understanding of number bonds to 10 and 20. They recognised number pairs to 10 and 20 and they counted on and counted back. Lower attaining Year 1 pupils confidently added two-digit numbers to 100. Higher attaining Year 1 pupils used their knowledge of tens and units to cross the tens boundary. The teacher demonstrated clear strategies for addition. Therefore, the pupils were confident during the independent work and made very good progress.
91. Similarly in a lively, excellent Year 2 lesson, the teacher communicated enthusiasm for the subject. The problem set, to complete a sequence of colours, challenged and interested the pupils. The teacher skilfully led the pupils through the problem-solving process. Careful questioning ensured pupils knew "what the problem is" and "what we already know." Using a variety of resources, all of the pupils managed to complete the sequence. The teacher then used this sequence to extend and develop pupils' understanding of number patterns. They recognised the two, four and five number pattern and could predict the next number or colour in a sequence. The teacher then challenged the pupils to complete their own colour sequence. This they did with enthusiasm. The constant checking and rechecking of pupils' understanding was a high quality feature of this lesson and ensured that the pupils were always confident and secure as learners. They therefore made very good progress. This was an enjoyable lesson; as several pupils said, "It was fun!"
92. In Years 3 to 6 pupils put their understanding of basic number skills to good use. For example, in a very good Year 3/4 lesson pupils were able to use all four number operations to complete a number sentence to a given value. Some pupils confidently used calculators. They then used their knowledge of multiplication facts to calculate fractions of a number. There was good pace to the lesson, no time was lost and questioning ensured pupils were always listening.
93. Pupils work hard when faced with challenging work as seen in a very good Year 4 lesson. A no-nonsense approach ensured pupils knew the expectations of the teacher. The problem was to re-arrange four piles of gold bars into four equal sets in a minimum of two moves. This they did using different strategies. Less able pupils used blocks and squared paper. The more able used squared paper only and recognised the number operations used in the solution. They then 'made' 50 using four 9s combined with any combination of addition, subtraction, multiplication and division. Other pupils 'made' 100 using the digits 1 to 9 in sequence. This allowed them to practise and consolidate their basic number skills within problem-solving situations.

94. Pupils in a very good Year 5 lesson demonstrated a knowledge and understanding of different kinds of angles. This was because of the teacher's very good subject knowledge and insistence that pupils used the correct subject vocabulary. Accurate demonstration of the method enabled pupils to measure different angles using a protractor. A strength of this lesson was the teacher's flexible response to pupils' needs.
95. In a Year 5/6 lesson, pupils made very good progress in recognising the relationship between the vertices, faces and edges of three-dimensional shapes. Excellent teaching was energetic and enthusiastic. The teacher was clearly overjoyed when a less able pupil got the right answer. The pupils behaved impeccably and remained on task as they worked on well-chosen activities, which met their needs. They recognised the names of all the shapes and more able pupils recognised the relationship between edges and faces. All pupils used mathematical language confidently. Less able pupils were supported well by a classroom assistant and made the same very good progress as their more able classmates.
96. In a very good Year 6 lesson, pupils used their knowledge and understanding of calculation strategies on currency exchange rate problems. They confidently explained how to use doubling and halving when calculating in decimal numbers. The teacher showed the method on the whiteboard. This helped to support the least able pupils. A strength in this lesson was the emphasis placed on the mental strategies needed when tackling a problem. Problems were set in a real life context so that they were clearly relevant to the pupils.
97. The quality of teaching is very good. The subject knowledge of the teachers is very good. In all the lessons, teachers' questions helped pupils to use a variety of approaches to solve problems. Teachers have a good rapport with pupils, which instils pupils with confidence, and they are eager to contribute. Teachers use their knowledge of pupils' learning to plan interesting and relevant lessons. ICT is used to support teaching and learning.
98. The subject co-ordinator provides excellent leadership and management in the subject. She is a leading mathematics teacher and a local authority advisory teacher. She has high expectations for pupils' success in mathematics and provides clear educational direction for staff. Teaching and learning are carefully monitored and strategies put in place to improve standards. National test results are analysed and the needs of groups of pupils identified. This is effective in driving up standards. The numeracy governor is kept well informed through regular meetings and keeps a watchful eye on what is going on.

SCIENCE

99. The school has made very good improvements to the subject since the last inspection and, because of this, standards have risen from average to above average by the end of Year 2 and to well above average by the end of Year 6. Teaching has improved from sound to good, and progress has increased from satisfactory to good. The more able pupils, who made insufficient progress over time at the time of the last inspection, now make very good progress, the same as their classmates. This is mainly because teachers match work well to pupils' ability and make good demands on them to achieve more. There is an atmosphere of high expectation, with challenging targets for both teachers and pupils to aspire to.
100. The procedures for measuring and checking on how well pupils do over time and the analysis of whether or not they are doing well enough are far more effective than they were. This is all down to very good subject leadership and management. The subject co-ordinator, supported well by the subject governor, has a very clear idea of what is going on from her scrutiny of pupils' work and teachers' plans and her lesson observations. These focus increasingly, as the co-ordinator gains more experience and expertise, on identifying things that are working well and in particular on those that are not working well enough. For example, her detailed analysis last year of how well pupils were doing in each of the attainment targets compared with the others highlighted the need to improve investigative science across the school.

Teachers are now getting to grips with this and improvements are starting to bite; this aspect of science is now taught well. However, particularly in Years 3 to 6, too often teachers demonstrate investigations rather than let pupils carry them out independently. Although the teachers take time to discuss, in depth, with the pupils what to do and how they might do it, because the teachers actually do the investigation, this stifles pupils' personal development by limiting their opportunity to show initiative and make decisions. Talking to Year 6 pupils showed that they are well capable of setting a hypothesis, planning how to test it, assuring valid results, and drawing accurate conclusions.

101. The range of learning opportunities teachers give pupils is very good in all of the other aspects of the science curriculum. A vast amount of work has been done from the start of the school year to the end and, because teaching is clear and very precise, pupils' recollection of facts and their understanding of scientific ideas are very good. For example, Year 2 pupils remembered well their testing of conditions needed to melt ice in a short length of time, and how they found out that friction slows the speed of cars travelling down a ramp. Year 6 pupils remembered how 'they' have carried out tests several times to get valid results and how it is important to find the most relevant way to record their findings for ease of interpretation.
102. Pupils of all ages have very good attitudes towards their work in science. This is because teaching is interesting and the work is exciting. Work presentation is of an exceptional quality. Except for those of the less able Year 1 pupils, writing skills are good enough to support labelling and pupils' explanations of what they did and found out. However, at the beginning of the year, there are still a very few Year 1 pupils who have not yet acquired the skills of writing sufficiently well and yet they are asked to copy under the teacher's writing and to record findings before they have the skills to do so successfully. In all years, data-handling techniques learnt in mathematics lessons are put to good use, for example to compile line graphs and bar charts. However, ICT is not used well enough. Pupils are seldom required to word process their work or to use spreadsheets to record data and, although Year 6 pupils recall using a computer microscope, they cannot remember what it was they looked at.
103. Pupils have a good understanding of what they know, understand and can do because teachers share with them what it is they are going to learn by the end of each lesson or series of lessons. However, teachers' written comments in pupils' workbooks do not give enough guidance to pupils about what they have done exceptionally well and what they can do to improve their work next time.

ART AND DESIGN

104. Similar to at the time of the last inspection, standards in art and design are above the nationally expected level by the end of Years 2 and 6. This results from the very good quality of teaching. Improved planning arrangements now give teachers good guidance, linking interesting subject matter with practice in a wide range of skills and media.
105. In conversation, Year 2 pupils speak enthusiastically about their artwork and take great pride in it. They have a good knowledge, for their age, of the work of famous artists, such as Monet, and show a good grasp of some features of his style and approach. They discussed, for example, how he applied and used colour and they seek to reproduce this in their own paintings, which they achieve very effectively. They are beginning to understand some qualities of Monet's work and how particular effects are achieved. Pupils comment, for example, on the way he used light and colour and depicted skies. Pupils' own paintings begin to reflect this understanding and are carefully and accurately made, with shades of blue in clusters seemingly moving across the horizon. The most able pupils work with good control for their age and begin to reveal some individuality in their exploration of colour, space and line.
106. By the end of Year 6, pupils explore images by different artists with increasing insight and in greater depth than before. In a very good Year 6 lesson, for example, pupils studied the work of the Japanese artist Hokusai. Careful planning of a series of lessons enabled pupils to study and explore a waterfall image from different perspectives. Pupils' gained insight into the

techniques the artist used and were enabled to investigate the meanings of the image. Working first with pencil, then with fine black pen, watercolour, and finally a range of materials in three-dimensions, pupils explored the line, detail, contrast, use of colour and sense of scale and motion in the image. This resulted in them making very good progress.

107. Very good relationships and high expectations underpin the very good teaching. Teachers manage pupils very well, securing pupils' interest by means of varied, challenging tasks, balancing sharp focus on what is to be learned with constructive discussion, and warm appreciation of pupils' contributions. They encourage pupils to look carefully at their own and others' work, refine pupils' awareness of detail and effect, and provide them with the language they need to talk about their ideas and consider how their work might be improved. This gives pupils of all abilities, including those with special educational needs, confidence and pleasure in learning. This is reflected in the enthusiasm pupils show for art and in their excellent attitudes to learning.
108. Subject leadership is sound. The recently appointed subject leader is enthusiastic and well organised. She has brought about some useful improvements to planning that help to secure and extend the good progress that pupils make through the school. These provide for pupils to experience and explore a good range of techniques in two and three dimensions and to study the work of many artists from, for example, different European and Oriental traditions. However, assessment arrangements and the use of ICT in art remain underdeveloped and the subject leader has identified these as the current areas for improvement. The school's excellent management arrangements enable the subject leader to work effectively and the very good practice that is to be found through the school to be shared effectively.

DESIGN AND TECHNOLOGY

109. Standards in design and technology remain below average, as at the time of the previous inspection. However, since the appointment of the current subject leader, some significant improvement has been achieved. The weaknesses in planning are being addressed and this is beginning to bring improvement to pupils' work in some year groups. Assessment arrangements and the use of the information gained to inform planning are being improved in order to bring further security to the progress that pupils make. The subject leader is enthusiastic and energetic in working to raise standards and is enabled to work effectively by the school's excellent management procedures and shared commitment to improvement.
110. Year 2 pupils discuss the materials and methods of shaping and fixing they used to make puppets. They discussed with inspectors the vehicles they have made and used some exact terminology, such as 'axle' and 'chassis', to outline the vehicles' structure and consider how they might have improved this. A small group of Year 6 pupils described how, with support, they designed and made slippers and how they worked within design constraints, considered a range of design criteria, agreed materials and making techniques, evaluated their product and identified possible improvements. These pupils showed excellent attitudes to learning. They showed thoughtful consideration of the listener when explaining their work. They listened appreciatively to each other's suggestions and supported each other generously and constructively. This reflects the high quality of teachers' management and the excellent relationships that underpin teaching in all subjects.
111. At the time of the previous inspection, the teaching of design and technology was unsatisfactory. This is no longer the case. The improvements to planning and the well-informed guidance that the subject co-ordinator now provides have increased teachers' subject knowledge and raised expectations. Though no lessons could be observed during this inspection, discussions with pupils and analysis of recent work suggest that teaching is now at least satisfactory. Examples of pupils' work, including that of pupils with special educational needs, reflect satisfactory standards. However, not all pupils yet cover the full range of work required for standards to be judged satisfactory overall. Vigorous progress through the school

is not yet secured. The involvement of ICT in design and technology also remains underdeveloped.

GEOGRAPHY

112. Satisfactory teaching has been maintained since the last inspection. By the end of Years 2 and 6, standards are in line with national expectations. By the end of Year 2, pupils have a good sense of place. This shows in their comparisons between where they live and a distant location in the British Isles. They confidently use three-dimensional maps of a Scottish island and identify land use there as well as its transport system and local occupations. They also use maps of different scales and identify correctly the oceans, continents and countries of the world. In a good Year 2 lesson pupils made good progress in developing mapping skills. This was because of the teacher's good subject knowledge and demonstration of the use of co-ordinates. By the end of the lesson, pupils were able to locate and place features on a map and identify the co-ordinates. They knew how to use a key to identify map features. All pupils made good progress because activities were matched to their abilities and the least able pupils received good support from the teaching assistant.
113. By the end of Year 6 pupils, through their studies of distant lands, know about places such as Benin in Nigeria and St Lucia. They talk confidently about the differences in life styles, climate and physical aspects such as land use. When studying St Lucia they also examined the impact of tourism on the island. Physical change and processes are addressed in Year 5 in coastal studies. Pupils are familiar with erosion and deposition processes and name coastal features. They know about man's impact on the coastal environment through their studies on pollution. Pupils use Ordnance Survey maps to analyse land use in their study of settlements and the local area. Their mapping skills were put to good effect in a very good Year 5 lesson. Pupils used what they knew about scales, co-ordinates and compass points to plot alternative routes of motorways. The lesson was brisk and well paced, with good use of questioning challenging pupils.
114. A strength of teaching and learning in geography is the appropriate emphasis that teaching places on the development of pupils' mapping skills. What is not so evident is the use of the local environment to develop pupils' geographical skills through primary sources. This was also the case in the previous inspection.
115. The subject is satisfactorily led and managed. Subject planning has improved since the last inspection. The subject co-ordinator has checked on pupils' work in Years 2, 4 and 6, to ensure that they are being taught what they should be, but has not yet observed teaching to see what is working well and not well enough. The subject manager has correctly identified fieldwork as an area for development and also recognises the need to improve the arrangements for assessing pupils' work, which remains an issue from the previous inspection.

HISTORY

116. Teaching, learning and standards have all improved since the last inspection when they were satisfactory. Now, pupils make good progress by the end of Years 2 and 6 and achieve standards above those expected nationally for pupils of their age. This is because of good teaching, which captures the pupils' interest so that pupils of all ages enjoy lessons with interesting activities. Teaching focuses well on developing pupils' historical enquiry skills by encouraging pupils to interrogate information from different sources. Teachers encourage pupils to ask themselves "What do I know?", "What would I like to know?" and "How will I find out?"
117. By the end of Year 2, pupils have good knowledge and understanding of important events such as the Great Fire of London and the historical context of Remembrance Day. Pupils know

about the lives of famous people such as King Alfred and Grace Darling and recognise why people did things and why certain events occurred. For example, in an excellent Year 1 lesson, pupils developed a very good understanding of how life had changed since Victorian times. By using real artefacts, history was brought alive as they found out, first hand, what it was like to be a Victorian child. They used domestic appliances such as a dolly, wringing machines and washboards. An appreciation of the drudgery of housework was apparent as one pupil commented wearily, "This is hard work". Pupils were excited and fully engrossed, and because of this made excellent progress.

118. By the end of Year 6, pupils have covered a wide range of topics, such as those on Egyptians, Greeks, Aztecs, the Romans and the Sixties. During their studies, pupils have access to different sources of information. For example, Year 3 used the Internet to access information on Egyptian landscapes, and a visiting theatre group provided useful background information on the daily life of Egyptians. In a very good Year 4 lesson the teacher provided excellent resources, which helped the pupils in their study of the Celts. Pupils researched what a Celtic warrior would look like to create accurate illustrations and at the same time developed a very good understanding of how data can be used to interpret the past. In a well-planned and resourced Year 6 lesson the emphasis in earlier years on the use of research skills paid dividends. Pupils researched the effect that John Lennon has on history. They worked in pairs using a range of resources knowing that they would be required to give a presentation about what they had found out to their classmates. They confidently used reference books, photographs, CD-ROMs and the Internet to gather data, organise it logically and prepare it for presentation.
119. A range of visits including to Eden Camp, Cannon Hall and Wakefield Museum enriches pupils' work in history. Their written work is invariably well presented with clear evidence of sustained effort and enjoyment. Work on religions and social structures of different civilizations make a significant contribution to the pupils' spiritual, moral, social and cultural development.
120. The subject benefits from an enthusiastic subject manager, who leads the subject well, supported effectively by the subject governor. The co-ordinator has a good awareness of the strengths and weaknesses of the subject, through her monitoring of pupils' work and teacher plans, and has identified that standards are rising. She has led a staff meeting emphasising the teaching of key skills in history. Study units are in place and are reviewed each year. However, she has yet to observe teaching, and put in place assessment procedures to identify what is working well and not so well in teaching and learning to help her to bring about further improvements. This remains an issue from the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

121. The school has made good progress since the last inspection in developing provision and raising standards. By the end of Years 2 and 6, standards match the levels expected nationally. At the time of the last inspection the school was not identifying systematically the skills to be taught, which limited opportunities for pupils to use ICT in other subjects. Teachers' lack of confidence in knowing how to teach ICT resulted in unsatisfactory standards and insufficient progress. Since then, however, the school has improved the range of equipment; nine computers have been used to create a computer suite and 14 portable laptops are available for use in the classrooms. To deal with the gaps in teachers' skills, the school has used funding well to provide in-service training in ICT. This has improved the quality of teaching, particularly the direct teaching of skills.
122. Teachers now provide more opportunities for pupils to use their skills in other subjects. For example, in mathematics, Year 5 pupils used a program to learn how to enter numbers on a spreadsheet and formulae for calculating costs. Pupils in Year 1 experimented with different texts and fonts to create signs. In science, in Year 2, pupils used pictures and text to create

simple labelled diagrams of the life cycle of a frog. However, opportunities are sometimes missed and sufficient use is not always made of ICT in different situations.

123. Pupils of all abilities in Years 1 to 6 make sound progress. This is because: pupils work in a computer suite using up-to-date equipment; most pupils remember what they are told and are confident in trying things out; their enthusiasm and very good concentration contribute much to the success of their learning; and most teachers introduce new programs and skills step by step, taking the pupils systematically through a series of moves until they understand what they are doing and how to do it.
124. By the end of Year 2, pupils are competent in using the computer mouse and are beginning to develop typing skills using the keyboard, such as identifying letters, using the space bar, capitalising and using the 'delete' and 'insert' commands. They know how to change the font size. Pupils save their work, use the computer to generate pictures, and can log on and log off in order to start and finish their work. They have satisfactory skills in controlling a floor robot and entering simple instructions, for example to make the robot go backwards and forwards.
125. By the end of Year 6, pupils use word processors to organise and present their work. They use the computer confidently to produce branching databases. Older pupils help one another gain access to the Internet. They know how to start the program and log on to the site using a 'username' and a password. Their ICT information skills are developing well. Accessing various websites for research purposes in various subjects is a common feature of their work. For example, pupils in Year 3 have accessed the Internet for their geographical work on Mexico; likewise, Year 6 pupils have extended their knowledge about mosques in religious education. ICT vocabulary is developing well, with pupils using words and phrases such as 'scroll down', 'maximise' and 'e-mail address' with confidence. Many pupils are able to enhance their texts by selecting elaborated fonts and downloading suitable illustrations from the Internet. The pupils from Years 3 to 6 make good and often rapid progress in sessions in the computer suite because of the access to good quality computers, clear explanations given by most of the teachers, and the opportunities to try things out.
126. Throughout the school, pupils are now confident users of computers and programs. They are keen to demonstrate their skills and talk confidently about their work. For example, pupils in Years 5 and 6 used *PowerPoint* to produce and present work on their hobbies. They demonstrated competent skills in ICT by using a range of formats to present information in a variety of interesting forms. Pupils help each other very well and those with special educational needs benefit from the support of other pupils as well as adults. Pupils talk about trying things out at home, especially using CD-ROMs and the Internet to find information.
127. The quality of teaching throughout the school is satisfactory overall, with examples of good teaching, an improvement since the last inspection. Teachers now have a better knowledge and understanding of the subject. For example, in an English lesson in Year 3/4 where pupils were using laptops for presenting their poetry work, the teacher instructed the pupils in well-organised sequenced steps. She used precise technical language whilst expecting the pupils to respond and express their understanding using the correct ICT vocabulary. Throughout the lesson, she carefully evaluated pupils' progress.
128. Teachers make good use of the available resources and support staff. For example, in a Year 5 lesson, the teacher organised the pupils so that he could provide tightly focused teaching to a small group of pupils in the computer suite, while at the same time a well-briefed support assistant was providing well-sequenced ICT activities to the other pupils in the classroom. This was an effective learning situation in which all pupils improved their ICT skills in the use of a 'spreadsheet'. A notable feature of the teaching is that pupils are encouraged to try things out and accept disappointments. One pupil caught the essence of this, recording it in her ICT diary: "We were quite unhappy that we had to start again but our new presentation is better than ever."

129. However, pupils throughout the school have had limited experience of controlling and monitoring, mainly because there are limited resources for this aspect of ICT. The school is aware of this and teachers are currently involved in developing their expertise in this area.
130. The subject is well managed and led. The co-ordinator has worked very hard to improve the provision for ICT. She has secure subject knowledge and a clear awareness of what needs to be done to improve the school's ICT provision. There is sound planning, based on National Curriculum guidelines, which is an improvement since the last inspection. However, assessment, a developing feature, is not yet informing curriculum planning well enough, but the school is putting in place a formal assessment system to deal with this. The co-ordinator has rightly identified the need to provide interactive whiteboards so that skills can be taught more effectively to a large group, and improve the resources for the controlling and monitoring strands of ICT.

MUSIC

131. Standards in music are above nationally expected levels by the end of Years 2 and 6, similar to what they were at the time of the last inspection. Teaching is good and because of this pupils make more rapid progress than is normally found. This is because a very competent and effective subject leader gives teachers expert advice and support. As a consequence, teachers are improving their teaching of music, in particular the range of skills and techniques they teach. For example, breathing is given good focus so that pupils understand the need to "develop breathing skills so that we can hold notes". Year 3 pupils achieved this well in an excellent lesson when the teacher urged them on to sing a whole verse of 'Down the river' without taking a breath. Pupils followed his exceptional lead with excellent results. Specialist teaching by the subject leader in Years 2, 3 and 5 and 6 is paying dividends. Teaching in these years is excellent. A very good lesson was also seen in Year 1, showing the positive influence the subject leader is already having on other teachers.
132. Teaching promotes subject language well and consequently pupils talk confidently about their musical experiences. Pupils have excellent attitudes towards music and show pride in their achievements. They talk excitedly about their lessons and what they can do. Pupils of all ages are confident performers and sing with good pitch and rhythm and very good articulation. This is because in lessons, the range of different skills and techniques taught and practised holds pupils' interest very well and lengthy lessons seem to fly by. Pupils have personal preferences because they listen to a range of different music. For example, one Year 2 pupil enjoys listening to Freddie Mercury's 'We will rock you', whilst another prefers 'Peter and the Wolf'. Pupils make up musical compositions and record them using symbols and, sometimes, musical notes. Teachers' high expectations mean that pupils do well and achieve a lot in the lessons. Although computers are made little use of in music, pupils have incorporated sound in their multi-media presentations.
133. There is no assessment of music and this is an area that the subject leader intends to improve next. He assesses pupils as the lessons progress and pupils acquire better and more advanced skills. He believes that this is happening elsewhere, but cannot be sure.
134. There are sufficient instruments from different cultures to support the school's provision for pupils' multi-cultural development and visiting musicians help raise pupils' awareness of music from other places, such as Africa. There is a school choir, which performs in assemblies and instrumentalists, playing strings and woodwind, taught by a peripatetic music teacher, often accompany the singing.

PHYSICAL EDUCATION

135. By the end of Years 2 and 6, standards in physical education match national expectations, just as they did at the time of the last inspection. During the inspection, work was observed in games, dance and athletics. Pupils of all abilities make satisfactory progress overall. By the time they leave the school, usually all pupils swim at least 25 metres. Swimming lessons are focused mainly on pupils in Years 4 and 5. Pupils with special educational needs, including those with physical disabilities, progress at a similar rate to others in their year groups. This is because of very effective support from learning support assistants.
136. The majority of pupils understand the need for a warm-up activity and the importance of gymnastics in keeping healthy. They understand the need for safe working and comply with the regulations about removing jewellery and wearing appropriate clothing. By the end of Year 2, most pupils use space well, keeping out of each other's way and moving safely around the hall and playground at different speeds. They run, dodge and change direction in the available space effectively. They perform a broad range of throwing and catching skills and are developing the above skills when involved in 'invasion' games.
137. Throughout Years 3 to 6, pupils build on these skills and gain new ones. By the end of Year 6, pupils effectively use the idea of spatial awareness and different ways of travelling and turning developed in gymnastics, in games. Pupils respond well to changes in speed and direction. Standards in striking and sending a ball improved in the games lessons seen. Pupils in Year 5, involved in athletic activities, developed well their jumping skills and demonstrated some of the strategies required for becoming more adept in long jumping. During the inspection, pupils in a Year 5/6 lesson showed good dance skills. They improvise and combine movements creatively. Using a combination of classical and modern music, the pupils created sequences, which they were able to repeat, responding well to the mood of the music. Some pupils are developing skills and experience in assessing their own performance and other pupils' performances.
138. The quality of teaching is satisfactory. Teachers plan lessons carefully and include opportunities to warm up and cool down. The better teaching is characterised by good subject knowledge, good management of pupils, demonstrations of correct technique and effective feedback to pupils on their performance. For instance, in a Year 5 athletics lesson the teacher demonstrated long jump techniques, resulting in most pupils improving their jumping skills. Classes are well managed and teachers make good use of the playground and field areas. This results in most pupils displaying good attitudes towards their work and enables them to learn effectively.
139. A striking feature of the teaching and learning is the skills of some teachers in weaving aspects of personal development into their lessons. For instance, in a dance lesson the pupils' spiritual and cultural awareness was significantly enhanced by their interpretation, through dance, of features of the Holocaust. Most pupils try very hard, are prepared to demonstrate their skills and respond well to suggestions for improving their performance. The less effective aspects of lessons seen were minor weaknesses in organisation and evaluating the pupils' performances, resulting in pupils not always involved or working as hard as they should or being aware of how to improve their skills.
140. There is a very good range of extra-curricular activities, including football, rugby, netball, dance and short tennis. All activities are open to both sexes. They are well organised and popular. The pupils take part in competitions against other local schools.
141. Subject leadership and management are good. The co-ordinator is new to the role. He has put in place a policy and action plan, outlining what needs to be developed. The curriculum is planned well, containing clear objectives for each year group, which is an improvement since the previous inspection. Although it is planned for, assessment does not inform planning well enough; it is, however, a developing area. Resources are satisfactory.

RELIGIOUS EDUCATION

142. By the end of Years 2 and 6 pupils exceed the standards expected in the locally agreed syllabus for religious education. This is good improvement since the last inspection, when standards were satisfactory.
143. By the end of Year 2, children understand that some places are special. For example, they know that a church is a special place for Christians. Visits to their local church have given them a good insight into Christian values, and religious furnishings and their uses. They have a sound grasp of Biblical stories and are given the opportunity to reflect on and understand human feelings. For example, in their writings the pupils reflected on the biblical account of Jesus and his disciples in a storm at sea. Pupils were provided with an opportunity to think about 'personal storms' in their own lives but to know there is someone to support them. One pupil provided the following telling experience: "When I was lost my mum found me and looked after me." Pupils are given opportunities to study the customs and practices of other religions besides Christianity. They know about Hinduism and can recall stories that are special to Hindus. They know that religious festivals are special occasions for remembering particular events in religion, for example Christmas and Diwali. They learn important human values, such as thinking about others, and are encouraged to put them into practice in their own lives in school or at home. A significant feature is the many opportunities for pupils to use their writing skills for recording, in their own words, religious events and their personal significance. All pupils, including those with special educational needs, make good progress.
144. By the end of Year 6, all have a good knowledge of the Bible and recall that it is divided up into the Old and the New Testaments. All have an awareness of the importance of the Ten Commandments. The major Christian festivals of Christmas, Easter and Harvest are all celebrated. Pupils have learned about human commitment for the care and support of others through studying environmental issues. Knowledge of other faiths is also developed. Pupils show a good knowledge and understanding of the Jewish faith. They know that Jews worship in a synagogue and know that the Torah is the focal point of Jewish worship. Through their studies of Christianity and other faiths the majority understand the belief that every human being is equal. They enjoy their lessons and are very interested in their work. Pupils respond well to their teacher in class and assemblies and listen carefully to the views and opinions of others. They are developing an admirable level of religious tolerance and awareness of the cultural traditions of major world faiths and of concepts such as freedom and justice. Religious education makes a very good contribution to the pupils' spiritual, moral, social and cultural education. This was exemplified in an assembly on the Holocaust. Pupils in Years 5 and 6, through the media of drama and dance, expressed compassion, empathy and respect for the Jews as victims of the Holocaust.
145. Teaching is good, with some high quality teaching seen throughout the school, resulting in the pupils enjoying religious education and seeing it as relevant to their lives. The lessons are interesting and often involve practical activities and opportunities to talk about their own feelings and ideas. Each aspect is well planned and taught in depth so that pupils not only know the facts, but also have a good understanding of the deeper meanings of the subject. Pupils in Year 2 have a good knowledge of the Bible and write accurate accounts of the Old and New Testaments. Because teachers read stories expressively, the pupils enjoy listening to them, remember them well and many can say what they have learnt from a religious story. A good example of this was seen in a Year 1 lesson when pupils became engrossed in the story of Moses and the Burning Bush. The good quality teaching elicited from the pupils thoughtful ideas on what makes a good leader.
146. These strengths in teaching are also evident in lessons seen in Years 1/2 and Year 6 classes. Pupils were learning about the religious festivals of Hindus and Muslim pilgrimages. The teachers based the lessons firmly on the pupils' own experiences. A very good example of this was when pupils talked and wrote about special journeys and places in their lives. For instance, one pupil wrote, "My special place is at the stables at dawn. My preparation for this is

my grooming kit. I feel excited and I am happy and at peace when I'm there." There was a good balance of information and questioning in the valuable discussions that followed, and pupils were encouraged to talk about their experiences, which added to their awareness of other people's lives, their faiths and their feelings. Teachers make excellent and effective use of resources like hajj robes, puppets and Diwali lights. One teacher dressed herself in a Hindu sari. This resulted in bringing the subject to life and attracting and motivating the pupils to think more deeply about the subject and gain a good understanding of the significance of Hindu celebrations and why Hajj is so special to Muslims. Pupils develop a good vocabulary related to different faiths. They express their own feelings sensitively and maturely when they write their own prayers such as, "Our Father, help us stay healthy and help others less fortunate stay healthy. Let us be gentle and kind to our families and friends and help charities that help others."

147. The leadership and management of the subject are highly effective and have a very positive impact on driving up standards and securing a good rate of progress. The subject manager looks at pupils' work in order to identify what works well and what needs improving. The information gained from this is very effectively used to adapt the curriculum; for example, the co-ordinator modified the planning so that there is a better balance to the teaching of a range of faiths with appropriate resources. As a result, both the provision and the use of assessment have improved since the school's last inspection. Through her comprehensive and rigorous audit the subject leader has identified areas requiring further development such as more opportunities for pupils to use ICT.