

INSPECTION REPORT

**ST THÉRÈSE OF LISIEUX RC
PRIMARY SCHOOL**

Lamb Lane, Ingleby Barwick, Stockton on Tees.
TS17 0QP

LEA area: Stockton on Tees

Unique reference number: 131453

Headteacher: Ms. Alexander-Sowa

Reporting inspector: Mr. C.T. Hemsley
1609

Dates of inspection: 3rd to 7th February 2003

Inspection number: 252900
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 plus Nursery School

School category: Infant and Junior

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Lamb Lane,
Ingleby Barwick,
Stockton on Tees,
Cleveland.

Postcode: TS17 0QP

Telephone number: 01642 763623

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Appropriate authority: Governing Body

Name of chair of governors: Mrs. P. Shail

Date of previous inspection: Not applicable

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1609	Mr. C.T. Hemsley	Registered inspector	Science	What sort of school is it?
			Geography	The school's results and achievements
			Equal opportunities	How well are pupils and students taught?
				How well is the school led and managed?
				What should the school do to improve further?
11368	Mrs. K. Lee	Lay inspector		Attitudes, values and personal development
				How well does the school care for its pupils and students?
				How well does the school work in partnership with parents?
31622	Mrs. L. Richardson	Team inspector	Foundation Stage	
			Mathematics	
			Information technology	
			Art	
			Design and technology	
32381	Ms. P. Foster	Team inspector	English	How good are the curricular and other opportunities?
			History	
			Music	
			Physical education	
			Special educational needs	
			English as a second language	

The inspection contractor was:

Durham Local Education Authority

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Thérèse of Lisieux Primary School is a voluntary aided Roman Catholic primary school educating 215 boys and girls aged 3 to 11, including 52 children attending the nursery part time. The school has been open since 2000 and is in a new building in a very large area of modern private housing in the borough of Stockton on Tees. Most pupils come from this area and the more established nearby communities. No pupils have yet been through their school career here. The school has become increasingly popular, although it is not yet fully subscribed. Overall, the socio-economic backgrounds of pupils are better than average. The proportion of pupils eligible for free school meals, less than 1%, is well below average. Almost all pupils are white and the proportion of pupils whose mother tongue is not believed to be English, less than 1%, is below average. Attainment on entry is above average. The proportion of pupils with special educational needs (SEN), 16%, is well below average and no pupil has a statement of SEN. The school is in a small educational action zone within an Excellence in Cities area, with a school focus on information and communication technology (ICT). The school has gained the Healthy Schools Award, the Sport England Activemark and the Basic Skills Quality Mark.

HOW GOOD THE SCHOOL IS

This good school effectively fulfils its mission statement. Aspects of its work are very good. The school has developed very rapidly since it opened. Good teaching and learning are complemented by a very positive ethos to produce above average attainment and overall good achievement. Very good leadership and management from the head teacher and key staff, with good support from the governing body, effectively promote the good educational provision. The school is inclusive in its approach and gives very good individual support to pupils. The school provides good value for money.

What the school does well

- Attainment is above average overall. Achievement is good by the end of the Foundation Stage in the reception class and by the end of Year 6.
- Pupils have excellent attitudes to school; behaviour and personal development are very good. The effects of the school's excellent provision for moral education and the very good provision for spiritual and social education and supporting pupils' personal development are clear.
- Teaching is good overall and provides a good learning atmosphere with excellent relationships and good expectations. Review processes and the building of self-esteem are very good. Teachers make very good use of resources and manage pupils very well
- Specific activities to promote learning, excellent provision of extra-curricular activities and a range of visits and visitors enrich the good curriculum.
- The leadership and management of the head teacher and key staff are very good and the governing body provides a good lead and support for the school's developments.

What could be improved

- Curriculum planning to improve progression, continuity and sufficient depth of study, in art and design, history and geography.
- Monitoring of standards in art and design, design and technology (DT), history and geography to assist identification of areas for improvement in pupils' achievements and in the curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has not been inspected previously. Since the school opened in 2000, there has been very rapid development of provision and standards have improved.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	n/a	B	A	C
mathematics	n/a	A	A	B
science	n/a	B	A	B

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

The school has been open for less than three years and, consequently, standards only partly reflect the work of this school. It is not possible to determine trends in attainment but results improved from 2001 to 2002.

Pupils start school with above average attainment. They make good progress and achieve well so that, by the time they leave the reception class, most pupils have reached the early learning goals and many have exceeded them, with overall above average levels of attainment. This is because of the good quality teaching and good learning experiences.

Satisfactory progress continues through Years 1 and 2, based upon satisfactory teaching, which has good features. By the end of Year 2, pupils reach above average levels overall, a satisfactory achievement. In Year 2, national assessments in 2002 showed pupils attaining average levels in reading, above average levels in writing and well above average levels in mathematics. Teachers' assessments in science showed a very high proportion of pupils reaching the nationally expected standard. In comparison to similar schools, pupils achieved lower levels in reading, similar levels in writing and much better levels in mathematics. Standards in Year 2 seen during the inspection show above average attainment in English, mathematics, science, DT and ICT. This represents good achievement in science, DT and ICT. Attainment is average and achievement satisfactory in other subjects.

Progress improves during Years 3 to 6, supported by good teaching, so that, by the end of Year 6, attainment is above average and achievement is good. Pupils make good gains in consolidating and extending their learning. Recent national test results are well above average. The school met the 2002 targets set by governors for the attainment of pupils in mathematics but not in English. Suitably challenging targets have been set for 2003. Standards in Year 6 seen during the inspection show above average attainment in English, mathematics, science, DT, ICT and music. This represents good achievement in English, science, DT, ICT and music. Attainment is average and achievement satisfactory in other subjects.

Across the school, pupils have above average standards of literacy and numeracy and are making satisfactory to good progress in these areas. Speaking and listening skills are above average. Pupils are good at reviewing their own work and thinking about how they learn. Boys and girls make similar progress. Pupils with SEN make progress in line with other pupils across the range of subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are enthusiastic about their work and are very interested and involved in a range of activities.
Behaviour, in and out of classrooms	Very good. Pupils show maturity and respect for each other and adults. There is a clear link with the positive atmosphere within the school.
Personal development and relationships	Very good. Pupils are very confident and show a very good deal of independence. Excellent relationships are seen between pupils and with adults.
Attendance	Very high attendance and no unauthorised absence.

Pupils' attitudes consistently support the learning. Most pupils pay full attention to their work. Pupils are keen to be involved in a range of activities and enjoy the many opportunities to show independence. The attendance of pupils at extra-curricular activities is very high. The regular work by the school to develop pupils' readiness and approaches to learning are effective in ensuring a very positive attitude.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	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 in Years 1 and 2 is overall satisfactory but there is much good teaching in those years as well. In each stage of children's learning there are examples of very good teaching. The best teaching in individual subjects is in Years 3 to 6, and in mathematics, science, and music. The high expectations and good knowledge of individuals result in the good teaching in nursery and reception. The teaching of English, literacy, mathematics and numeracy is satisfactory in Years 1 - 2 and good in Years 3 - 6. Teaching provides a good learning atmosphere with excellent relationships and good expectations. Teachers make very good use of resources and manage pupils very well. There is very good building of self-esteem and the development of skills in self-review and approaches to learning. The school is inclusive in its nature and most teaching meets the needs of all pupils. Across the school, the very good efforts, interest, concentration and independence of pupils significantly support learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Specific activities to promote learning occur on a daily basis. Enriched through a range of visits and visitors. Staff voluntarily provide an excellent range of extra-curricular activities. Very good curriculum provision for personal, social and health education and citizenship. Curriculum planning in art and design, history and geography does not ensure good continuity, progression and depth of study.
Provision for pupils with special educational needs	Good. There are relatively few pupils with SEN. Teachers recognise the needs of these pupils and they make good progress overall.
Provision for pupils with English as an additional language	Satisfactory provision for the extremely small number of pupils, progress in learning is equivalent to other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Excellent provision for moral development. Very good provision for spiritual and social development. Provision for cultural development is satisfactory.
How well the school cares for its pupils	Good. Very good support for personal development and for developing good behaviour. Good educational support and guidance. Satisfactory, but developing, systems for assessment.

The partnership with parents is good. Almost all parents are supportive of the school's work. The homework system regularly involves parents in supporting their child's learning and encourages regular communication between home and school.

The school is successfully incorporating approaches to thinking within the subject curriculum, this is resulting in pupils understanding some of the ways in which they learn best. The regular short physical and mental activities to focus pupils on learning are very effective in ensuring attention.

The systems for monitoring standards across all subjects are incomplete and currently teachers do not fully know about how well pupils are performing in some subjects, particularly so in art and design, DT, history and geography. Consequently, they are not well placed to identify the best ways to improve the curriculum. The school's intended work on these aspects will help improve further the progress in these subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED?

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good. The school's aims and values are very clearly reflected in its work. Very good leadership from the head teacher with very effective and open management have enabled the very rapid development of the school from its opening.
How well the governors fulfil their responsibilities	Good. Governors provide a very good lead in shaping the school's direction, based upon good knowledge of the school's strengths and weaknesses. They successfully hold the school to account for much of its work. There are very good working relationships. Most statutory requirements are met except as indicated below.
The school's evaluation of its performance	Good. There is an effective system of regular school self-review that has enabled staff and governors to identify the main areas for development. The monitoring of pupils' performance in a number of the foundation subjects does not ensure that teachers are provided with good information to support planning.
The strategic use of	Good. Good decisions have been made on the level of resources for teaching, support from adults and school organisation. However, the

resources	governing body did not allocate 14% of its budget during the previous financial year.
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Staffing and resource levels are good. Accommodation is modern but poses a number of practical difficulties for teaching ICT, general storage, for instance of work in progress, and library provision.

The governing body has not ensured that the school prospectus contains the statutory information about National Curriculum assessments, nor the right of parents to withdraw from religious education (RE) and religious worship.

The school has satisfactory procedures for considering best value based upon a good policy. However, the governing body has not identified clearly enough how the retention of 14% of its annual budget will provide best value, even though it has indicated some intentions for the potential use of this part of the budget and the potential balance for the current financial year is reducing to around 10%.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their child likes school. • The school expects their child to work hard and achieve his or her best. The right amount of homework is given. • Teaching is good and their child is making good progress. • The school is helping their child to become mature and responsible. • The school is well led and managed. • The school provides an interesting range of activities outside of lessons. 	<p>A small number of parents said that they would like to see improvements in the following areas:</p> <ul style="list-style-type: none"> • How well they are kept informed about how their child is getting on; • Feeling comfortable about approaching the school with questions or problems and how well the school works with parents.

Inspectors agree with the areas that please parents most. The overall level of information for parents is good, shown through the regular letters, information in the annual governing body report and the use of homework diaries. The annual reports on pupils' progress give parents good information on their children's progress in English, mathematics and science and in their personal development but less information on other subjects. The inspection team agrees with parents that the formal meeting time to keep parents fully informed of their children's progress is not sufficient to cover the range of their children's work, although acknowledges that parents are offered opportunities to make additional individual arrangements. Most parents feel that the school works closely with them and is approachable and appreciate the ability to speak directly to teachers and the inspection team believes that the school works well with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment is above average and achievement is good overall as a result of good teaching and a very positive learning atmosphere. No pupil has spent more than two and a half years in school during this early time in the school's development.
2. Pupils start school, in nursery or reception, with a wide range of ability but with overall above average attainment. They are particularly strong in their personal, social and emotional development and communication, language and literacy skills. Mathematical ability is just above average on entry to nursery. Their knowledge and understanding of the world and their creative and physical development are mostly average and above. During their time in the Foundation Stage, in nursery and reception classes, they make good progress overall. This is because the teachers have high expectations, good knowledge of individuals and provide a good range and quality of experiences. The result of this good provision is that, by the time pupils are to start the next stage of their education many pupils exceed the expected standards in personal, social and emotional development and communication, language and literacy skills. Almost all attain the expected standard in knowledge and understanding of the world, and mathematical, creative and physical development. The school's own records, together with analysis carried out by the LEA, are confirmed by observation of pupils.
3. Progress during Key Stage 1 is satisfactory and by the end of Year 2, pupils' attainment is above average and pupils have achieved satisfactorily overall. This reflects the quality of teaching, which is overall satisfactory with much that is good.
4. In the most recent (2002) national assessments for Year 2 pupils, attainment in English was average to above and, in mathematics, well above average. Teachers judged science to be at least above average with a very high proportion of pupils reaching the expected level. These results were an improvement on the attainment of pupils in 2001.
5. Pupils in Year 2, currently in school, are attaining higher than average levels in English, mathematics, science, DT and ICT. Attainment in other subjects is average or at least average. Most of these pupils have attended this school throughout Key Stage 1. The achievement of pupils overall is satisfactory but it is good in science, DT, and ICT. The good achievements in these subjects reflect a combination of good teaching, a well-planned science curriculum and access to resources, including adult support in ICT. Attainment in English has improved since the 2002 national assessments. The variations in the achievements of pupils between different subjects reflect the different progress in improving the curriculum and the quality of teaching particularly across the foundation subjects. The good level of resources supports the achievements in ICT.
6. Progress during Key Stage 2 is good. By the end of Year 6 attainment is above average overall and pupils are achieving better than expected overall. This reflects a quality of teaching that is overall good and often very good.

7. Recent national test results (2002) for Year 6 pupils are well above average. In Year 6 science, the above average attainment compared with similar schools shows good achievement and progress and reflects the well-organised curriculum in that subject. Attainment in English was in line with the standards in similar schools. The weaknesses in progress identified statistically for that group of pupils in English has been effectively turned round by the school so that current pupils are making good progress.
8. Year 6 test results improved between 2001 and 2002, although it is not possible to identify trends over a longer period. The school met the 2002 targets set by governors for the attainment of pupils in mathematics but not in English, partly because of the progress made in writing. Suitably challenging targets have been set for 2003.
9. Standards in Year 6 seen during the inspection show above average attainment in English, mathematics, science, DT, ICT and music. This represents good achievement in English, science, DT, ICT and music. Attainment is average and achievement satisfactory in other subjects. As in Key Stage 1, different levels of achievement reflect differences in curriculum planning and provision.
10. Across the school, pupils have above average standards of literacy and numeracy and are making satisfactory to good progress in these areas. Speaking and listening skills are above average. The school identified a need to develop these skills when first taking pupils and this aspect of their work has been very successful. Pupils use these skills frequently in lessons to support their learning across the range of subjects. In particular, pupils are good at reviewing their own work and talking about how they learn, as, for instance, in DT. This is a result of the decision by the school to develop pupils' skills in thinking. Pupils have good recall of number and are using mathematics regularly across the range of subjects, this is supported by the school's emphasis on the understanding of number.
11. The combination of improving achievement in the subjects of the National Curriculum, together with pupils' developments in the skills of thinking means that pupils are being well prepared for the next stage of education.
12. SEN educational need. They make as much progress as other pupils in school. One reason for this is the special focused sessions where pupils learn to prepare themselves physically and mentally to learn, resulting in a good level of attention in lessons. Progress of the extremely small number of pupils who are using English as an additional language is also as good.
13. Data from 2002 national tests suggested that there may have been some differences between the achievements of different ability groups of pupils in different subjects. There was also conflicting data about the achievements of boys and girls in different key stages. Observations show that pupils in school now are treated equally and as individuals and there are no significant differences between the progress being made by pupils with different abilities or by boys and girls. The school has begun the process of identifying and recording the progress of gifted and talented pupils but does not yet have sufficient data and analysis to identify trends in achievement.

Pupils' attitudes, values and personal development

14. Pupils have excellent attitudes and their behaviour and personal development, including their mature approach, are very good. The excellence of their attitudes is exhibited within and beyond classrooms. Pupils say that lessons are 'good fun' and are 'exciting' in this school. Their high levels of enthusiasm for all aspects of school life enable them to work very hard in lessons and so make good progress in their learning. For example, they enjoy the regular physical and mental exercises that start each session of the day and help them concentrate on the lesson ahead. Pupils of all ages try very hard and are fully involved in lessons in response to the good quality of teaching, interesting lessons and very good relationships between pupils and all adults in school. For example, children in the reception class listened very carefully as a result of the support and encouragement by their teacher to 'show me good listeners'. The very high attendance confirms parents' views that their children like school.
15. Behaviour is very good, both in and around the school. There have been no exclusions and parents have good reason to be happy with the high standard of behaviour. This very good behaviour is due to the same positive support and high expectations of staff throughout the day. For example, pupils look after each other in the playground because they know the school's routines of having 'Playground Pals' and a 'Friendship Stop' for pupils who are feeling lonely and are in need of a playmate. Pupils know that the school is 'a no put down zone' against bullying.
16. The personal development of pupils is very good. Relationships are excellent. Pupils are very friendly and well mannered. They get on well with each other and with all adults in school. They respond extremely well to the purposeful working atmosphere that exists throughout the school. Pupils show confidence and willingness to undertake a wide range of responsibilities for class and school routines. Older pupils have the maturity to work independently and without direct supervision because of the many opportunities they are given to show that they are responsible. For instance, at lunchtime, a group of pupils, 'Authors at Work', enjoyed taking turns at reading a novel together.
17. Attendance is very high and there is no unauthorised absence. Parents recognise the need to contact the school at an early stage when their child is absent.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching is good overall. It is good in the Foundation Stage and Key Stage 2. In Key Stage 1 teaching is satisfactory but there is much good teaching as well. In all key stages there are examples of very good teaching. The best teaching is in Years 3 to 6 and in mathematics, science and music. Teaching is good in all areas in the Foundation Stage. In Key Stage 1 teaching is good in science, DT and ICT, music and physical education (PE). Teaching in other subjects is satisfactory. In Key Stage 2 teaching is good in all subjects except art, geography and history, where it is satisfactory. The quality of teaching plays a significant part in the progress made by all pupils, particularly in the ways in which pupils are encouraged to think about their work, develop independence and try hard. Teachers provide a good learning atmosphere with excellent relationships and good expectations.

19. Across the school the management and control of pupils is very good. Teachers have established excellent relationships with pupils and expect a high degree of both compliance and independence. Pupils are taught that it is right to listen to the teacher and each other, and that learning works well when there is co-operation with each other. Teachers achieve this by being positive, suggesting the best way to make progress or behave rather than having to impose sanctions. Rewards for pupils are both explicit and implicit and work very well as pupils recognise for themselves the value of good behaviour.
20. Teachers also make very good use of time and resources. Lessons start promptly and pupils work hard until the end. Resources are immediately available, this is based upon good and very good preparation and good to very good use of supporting adults including teaching assistants and parents. Pupils often learn ICT under the care of a teaching assistant, with work planned and supervised by teachers. This makes very effective use of this adult support gained from the small Education Action Zone and has helped to improve standards.
21. Many lessons begin with practical exercises to gain attention and prepare pupils for learning. Activities, including bending, stretching, following patterns and concentrating on movements, are effective and pupils quickly get involved in the main learning. Teachers are also aware of the need to vary approaches to learning and pupils experience a mixture of activities. Pupils' above average listening skills support the learning. This means that pupils can still learn sufficiently in the small minority of lessons where the teacher's explanations or demonstrations are too lengthy.
22. Pupils are taught to think about how they learn. These skills are effectively developed in the context of learning about subjects. For instance, pupils in a science lesson learned that using a card pairs matching game was a useful technique to remember symbols used in electrical circuits. In this lesson the teacher joined in the learning process, being a good role model for pupils.
23. The teaching of basic skills of literacy and numeracy is good. The school makes good use of the national strategies and adapts plans successfully to support the school's pupils. The teaching of these skills is raising standards, for instance within writing, but also more generally in providing pupils with good access to the range of subjects.
24. Most teaching successfully supports the full range of pupils, including those with SEN, boys and girls, more able and talented pupils and those for whom English is an additional language. In this way the school is inclusive in its provision as pupils are treated as individuals.

25. In the best lessons the teachers have planned the work in great detail so that objectives are clear, activities are relevant and the full range of pupils is catered for. In a very good mathematics lesson in Key Stage 1 pupils studied the vocabulary used for talking about time but began with a very effective session revising and reinforcing multiples of 10. Pupils knew what the lesson objectives were and in the main part of the lesson, the higher attaining pupils were given challenging and stretching work about seconds, minutes, hours and days, with the teacher. Lower attaining pupils received support from a teaching assistant to confirm their understanding of 'a minute', while other pupils worked independently at levels of difficulty suited to their experiences. The result of this mixture of approaches was very good learning during the lesson. In some lessons the planning has led to very good use of resources, as in a history lesson in Key Stage 2 where a visitor was well briefed to explain her experiences during World War Two, so that even though the talk was lengthy pupils held their attention.
26. The response of pupils in lessons is good overall. There is very good concentration, interest, independence and effort from pupils backed up by a good pace of working and good knowledge of how they are learning
27. Teaching in the Foundation Stage is rarely less than good. Teachers have high expectations and provide stretching challenging exercises. In this stage teachers know pupils well because of the comprehensive assessment system and so set appropriate tasks and mixture of activities. In one very good lesson focusing on modes of transport the teacher used a well designed group activity which connected pictures to words and their initial letters, a very good focus on early literacy while developing knowledge and understanding of the world.
28. Teaching in Key Stage 1 is satisfactory overall, although there are also many good lessons. The teachers in this key stage are comparatively inexperienced with this age range and in the lessons which were overall satisfactory pupils would have learned more if teachers had planned more for the full range of attainment. The school's assessment system is not yet complete and the curriculum planning for individual subjects does not yet provide teachers with advice that would support the development of good, rather than satisfactory, learning. In a lesson in literacy most pupils made satisfactory progress but a small group of pupils with SEN found that the work was too difficult and they became de-motivated and restless, even with extra adult support.
29. Teaching in Key Stage 2 is good overall. Lessons vary from outstanding to unsatisfactory but are almost entirely satisfactory to very good. In the better lessons, often found in mathematics, science and music, the lessons are focused, organised and well structured. Pupils are very aware of what they have to learn and how and teachers have high expectations. For instance, in a music lesson, the teacher used her very good knowledge and skills to demonstrate and model how singing develops so that pupils can improve their performance. The high expectations of the teacher effectively challenged the pupils to work at full stretch, even as soloists, leading to singing in separate parts. Where the effectiveness of lessons is less than good it is often because the work is set either a little hard or easy for the full range of pupils.
30. Overall, in almost half of the minority of lessons where pupils made satisfactory rather than good progress, it was partly because the work was not sufficient to stretch all pupils more than satisfactorily, in comparison with the good teaching that the school provides overall.

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

31. The school offers a good range of learning opportunities for its pupils in Key Stages 1 and 2 and in the Foundation Stage and all pupils have full access. It meets the requirements of the National Curriculum and the Foundation Stage Curriculum, with sufficient time allocated to teaching each subject. The school has successfully implemented the National Literacy and National Numeracy Strategy in line with national guidelines and teaching effectiveness in literacy and numeracy is good. The school has achieved the Primary Basic Skills Quality Mark through the Basic Skills Agency. The use of ICT by staff and pupils is well established, making a good contribution to other subjects, particularly at Key Stage 2. The curriculum works well for pupils when skills are taught systematically through an investigative approach, as in science. The curriculum has been enriched and extended through a range of clubs and activities, visits and visitors or focussed weeks like an arts week. This plays an important part in the variety and quality of learning opportunities for the pupils.
32. In the two and a half years since the school opened, a wide collection of curriculum policies has been developed with all subject policy documents in place. These are clearly written and support the aims and values of the school. National guidance has been used to support curriculum planning together with some guidance from the local education authority, this has ensured that the content of the National Curriculum has been adequately covered across the range of subjects beyond English, mathematics, science and ICT. The school has been conscious of the need to develop these further by defining cross-curricular links within a topic-based framework and identifying in greater detail what should be taught and how. Themes have been well chosen to provide interest and relevance for the pupils. Some good progress has been made but more needs to be done. Plans are not yet complete across all subjects and in art and design, geography and history particularly, they are not yet sufficiently well developed to ensure good continuity and progression in knowledge, understanding and skills. Sufficient time is allocated to the subjects but depth of study is insufficient in some cases. The system for monitoring standards across all subjects is incomplete. The school's assessment system, in particular for art and design, DT, geography and history do not ensure that all teachers are supported well enough in their own planning, despite the good progress made by pupils in some of these subjects in different key stages.
33. Planning for individual lessons is good overall and in some cases outstanding. In a minority of lessons planning is insufficient to ensure that all groups of pupils make good progress. When weekly plans are very good they clearly identify learning objectives and highlight the learning needs of different groups of pupils. Detailed planning contributes significantly to the good progress the pupils make.
34. The introduction of practical activities designed to get pupils ready to learn and the development of skills and knowledge by pupils about how they learn have had a beneficial effect on the quality of education offered by the school. They have enabled pupils to improve their concentration and also to develop abilities in self-evaluation and reflection. Older pupils particularly are aware of what they need to do to improve and also able to offer advice to others. They know the targets they are working on and are able to set their own targets for improvement.

35. The school recognises the importance of providing inclusive and full access to the curriculum. The school's SEN arrangements comply with the inclusive principles and meet the requirements of the Code of Practice. The pupils on the SEN register are reviewed regularly and appropriate, well-focused individual educational plans developed. Provision for pupils with SEN is good, with sufficient teaching assistant support, sufficient resources and extra-curricular provision through the 'Focus Club'. This club is successful at supporting pupils who have a greater difficulty than others to concentrate and with their physical development such as relaxation or balance. Pupils with SEN make progress at least in line with the progress made by other pupils. Pupils who are more able and talented across a range of aptitudes are also recognised and noted but monitoring the attainment of these pupils and the impact of this work, is in the early stages and has yet to be evaluated. Higher attaining pupils or those identified as more able and talented make progress equivalent to other pupils in school.
36. The provision for personal, social and health education is very good. The school has been successful in achieving the Healthy Schools Award involving both pupils and parents in interesting activities. Arrangements for drug awareness and sex education are included. Pupils are given personal responsibilities that are undertaken seriously, such as older pupils helping to supervise and play with younger pupils during wet playtimes and lunchtimes. At these times, older pupils are left without immediate supervision but within close reach of an adult and they take this trust very seriously, showing independence and maturity. The school council is also a significant aspect of school life, further developing pupils' effectiveness at expressing opinions and taking responsibility for themselves and others. The pupils respond well to the merit system and house captains again take responsibility for organising and involving other pupils in, for example, special assemblies. Pupils have been involved in many fund raising activities since the school opened and this promotes their awareness of people less fortunate than themselves. Altogether these systems are contributing to the very good provision for citizenship.
37. There is an excellent range of extra-curricular activities, which involve most of the pupils in Key Stage 2 and some pupils from Key Stage 1. Teaching and non-teaching staff give their time on a voluntary basis to this valuable work, which reflects true commitment to the aims and values of the school. The clubs are well attended and often over-subscribed and range from a focus on sport and music, including instrumental tuition and the school choir, to French conversation and chess. These activities make an important contribution to pupils' learning and all round personal development, extending contacts with pupils of different ages. The pupils also have opportunities to go on educational visits to enrich the curriculum such as Beamish Museum, Segedunum Roman Fort, the Stockton Gazette and younger pupils have visited the seaside. Visitors also contribute to the quality of education offered by the school and include a policeman, fire service personnel and a mother with her baby. Year 6 pupils studied World War Two as part of their history work and benefited from listening to the memories of a woman who was a child at that time.
38. The school is beginning to develop links with the community and other schools. As part of a small EAZ, the school has links with other schools regarding ICT. As part of the Healthy Schools Award the school initiated a successful series of meetings on developing self-esteem for parents.

39. The strong ethos is evident in the school environment, projecting the aims and values of the school through banners, posters and photographs. There are several displays in classrooms, corridors and the school hall that promote the idea of high self-esteem, doing your best and also being thoughtful to others, for example 'Reach for the Stars' and 'this is a no put-down zone'. The pupils are aware of the messages and readily talk about them. The environment is less successful at demonstrating and celebrating the pupils' achievements and learning in other areas of the curriculum with only a few displays of pupils' work.
40. The provision for spiritual, moral, social and cultural development is very good overall. The school community has established a culture of care and empathy for others.
41. Provision for spiritual development is very good with opportunities for the pupils to consider the spiritual dimensions of life through reflection in collective acts of worship, listening and responding to music, singing and dancing. Worship takes place in a quiet, peaceful atmosphere where pupils are given opportunities to think about themselves and others often using symbols and artefacts to ensure their understanding. The school choir contributes considerably to the experiences for the pupils through clear, melodic singing that creates a reverential atmosphere. Pupils pray at various times during the day in their classes and also have created prayers themselves. When asked for suggestions for who or what to pray for they will readily make sensible and thoughtful offers. During the Year 6 talk on World War Two, the pupils were in awe of the speaker and were able to empathise with her as a child in difficult circumstances. The school encourages the pupils to reflect about themselves and others and there are many opportunities for pupils to make personal responses to what they see, hear and feel.
42. The provision for moral development is excellent. The school provides a strong moral code with clear values that is reinforced regularly. There is an expectation that pupils behave responsibly and fairly and staff place trust in the pupils to do this. Pupils respond very well even when not under direct supervision. For instance, older pupils were seen playing music, following their interests, reading or playing games during wet playtimes sensibly and safely in their classrooms. Both adults and pupils treat one another with respect and pupils know they are cared for and valued. Older pupils are very aware of the 'no put-down zone' both within classrooms and outside and will readily ask if they find work difficult, knowing they will get help.
43. Provision for the pupils' social development is very good. Pupils are very friendly and confident and say that their school is a friendly place. Pupils are encouraged to work and play together co-operatively and form good relationships. During lessons pupils are given opportunities to talk to their 'talking partners' to support their thinking before responding within the class. During PE lessons, the pupils worked very well in groups and in one instance worked collaboratively as a whole class to improve their dance skills. The wide range of visitors helps pupils to develop their social skills. Questions that the Year 6 pupils asked their visitor as part of their history work were mature, thoughtful and relevant. Effective citizenship skills are being developed through close links with the church, an effective school council and the many fund raising events.

44. Provision for cultural development is satisfactory. Pupils' knowledge and experience of their own culture is promoted through music, art, history, literature, poetry, drama and dance. Older pupils were learning about traditional fairy tales and younger pupils have learned about their local environment. Pupils are provided with opportunities to appreciate the traditions and beliefs of other cultures, such as India, and pupils are aware of some of the differences between their environment and others, such as a village in Africa. Race equality is effectively considered in planning, teaching and school management and inspectors found no evidence of unsuitable attitudes or behaviour. Pupils' knowledge and understanding of their own and different countries would be improved if the school ensured continuity and progression within the curriculum for geography and if stronger links were made within other foundation subjects, such as art.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The overall care for pupils, taking into account the very good individual care and the satisfactory use of assessment, is good.
46. This is a very caring school where all pupils are valued. All adults support pupils very well in class, both individually and in groups. Pupils are happy and confident that they "always get help if we're stuck". Parents at the pre-inspection meeting spoke of the "very happy school" and pupils think that one of the best things about school is that "everyone is friendly". All adults have very good relationships with pupils who respond very well to the praise and rewards given regularly to celebrate their efforts and promote their self-esteem. For example, the choir was visibly pleased when the caretaker stopped to listen to the singing and commented "beautiful" as he went about his work.
47. The school promotes the care and welfare of pupils very well. Parents are very happy with this aspect of the school's work. Child protection procedures work well with the designated member of staff ensuring that all adults in school are familiar with the procedures. There are very good health and safety procedures that enable the school to take good care of its pupils. For example, in a DT lesson for Year 2 pupils, the class teacher made very sure that all knew the safe way to make holes in pieces of card as they made their 'jumping jack' puppets. ICT safety is appropriately considered.
48. There is very good provision for supporting and promoting pupils' personal development, including a very good programme for personal, social, health education and citizenship. From the 'special person' of the day in every class to the singing of 'Reach for the Stars' in assembly, the school encourages pupils to do their best and to try to achieve their maximum. It provides very good opportunities for pupils to take responsibility, both for school matters and for their own learning. For instance, the school council is a very good initiative for pupils to contribute to the school's growth. Class teachers also make sure that pupils know their targets for improvement and encourage older pupils to decide for themselves when these have been achieved. The procedures for monitoring personal development are good, based on teachers' very good knowledge of pupils and recorded in good comments in the annual reports to parents.

49. The school has very good procedures for monitoring and promoting good behaviour and for combating bullying which ensure the very good behaviour seen in school. Class teachers focus on praising good behaviour in lessons that leads to all pupils responding very well. Pupils are confident that there is “not much bullying” because the school is a ‘no put-down zone’. They feel that any instances are quickly sorted out. There is good monitoring of attendance using information technology. Attendance levels are very high as pupils are very happy to come to school and parents are conscientious in reporting the reasons for any absences.
50. Procedures for the assessment of pupils’ attainment and progress are satisfactory. The school is in the process of developing a tracking system where pupils’ attainment is recorded and analysed. End of year assessments of attainment are made in English, mathematics and science, and a projected level for the following year is identified. Aspirational targets are set and then teachers focus on named individuals and groups of pupils so that curriculum targets can be devised and included in plans. The work is in the early stages and there is not enough statistical background to demonstrate its effectiveness. There is a developing process of assessment in other subjects through a review of the work with the pupils but the school’s records do not provide information about standards in relation to nationally expected levels to support subject leaders in planning for improvements, nor to indicate the progress made by different groups of pupils. The school has identified the need to develop assessment further and observations show that improved assessment would particularly benefit developments and achievements in art and design, DT, geography and history.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The school has a good partnership with parents. Most parents are supportive of the school’s work. For instance, most parents are happy that their children like school and they consider that they make good progress. They believe that the teaching is good and that the school expects their children to work hard and helps them to become mature and responsible. They are happy with the level of homework. They consider the school to be well led and managed and feel that there is an interesting range of activities outside of lessons. The inspection team agrees with all these positive views.
52. Most parents feel that the school works closely with them and is approachable but a small number of parents are not as happy with these aspects of the school’s work or feel well informed of their children’s progress. The school is seen as being approachable, for instance a number of parents at the meeting reported how open teachers were to speaking to them without an appointment. Overall, the school provides a good level of information for parents. Parents regularly receive very useful letters, which keep them fully up-to-date with school events and other matters, including the curriculum. The annual report of the governing body, in particular, gives parents a very full picture of the school’s work. There is a very good and up-to-date school website. While there are termly meetings for teachers to share pupils’ targets with their parents and for them to look at their children’s work, some parents feel that the time allocated is too short. The annual reports on pupils’ progress give parents good information on their children’s progress in English, mathematics and science and in their personal development but less information on other subjects. The inspection team agrees with parents that the formal meeting for them to discuss all aspects of the curriculum beyond the core subjects is insufficient, although recognise that parents are able to make further arrangements. The commitment of parents is confirmed by the school’s report of 100% attendance at the meetings.

53. The school encourages parents to be involved in their children's learning and life in school. Because of this encouragement parents make a very good contribution, which has a good impact on the work of the school. For example, there are invitations to weekly coffee mornings and to Mass and class assemblies and opportunities to take part in workshops such as on how to help their children with mathematics and on promoting self-esteem. Parents also take the good opportunities made for them to talk informally to class teachers at the end of the day. The school's use of the homework and reading diaries shows a clear commitment from both school and parents to work together to help pupils' learning and improve standards. For example, a parent commented that her child "is now reading the words she knows from her sheets" and the class teacher replied, "This is great news". The use of homework diaries is having a good impact on standards achieved.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. Leadership and management of the school are very good and play a significant part in the very rapid progress made since the school opened and the achievements of pupils. The school has done very well to have reached its current position in this time.
55. The head teacher provides very good leadership. She has a clear view of the way in which the school is developing, using as a basis the school's mission statement. The result is that the mission statement is effectively met, for instance in the respect for individuals, the positive relationships and the promotion of self-esteem and confidence within an inclusive atmosphere which very successfully promotes equal opportunities. The head teacher is at the heart of the school, establishing and maintaining its caring atmosphere. The values that she holds are communicated very well to the staff so that there is a shared view on how to take the school forward. The major impact of the leadership is an ethos of high expectations and excellent relationships exhibited in pupils' very good attitudes, behaviour and personal development.
56. Very good management from the head teacher and key staff enable the mission statement to be translated into practice, for instance in the sessions on self-esteem run for both parents and teachers. Similarly the school improvement plan is well written and identifies clear and appropriate priorities for improvement, based upon a well-documented system of self-evaluation. The senior leadership team and subject leaders work very well together in an open management style in which individuals are supported. For instance, experienced staff work with less experienced subject leaders to support developments, as in mathematics. The deputy head teacher provides good support for the head teacher, being involved in much of the day-to-day management.
57. Governors provide good support for the school. They provide a very good lead for the school's direction and have a good knowledge of the school's strengths and areas for development. They are successful in holding the school to account for its work, by receiving regular reports on progress. They act successfully as a critical friend to staff, having very good working relationships in an open approach. They have taken time to be brought up-to-date on procedures and have received appropriate training. They have recently reorganised their committee structure to take account of changes in the school's needs since it opened. Within the relatively short period since the school was formed they have been able to meet most statutory requirements. However, within the school prospectus they did not ensure that National Curriculum results were reported and that parents were informed of their rights regarding RE and collective worship.
58. The school has an effective system of self-review. The system is well documented both in processes and outcomes. It is interlinked with the school's system for

appraisal, performance management and professional development. It has been able to identify the need to improve aspects of both curriculum planning and assessment. The link to the school management plan is clear. However, the school's assessment, in association with the monitoring within the self-review system, has only partly identified the standards of pupils in the foundation subjects and the school improvement plan does not relate some of the intended improvements to the effect on those standards.

59. Staffing is sufficient for the number of pupils and because of the growing development of the school some classes are small, varying between 18 and 30. There is sufficient support staff, although the school has had difficulty in recruiting caretakers and temporary teachers are not always available. School administration staff provide a welcoming and efficient support for staff, parents and visitors. The day-to-day management of the school is very good, for instance all staff and pupils coped very smoothly with the significant difficulties caused by extreme weather at the start of the inspection. The school has been financially audited since it opened, most systems were operating satisfactorily and better and the school has indicated how recommendations have been put in place. Effective use is made of new technology, for instance in dealing with the administrative demands of central and local government and in teachers' planning and personal organisation. The accommodation is modern and well presented, however it poses some practical difficulties for staff because of the small spaces for library and ICT teaching and the small areas for general storage, such as for work in progress.
60. The school makes good strategic use of resources, however, the governors have retained 14% of the budget between the most recent financial years, a proportion which is intended to reduce and, by the end of the current year, may be around 10%. A number of financial and management decisions have had a clear positive impact on pupils, such as in the provision of ICT equipment, the allocation of staffing, class arrangements and the use of the building. There are sufficient resources for teaching and in many aspects, such as ICT, resourcing is good. There is a good level of support from adults, including that provided through the school's involvement in the small EAZ. The result is that there is a good adult to pupil ratio and pupils frequently get individual support and encouragement.
61. The governing body and head teacher are operating a budget that does not have a long history from which they can judge comparative spending. Governors are conscious of the need to obtain best value from their financial decisions, based upon a good policy. They have identified some potential areas for expenditure within the school improvement plan and for information to the LEA. They are aware of longer term potential expenditure in relation to a future proposed extension to the building to improve ICT and library provision. The governors have not, however, identified clearly enough how the current retention of the current high balance of funding will provide best value nor by when the balance might reduce to a level in line with national expectations.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. The head teacher, staff and governors should:

- Complete the process of revision to curriculum planning in order to improve progression, continuity and sufficient depth of study, in art and design, history and geography. (Paragraphs 32, 113, 126, 131)
- Develop an assessment system that enables effective monitoring of standards in art and design, design and technology, history and geography to assist identification of areas for improvement in pupils' achievements and in the curriculum. (Paragraphs 13, 32, 35, 50, 58, 113, 119, 126, 131)

The school may wish to consider the following issues when preparing its action plan:

- Ensuring the school prospectus meets statutory requirements. (Paragraph 57)
- Information for parents. (Paragraph 52)
- Match of work. (Paragraphs 28, 29, 30, 92, 105)
- Practical difficulties of accommodation. (Paragraphs 59, 77, 113).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	24	14	1	0	0
Percentage	2	22	47	27	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. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Year 6
Number of pupils on the school's roll (FTE for part-time pupils)	26	189
Number of full-time pupils known to be eligible for free school meals	0	1

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Year 6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	14

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

%

Unauthorised absence

%

School data	96.8
National comparative data	94.1

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	10	11	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	18	19	18
Percentage of pupils at NC level 2 or above	School	86 (88)	90 (88)	86 (88)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	18	20	21
Percentage of pupils at NC level 2 or above	School	86 (80)	95 (88)	100 (84)
	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	6	8	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	12	14	15
Percentage of pupils at NC level 4 or above	School	80 (100)	93 (100)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	13	14	15
Percentage of pupils at NC level 4 or above	School	87 (100)	93 (100)	100 (100)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year. The number of boys and girls in each year group is small so totals and percentages are provided to avoid identification of individual pupils.

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	125	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	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	74	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)	7
Number of pupils per qualified teacher	23.3
Average class size	23.3

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	97

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	38.5
Number of pupils per FTE adult	13

FTE means full-time equivalent.

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)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
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	£
Total income	363,740.00
Total expenditure	368,417.00
Expenditure per pupil	1949.00
Balance brought forward from previous year	56,550.00
Balance carried forward to next year	51,873.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	215
Number of questionnaires returned	112

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63.4	30.4	4.5	1.8	0
My child is making good progress in school.	57.1	38.4	2.7	0	1.8
Behaviour in the school is good.	57.1	35.7	3.6	0	3.6
My child gets the right amount of work to do at home.	44.6	32.1	8.9	0.9	13.4
The teaching is good.	70.5	24.1	2.7	0	2.7
I am kept well informed about how my child is getting on.	46.4	34.8	14.3	4.5	0
I would feel comfortable about approaching the school with questions or a problem.	65.2	19.6	9.8	5.4	0
The school expects my child to work hard and achieve his or her best.	75.9	19.6	0.9	1.8	1.8
The school works closely with parents.	53.6	32.1	9.8	4.5	0
The school is well led and managed.	63.4	25.9	3.6	3.6	3.6
The school is helping my child become mature and responsible.	63.4	32.1	2.7	0.9	0.9
The school provides an interesting range of activities outside lessons.	52.7	20.5	6.2	2.7	17.9

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

63. Although there is a wide range of ability represented in children when they first start the nursery, the knowledge, skills and understanding of most are generally greater than expected for their age. Most children have well-developed personal, social and communication skills, which means they quickly benefit from the good range and quality of learning experiences provided. Teaching is almost consistently good and encourages independence and self-awareness. The children make good progress in nursery due to the variety of experiences, the high expectations of staff and their good knowledge of individuals that enables staff to build on children's knowledge and develop their thinking. By the time children move into reception class, they have made good gains in all six areas of learning. Good progress continues through reception which means that, by the end of the year, almost all pupils attain the expected standard in knowledge and understanding of the world, and mathematical, creative and physical development and many exceed expected standards in personal and social development and communication, language and literacy skills.
64. The provision made for children in the nursery and reception classes is very good overall as a result of good co-ordination. Planning is based on the locally agreed scheme for the Foundation Stage and has been effectively adapted to meet the specific needs of children at this school. Children in both classes have good opportunities for outdoor play because the situation of their classrooms mean that outdoor facilities are easily shared and this is done frequently. The school building is almost three years old, the learning environment, therefore, is of good quality both externally and internally. It is further improved by attractive displays and an extensive range of up-to-date, good quality resources, that make both classes welcoming and stimulating. The space available in both rooms meets minimum requirements, but this means that when both classes are up to full capacity during two terms every year, space is too restricted for some areas of learning, particularly creative development. The staff team works together very well, consequently, children benefit from the full range of staff experience, this is a significant factor that contributes to the very good provision throughout the Foundation Stage.
65. Staff have high expectations of what children can achieve, this is evident in the challenging activities provided and this has a positive impact on children's learning. Comprehensive assessment procedures are in place, which enable staff to identify the level of individual children's skills, knowledge and understanding when they begin nursery and to evaluate the progress they make.

66. In nursery, a good range of learning activities is provided, some of which are directed by adults, and some of which are chosen by children. Many of the independent activities are linked to the planned topic, which means that children have good opportunities to develop their thinking and consolidate their understanding in the planned area of learning for that day. The organisation in nursery and reception provides good opportunities for children to pursue their interests in different areas of learning such as the spontaneous role-play birthday party in nursery and the robot masks in reception. Adults have sufficient time and the flexibility to develop children's interests in relation to what they have chosen to do or make. In reception, there is an appropriate balance of formal whole-class and group activities with the elements of literacy and numeracy lessons spread appropriately throughout the day, and undirected activities where children have the opportunity to develop their skills and understanding at a rate that suits their ability and needs.
67. Provision for higher ability pupils and those with SEN is good. Children respond very positively to the atmosphere for learning which emphasises the promotion of their self-esteem. Consequently, children have very positive attitudes to school and learning and try hard to reach the high standards expected of them.

Personal, social and emotional development

68. Most children have well developed personal and social skills when they enter nursery. They go on to make very good progress in this area of learning throughout the Foundation Stage because of the excellent opportunities provided, consequently, almost all children exceed the standards expected for their age. Children's personal, social and emotional development is a key feature of the school's work and this is very apparent throughout the Foundation Stage in the way that adults relate to each other and to the children which provides excellent role models. When adults speak to each other it is with respect and a high value is placed on each other's contributions, children mirror these positive relationships. Staff use praise and positive comments very effectively, consequently, children have a great deal of self-confidence in contributing and asking questions as seen in the reception class 'show and tell' session where children bring in special objects to talk about and answer questions from others. The 'special person' routine is used very effectively in reception to promote high levels of self-esteem. Children value this greatly and through it learn to value others. Children use their growing knowledge of right and wrong to volunteer opinions about the actions of characters in stories they share and they show a high level of awareness of others in the individual prayers they are invited to say in whole-class sessions such as at the beginning of the school day. Behaviour is generally very good; children take turns and share well. They respond positively to the calm, orderly atmosphere provided in both classes, which means they are developing a mature approach to school. Children are encouraged to be independent, in reception they try hard to undress and dress themselves for PE with a good degree of success. They have high expectations of themselves and will persevere with difficult tasks such as small buttons. In both nursery and reception, children's concentration is developing well, they spend sustained amounts of time appropriately engaged with and without adult support, they try hard in lessons and generally respond well to adult guidance and expectations, for example, in a whole-class nursery PE lesson, children improved their response to instructions when the activity was repeated. The limited space in both classrooms means that opportunities for children to select freely from a wide range of materials and equipment are too restricted.

Communication, language and literacy

69. By the end of reception, the skills, knowledge and understanding of children exceed the standards expected nationally for their age, particularly in speaking and listening. This represents good progress from their above average ability on entry to nursery. The quality of teaching in this area is good overall, with some very good features, especially in the way that staff stretch higher ability pupils so that the most able children reach levels that greatly exceed those expected for their age. An excellent example of this is one child in nursery who wrote a complete sentence independently about sledging in the snow writing simple words such as 'had' correctly. Staff in both nursery and reception classes are skilful at providing opportunities to develop children's speaking and listening skills, children are asked to explain their ideas and answers, by the end of reception class most can do this well. Staff provide a very positive, supportive atmosphere which encourages children to try out and rehearse their growing vocabulary. Higher ability pupils use specific vocabulary appropriately and accurately as in the case of a child in reception who talked about "coaches" on a train and the way they "connect" to the engine.
70. In nursery, almost all pupils know that words and pictures carry meaning and they enjoy books and stories. In reception class, all children are making good progress in developing the basic skills for reading due to the carefully planned introduction of phonics and other tools for understanding the meaning of print, and the well-developed home-school reading programme. These are having a significant impact on the progress of children of all abilities, particularly in the way they stimulate children's interest in and enjoyment of books. Children are developing writing skills at a slower rate but this is still in line with expectations for their age. In nursery, most children write their names from their name card, some from memory. In reception, most children can write short pieces of one or two sentences and make a good attempt at spelling simple words; a small number of higher ability pupils are beginning to write extended coherent pieces showing knowledge, skills and understanding well beyond those expected for their age. This is because of very good teaching that provides children with the basic skills and varied, stimulating and interesting opportunities to put them into practice.

Mathematical development

71. All children in nursery and reception classes are developing mathematical awareness through a good range of well-planned activities. Children's mathematical ability is just above average for their age on entry to nursery, achievement by the time they reach the end of reception is good because almost all pupils reach the level expected for their age, with around one-third of pupils exceeding expectations - this represents good progress. Teaching is good because staff are very clear about what children are to learn in each session, the ideas are presented in ways that engage children's attention very well and the needs of children in different ability groups are taken into account. In both classes, activities cover a good range of mathematical ideas. Children's ability to count and recognise numbers is developed every day through number rhymes and songs. The understanding of the older children is further developed by linking more difficult concepts to songs; this resulted in reception class children being able to say which number is one more/one less when singing the 'Ten in a Bed' song. Teachers give clear explanations and allow children thinking time to refine their ideas, which result in children making good progress in their learning. The emphasis is on practical activities and adult-led whole-class and differentiated group sessions which, coupled with the good use of specific mathematical vocabulary, clear explanations and demonstrations, mean that children make good progress in developing their understanding of key ideas.

Knowledge and understanding of the world

72. Children make good progress in their knowledge and understanding of the world so that by the end of the reception year almost all reach the level expected for their age. Children's good levels of ability to understand and communicate ideas contributes very positively to this area of learning, this is also further developed through good teaching which means that children are able to ask questions to satisfy their curiosity and have the confidence and language skills to explain their reasoning and knowledge to others.
73. In the nursery, good quality resources are used well to stimulate children's curiosity through both independent and staff-led activities. Children delight in using specific vocabulary to describe what they have seen such as using a 'prism' to make a rainbow and that 'magnetic marbles' are special because they stick together. Children's interest in times gone by was aroused through a well structured sessions with a visiting grandparent. In reception class, children showed good knowledge of a wide range of transport including less familiar ones such as submarine and barge. Children in both classes are developing their skills with the computer, in nursery, children are beginning to be able to control the mouse to pick up and drag objects. Good progress is made through the Foundation Stage, in reception class pupils can use the mouse to 'draw' and 'paint' pictures. Children in reception class use construction equipment well through their developing understanding of different joining pieces and how these enable joints to move in different ways. Good teaching in this area means that children's understanding is extended by finding solutions to questions.

Physical development

74. By the end of reception, almost all children attain the levels expected for their age. Progress is satisfactory overall because of regular access to outdoor play for all pupils; provision for outdoor play is good. In addition, children in nursery are provided with regular opportunities to increase their understanding of the use of space in PE in the school hall, they learn to move safely in different ways with awareness of others and a growing understanding of the key features of different movements such as tip-toe and giant strides. Teaching in both classes is good, clear explanations and demonstrations are given which enables children to refine and improve their actions. Reception class children build on the skills from nursery, becoming more aware of space and others around them and they learn to move in time to music following the teacher's example.
75. Throughout the Foundation Stage, children have appropriate opportunities to develop hand/eye co-ordination and the ability to manipulate tools safely and accurately. They make good progress in developing skills such as cutting, gluing, painting, manipulating brushes, pens, pencils and using a range of crayons and other materials.

Creative development

76. Children reach standards that are in line with those expected by the end of reception and they make satisfactory progress. Teaching is good in both year groups in activities that are appropriately adult-led, such as the music session in nursery where children's sense of timing and rhythm was developed. Children are being taught the basic skills on which their creativity can build well, this was evident when one child in nursery painted a picture of a person using appropriate colours for facial and background features and then spontaneously made a successful print of her picture using techniques she had learned in the past. In the reception class, the more able pupils are able to draw very good representations of people including significant detail such as eyelashes and eyebrows showing a good sense of proportion.
77. The limited space in both classrooms and the emphasis on and organisation for focused activities restricts the opportunities that children have for developing their creativity more freely.

ENGLISH

78. Pupils attain above average standards in English by the end of Key Stage 1 in Year 2 and by the end of Key Stage 2 in Year 6. Pupils are making satisfactory progress during Key Stage 1 because of satisfactory teaching. They make good progress during Key Stage 2 because of good teaching.
79. In the 2002 assessments, Year 2 pupils attained average standards in reading and above average standards in writing. Pupils attained standards in writing which were as high as similar schools but below those schools in reading. The proportion of Year 2 pupils attaining the higher standard, Level 3, in writing was above average. Year 6 pupils attained standards well above the national average, although these standards were the same as similar schools. National and school-provided data indicate that this particular group of pupils did not make enough progress in English during Key Stage 2, both overall and since their entry to school at the start of Year 5. Since then the achievement of pupils has improved as the school has focused more on pupils' standards and the progress of pupils currently in Key Stage 2 is good. There are no significant differences between the achievement of girls and boys.
80. In speaking and listening, attainment by the end of Year 2 is above average and by the end of Year 6 is well above average. Pupils across the school make good progress. By the end of Year 2, pupils listen carefully to their teachers and respond willingly and enthusiastically to questions. They speak confidently and this reflects the supportive way in which their teachers encourage them to express themselves and value their responses. Pupils are encouraged to think before they respond. They are given many opportunities to listen to one another especially during times of self-review and circle time. They speak at length about the books they enjoy. As they progress through Key Stage 2 pupils speak with increasing maturity. A high proportion of pupils in Years 5 and 6 are reaching the above average Level 5 and these high standards arise from teachers that provide very good models, use technical language accurately and plan a range of opportunities like drama, discussion and group involvement. A group of pupils in Year 5 had created, practised and performed a scene from Cinderella and their speech and expression was appropriate to their characters, showing an understanding about engaging their audience. Pupils are clear, confident and articulate speakers and many use complex sentences and descriptive vocabulary. The higher attaining pupils frequently ask thoughtful and searching questions.
81. Attainment in reading is above average by the end of Years 2 and 6. Pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. Although 2002 tests indicated that the progress of pupils in reading in Key Stage 1 may have been less than similar schools, pupils currently in school are making satisfactory progress.

82. By the end of Year 1 most pupils are developing confidence and fluency in their reading and are able to use a range of methods to read unfamiliar words with lower ability pupils using phonics. Higher and middle ability pupils read with expression and can understand the story beyond literal comprehension. They know about non-fiction books and how to access information. Higher ability pupils have had less opportunity than expected to use non-fiction books for their own research. They could all re-tell the story they had read with differing degrees of detail. They all had a very good attitude to books and to reading. The very good teaching programme of phonic development and the good modelling of reading during the literacy hour has helped to support the pupils' skill development. Good questioning during whole-class reading, for example "What do you think is going through the character's mind now?" supports the pupils' engagement with the text. The use of 'real books' that are clearly structured helps to give the middle and higher attaining pupils a range of reading material that sustains interest and provides opportunities for developing good comprehension. There are well-established links with parents through a home-school diary, which enables parents to support their child's reading development and keep in touch with their progress.
83. In Key Stage 2, pupils are further developing their competence in reading with accuracy, fluency and expression. Pupils with SEN in lower Key Stage 2 continue to work on a programme of phonic development that is well matched and effective. Year 6 pupils talk about characters from a book and extract the relevant information that supports their views. They skim the text for information and use non-fiction books satisfactorily. They use the Internet as a source of information. They have a very good attitude to books and reading and have developed preferences for authors and types of books. They readily and regularly borrow books from the school library, which is well resourced. The range of reading they enjoy includes poetry and plays. A lower attaining pupil said "I didn't really enjoy reading until I came here".
84. Attainment in writing is average by the end of Year 2 and at least average by the end of Year 6. Pupils make satisfactory progress during Key Stage 1 and at least satisfactory progress during Key Stage 2. The school identified writing as a weakness in the standards of older pupils in the 2002 assessments and supported by the school improvement plan, has made improvements to provision, resulting in satisfactory progress of pupils. Year 2 pupils can write a simple story using basic rules of punctuation and grammar. The higher attaining pupils use a range of descriptive words and their spelling is good. Middle attaining pupils are developing imaginative writing and although they understand the concept of a sentence have not achieved consistency with the use of full stops and capital letters in their writing. Some of the spelling tasks are not matched to the ability of lower attaining pupils. Pupils' writing is legible and many are beginning to use joined script. Year 6 pupils can write for a range of purposes. Many are able to write interesting and sustained stories with a developing use of exciting and effective vocabulary. Their work is well punctuated and spelling is above average. Throughout the school pupils present their work very well. They take a pride in their handwriting and Year 6 pupils write in a legible, joined and fluent style. The school's display on favourite winter poems showed a high standard of handwriting and an emphasis on celebrating improvement. The school is now giving pupils more opportunities for sustained writing in English.

85. The quality of teaching ranges from satisfactory to very good but is overall good. In response to good teaching where work is well matched to the ability of the pupils, they made good progress. In some cases planning for higher achievers was effective and in other cases support for pupils with SEN worked well. Where lessons were most effective, all pupils were challenged, engaged and worked at full stretch. Good subject knowledge by the teacher, together with the knowledge about the pupils' abilities, was the key to effective learning. This was seen most effectively in upper Key Stage 2, but teaching in Key Stage 1 also makes effective use of the technique of the teacher modelling the answers that pupils may produce. Across the school, teachers use open-ended questions to encourage thinking effectively. The quality of teaching has a clear impact on the way in which pupils think about their work and reflect on how they can improve, with a developing level of independence. There is effective teaching of phonics. In a minority of lessons higher attaining pupils are insufficiently challenged. Marking is regular and frequently includes comments to help pupils improve with the best examples in Year 6.
86. Attitudes are excellent and behaviour is very good. Pupils' work is well presented and sound use is made of ICT to support pupils' work. Pupils enjoy the subject and their positive attitudes to work reflect the hard work of teachers in making the subject stimulating and interesting.
87. English is co-ordinated effectively with all staff having had access to training either in school or on courses. Time has been allocated for monitoring and issues arising are used to promote staff discussions. Curriculum targets have been introduced for the pupils within ability groups. Older pupils knew their targets and were able to use them to judge their own progress. Assessment procedures are being developed by the school to ensure effective tracking of pupils and curricular planning but currently the volume of data to allow this is relatively small. The school is striving for continual improvement and in particular in speaking and listening and writing. It has a detailed literacy action plan to support the work and is developing a portfolio of writing that shows levels of attainment.

MATHEMATICS

88. Pupils attain standards just above national expectations by the end of Key Stage 1 in Year 2 and above average standards by the end of Key Stage 2 in Year 6. Pupils make satisfactory progress through both key stages given their above average attainment on entry to school. The school has rightly identified the need to focus on pupils' mental mathematics and problem-solving skills to improve achievement further.
89. Attainment of Year 2 pupils and Year 6 pupils in 2002 national assessments was well above average. In comparison with similar schools, performance of Year 2 pupils was well above average and of Year 6 pupils was above. It is not yet possible to identify trends over time because the school only has results for two years.
90. Throughout the school, all aspects of mathematics are taught in accordance with the National Numeracy Strategy and there is an overall emphasis on the teaching of number, number systems and calculations. Pupils in Key Stage 1 have good recall of number facts; they work confidently with numbers up to 100. Pupils in Year 2 have good understanding of multiples of 10 including the relationship between multiplication and division in 10s; higher ability pupils use this understanding to solve problems mentally with numbers beyond 100. Year 2 pupils understand a good range of specific mathematical vocabulary associated with calculation, which is evident in their ability to apply appropriate operations to solve mental problems. Pupils in Key Stage 1 identify common two and three-dimensional shapes and order objects by measuring length and weight.
91. Throughout Key Stage 2, pupils have well developed secure number skills, this is as a result of the introduction of the programme to develop skills in thinking, which develops pupils' understanding and reasoning. Pupils are able to use previous learning effectively to solve new problems, such as in the Year 3 class when pupils used their knowledge of doubles to carry out mental calculations. Older pupils use their knowledge of multiplication tables successfully in potentially difficult calculations and, in Year 6, pupils have a very good understanding of the relationship between fractions and decimals and use this knowledge effectively. The school's approach to teaching mathematics rightly places the emphasis on developing pupils' understanding of number systems, calculation and problem-solving in relation to the full range of mathematical concepts and is effectively developing pupils as agile mathematical thinkers. However, this means that more time than is sometimes appropriate is often spent working as a whole class or large group on mental calculations. This results in there being too little time for most pupils to consolidate their understanding by working through differentiated examples independently. In addition, the frequent use of individual whiteboards in independent sessions provides too few opportunities for teachers to check pupils' understanding or to get a clear sense of the progress each pupil makes. These are reasons why achievement is satisfactory rather than good. Knowledge and understanding in shape and appropriate measurement is sound for all pupils; pupils in Year 6 make very well reasoned estimates and know how to calculate the area of a rectangle. Pupils understand the reasons for collecting data and can represent findings in tables, charts and graphs using ICT appropriately.

92. In all classes, pupils of different abilities work appropriately on the same mathematics topics together. The progress made by pupils in some ability groups is too variable because activities are not matched frequently enough to their needs. The work seen in pupils' books in both key stages shows that pupils of all abilities are regularly given the same activity but this is only successful where pupils of different ability are given additional adult support. Where this support is not available, pupils of average and lower ability make very little progress in independent sessions because the task is too difficult and higher ability pupils are not sufficiently stretched. On other occasions, teachers provide differentiated activities and additional support; during these sessions, groups of different ability make good progress.
93. The overall quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2, with some examples of very good practice throughout, but particularly in Key Stage 2. All teachers have effective termly and weekly planning based on the National Numeracy Strategy framework for teaching; they use the three-part lesson to structure their teaching well. In the best lessons, teachers' preparation is very thorough which results in key points being taught effectively. However, most teachers do not highlight key learning objectives for individual lessons to use as a reference point with pupils to check their learning, neither do most plan sufficiently well for pupils with different ability levels in the independent part of the lesson. The school has introduced a programme to develop pupils' skills in thinking and reasoning, teachers use this very effectively in oral mental starter sessions to deepen pupils' understanding and broaden their range of problem-solving strategies, as well as to develop an accurate, rapid recall of number facts. Appropriate resources are used such as number fans, whiteboards and calculators.
94. Teachers make particularly good use of ICT such as overhead projectors, computers and digital projectors to engage pupils' interest and to give clear demonstrations. Some good examples of this were seen in a Year 4 class when a large protractor was projected to show pupils how angles are measured and in the Year 3 lesson where pupils made very good strides in their understanding of co-ordinates supported by the interactive use of the digital projector.
95. A good range of teaching approaches is used when working with the whole class during the main activity; in the best lessons, explanations are clear and teachers use individual pupils' responses and questions very effectively to develop the learning for all. The school's aim to promote high levels of self-esteem is reflected in every lesson; all teachers have a very positive, encouraging approach and present challenges in ways that pupils find very motivating. This promotes very good levels of pupils' confidence, they are keen to take part and to ask questions when they're not sure of new ideas, this results in most pupils making good progress in whole-class sessions. Although the teaching is usually very good in these sessions, teachers often speak for too long, consequently, time for independent work is too short for pupils to consolidate their understanding. Marking is accurate and up-to-date, teachers take the opportunity to maintain pupils' confidence and self-esteem through written praise and positive comments, however, insufficient guidance is given to help individual pupils improve their work. Homework is given regularly and, although this is a positive feature of the school's work overall, not all pupils complete it, which reduces the potential for improving the learning for all pupils.

96. Attitudes to work are excellent and behaviour is at least good, mainly very good. Pupils respond very positively to the interesting and enjoyable activities in mathematics. They work hard in lessons and the practical exercises carried out to prepare pupils' readiness for learning are effective. The positive relationships between teachers and pupils and between pupils are effective in ensuring the very good behaviour and its effect on learning.
97. The subject leader has only recently been appointed. However, the school's good arrangements for consulting with all staff and additional support from the head teacher mean that some priorities for the further development of mathematics provision in the school have been appropriately identified and good progress is being made in improving pupils' problem solving and reasoning skills. A good system for assessment has been introduced, which includes the setting of targets but there is insufficient data recorded to help the school make meaningful decisions about patterns in the progress made by pupils. An appropriate range of monitoring activities takes place including checking the coverage of requirements for mathematics in the planning, pupils' strengths and weaknesses highlighted in annual national non-statutory tests, and teachers' use of resources.

SCIENCE

98. Pupils attain standards in science, by the end of Years 2 and 6 that are at least above average. Their achievement is good because of good teaching and a well-designed science curriculum.
99. At the end of Year 2 in the teacher assessments in 2002, attainment was at least well above average. The proportion of pupils reaching the national expectation was in the top 5% of all schools nationally. By the end of Year 6 in the national tests in 2002 pupils attained standards that were well above average, equivalent to and better than similar schools. In both Years 2 and 6, the 2002 data indicates that the proportion of pupils reaching higher levels was less than in other subjects assessed. There are no significant differences between the progress of different groups of pupils currently in school, although in a small minority of lessons the full range of pupils' abilities were not fully catered for.
100. Pupils make good progress in Key Stage 1, particularly in Year 2. Pupils currently in school attain standards that are above average. They know about the significant ways in which materials are classified, the characteristics of materials, and how materials can change. They know about the features of living healthily, having learned through the school's good work in attaining the Healthy Schools' Award. They develop this understanding by studying topics relevant to their age, for instance preparing food for a party, finding out how toys can move. They present their work neatly and it is well organised, a result of the structured teaching they receive. Pupils show the skills necessary for scientific study, such as the production of tally charts and block graphs, using their knowledge gained in numeracy work. Pupils use a good scientific approach. They are used to working through experimentation with headings of "Our question, what we will do, what we will use, how we will make it a fair test". The well-designed curriculum plans emphasise the need for practical and investigative work and this is having a good impact on pupils' standards.
101. Good progress is made during Key Stage 2 and by Year 6 the attainment of pupils currently in school is at least above average, many pupils are achieving well above average standards. Pupils are very used to experimentation, having developed and refined their approaches to experiments and written up their results very well. They have an above average understanding of fair tests. They can relate their experimental work to a wider context, for instance knowing about the work of Jenner. They understand scientific terminology very well. They have developed further their work on health and diet, for instance through studying pulse rates. The school's emphasis on investigative science is having a good influence on standards. They have made good use of ICT to support their learning and the presentation of their work is excellent, for instance pupils used digital photography to record the development of mould on bread. Their breadth of knowledge is at least above average, including for example, their work on the body, parts of plants, the effect of the environment, electricity, separating materials, altering sounds and how people see objects.

102. The good teaching in both key stages is a significant factor in the good progress that pupils make. Teaching in Key Stage 1 is good overall. Teaching in Key Stage 2 is also good overall but varies between unsatisfactory and outstanding. Teachers know their subject and how to approach the subject through investigation because of the well-designed curriculum. There is good use of demonstration and pupils respond very well to the emphasis on developing skills in thinking. Very good classroom management ensures that pupils behave very well and pay full attention. Resources are used well and the work is usually well planned. The significance of this level of organisation and preparation is that pupils are given a great deal of independence. Teachers successfully link the task to work done in literacy and numeracy and good use is made of ICT.
103. In the best lessons teachers plan the work in great detail and take the needs of different pupils into account. These lessons have very well prepared resources and the activities are relevant to the age and level of maturity of pupils, with practical experiences that pupils understand. In an outstanding lesson in Key Stage 2, pupils studied the formation of day and night by reference to a globe and a light source, with some involvement of role-play. The immediate emphasis on pupils asking themselves and each other questions that they would like answering in the lesson created a very good deal of enthusiasm. By the end of the lesson pupils were able to answer many of these questions themselves, such as "When does the sun rise?", "When does the first star appear in the sky?". The excellent planning was key feature supporting how well pupils learned. In a good lesson in Key Stage 1 pupils studied sounds and how to change them. The well-explained and lively lesson introduction ensured a desire to learn and good routines of pupils being asked to discuss issues with a partner encouraged good thinking.
104. Pupils' attitudes to the subject are at least very good. Pupils enjoy the subject and particularly like planning and taking part in experiments. Their very good behaviour helps lessons to move at a good pace. The relationships with the teachers lead to a friendly and effective approach.
105. In the single unsatisfactory lesson, a follow-up lesson from an experiment on thermal insulators, a significant number of pupils, mainly the middle to higher attaining pupils, spent time doing other work because they had completed one of the tasks early. Suitable work had not been prepared for these pupils, the planning had not considered the needs of the full range of pupils in this instance.
106. The subject is very well co-ordinated and as a result there is a well-organised and practical scheme of work that focuses appropriately on an investigative approach. This is helping all teachers to plan work, which is resulting in the good progress by the end of each key stage. A system for assessment has been introduced. This is a straightforward and well-organised approach that involves target setting and has the potential to make an impact on the progress of pupils, although currently it does not have sufficient history of records to determine long-term trends of the achievements of groups of pupils. Appropriate attention is paid to health and safety of pupils.

ART AND DESIGN

107. Pupils attain standards at the end of Years 2 and 6, which are broadly in line with national expectations. These standards represent satisfactory achievement and progress as a result of satisfactory teaching with good features. It was possible to observe only two lessons in art and design during the time of the inspection, however observation was carried out of work on display and in books, and discussions took place with a significant numbers of pupils.
108. In Key Stage 1, pupils are given a range of opportunities in art and design that are linked to the central theme of work in each class. The most able pupils in Year 2 observe carefully to draw an early sewing machine, which shows a beginning sense of proportion and awareness of detail, however, the drawings of most pupils show less well developed observational and representational skills. Pupils in Year 1 have a basic understanding of mixing primary colours. Sketch books are beginning to be used by pupils in Year 2, however, these are a recent introduction and so far pupils have had limited opportunities to develop and practise skills. Progress is variable depending on the activity. Pupils' drawings are in line with expectations when teaching focuses them on specific aspects. In one case all pupils drew the same doll as a whole-school exercise to evaluate standards, a useful approach to support assessment. In general, a large majority of pupils' topic artwork is less good which means that progress overall is just satisfactory.
109. Pupils in Key Stage 2 talk about their work with high levels of confidence; Year 6 pupils explain well the techniques and methods used to create particular effects such as the pastel colour wash backgrounds in World War Two silhouettes. Pupils throughout the key stage know about the work of a number of artists including Van Gogh, William Morris and L.S. Lowry. They can describe the main features of their work and Year 6 pupils in particular describe very articulately how the subject of Lowry's work was different from that of many of his contemporaries and the moods suggested by his use of colour and tone. Pupils use a range of materials and equipment to produce different effects, such as in a Year 4 lesson where they used toothbrushes and combs to recreate a Van Gogh sky. Throughout Key Stage 2, pupils use sketchbooks to develop and practise specific skills, however, these are a recent addition and so far have had only limited impact on enabling pupils to improve basic skills and techniques.
110. The rich and varied experiences provided for pupils in art and design is a very positive feature of the curriculum that results in their very good attitudes to the subject and their very good behaviour. Pupils greatly enjoy taking part in activities such as arts week when groups worked together with artists on large and small scale projects such as the hall mural, textile glove puppet making and three-dimensional papier maché masks. Whilst such events provide great enjoyment and promote good levels of self-esteem and confidence, they are too infrequent to provide sufficient opportunities for pupils to build up skills in a continuous, systematic and progressive way. Throughout the school pupils use ICT paint and draw packages to create pictures, they have well developed skills in this area and know how to use tools to create a range of effects. Pupils also use ICT to extend their knowledge of famous artists.

111. The quality of teaching is satisfactory overall with some good features. For instance, in an ICT supported lesson in Year 4 pupils looked in some detail at samples of work by Van Gogh and El Greco, looking for similarities and differences. Preparation for lessons is thorough and sufficient good quality resources are used. Teachers are skilful in enabling pupils to think carefully about their work and to ask questions to evaluate the quality in order to make improvements. The approach taken by teachers is very positive and reflects the school's aims to promote and maintain high levels of pupils' self-esteem. This encourages pupils to aim for high standards. However, there is little or no feedback in sketchbooks to help pupils improve specific aspects of their work which would encourage even further the level of pupils' independence.
112. The amount and quality of display is variable throughout the school, in most classrooms there is some display of pupils' artwork as part of the topic, but displays that focus on specific aspects of art and design are rare. This reflects the school's decision to emphasise motivational materials for display rather than pupils' work.
113. The subject management of art and design is satisfactory. Some relevant priorities for improving standards have been identified; these appropriately include revision of the scheme and planning. This has the potential to address the main issue in art and design, which is that the curriculum planning does not include the systematic development of skills. Standards in art and design are not yet assessed fully which means that the school does not have a well-founded view of the standards pupils achieve in comparison with national expectations or in similar schools. The subject leader has relevant expertise which has already resulted in improvements, for instance in pupils' drawings when she taught demonstration sessions in some classes. There are sufficient good quality resources for the subject but space in classrooms is limited which restricts opportunities to work on large group projects or to allow for large pieces to be 'work in progress'.

DESIGN AND TECHNOLOGY

114. Pupils attain standards by the end of Years 2 and 6 that are above national expectations. They make good progress and achieve well as a result of good teaching. It was only possible to see one lesson of DT at the time of the inspection but judgements were made using the observation of pupils working and their contributions to discussions about evaluating and improving their work, as well as work on display and photographic records.
115. In Key Stage 1, teachers plan work that builds on the knowledge and skills developed in previous work. For example, in Year 2 the teacher led a very good discussion to evaluate the quality of work done by pupils in making a cardboard teddy with moveable joints. In this lesson pupils were able to identify the most effective ways to make joints including health and safety issues in readiness for the design and make part of the current topic. Their observations and discussion points showed above average ability in evaluating and improving their work. In Year 1, pupils demonstrated good awareness of the need for careful accurate cutting to ensure that cut out clothes could be attached to figures of people who help us. The cutting of the majority was careful and accurate. The use of sketch books for developing pupils' design skills is in the early stages, this has the potential to improve the good progress that pupils make as they have the opportunity to build on their learning systematically.

116. In Key Stage 2, pupils make good progress consolidating skills and extending their knowledge working with a broader range of materials. As in Key Stage 1, a key aspect that deepens pupils' understanding and increases their ability is the purpose and relevance given to the work by building activities into the topic. As part of their work on the Romans, pupils in Year 3 learn about the properties of Plaster of Paris in casting coins and they learn how to join clay handles to model Roman candle lights. In discussion, they show that they know the best tools to use and how they could improve the finished product. Year 6 pupils also show good understanding in their evaluation of their work to represent Greek tiles, this is particularly good as it relates to aspects of their original designs and how designs should take into account the properties of the materials to be used. Pupils in Year 5 make good use of specific vocabulary when discussing the most appropriate joining techniques for a range of materials, they show good understanding of the advantages and disadvantages of each. Pupils throughout Key Stage 2 are aware of the properties and constraints of the materials they use and in particular the importance of the quality of the finished product.
117. Teaching in DT is good overall, teachers provide interesting activities through which pupils learn skills and develop their knowledge and understanding. Teachers use praise and positive comments very successfully to promote pupils' high levels of self-esteem, consequently, they approach the work confidently and keenly, and try hard to produce good quality articles. Teaching is significant in improving pupils' skills in thinking and their independence. Pupils enjoy the practical aspects of the subject because of the interesting projects and activities prepared by the school and as a result their attitudes and behaviour are very good.
118. The management of the subject is satisfactory. The school's scheme for DT is based on nationally approved guidelines, which means that pupils' skills are developed progressively throughout the school. ICT is appropriately integrated. The activities provided as a basis for developing and reinforcing pupils' learning have been built skilfully into the topic approach for curriculum planning which gives pupils meaningful contexts for their work. This approach significantly enhances the school's provision for DT.
119. The assessment of DT is at an early stage, judgements are not yet securely based on comparison with national expectations or similar schools. The school's resources for design and technology are of good quality and up-to-date. Opportunities to monitor teaching and learning are mainly informal and include feedback from teachers about the success of activities and resource requirements. The subject leader is aware of the demands of the subject and has appropriate plans for its further development through the addition of a wider range of tools and materials to be used and more three-dimensional work.

GEOGRAPHY

120. Pupils attain standards at the end of Years 2 and 6 that are broadly in line with national expectations. This is a satisfactory achievement for these pupils. Satisfactory teaching and curriculum planning contribute to this. Improvements to curriculum planning and assessment are needed if pupils are to be as successful in this subject as they are more generally across the school.

121. Judgements about standards are based upon discussions with pupils, observations of lessons and observations of review sessions with pupils held by the teachers during the inspection. The school was able to provide only a small amount of evidence of pupils' written work in geography.
122. Year 2 pupils have a satisfactory knowledge of the local area. They describe some of the main features of the settlement, for instance they know about some local services such as supermarkets. They recognise some ways in which the local area has changed and can describe some of the jobs carried out by local people. Their wider knowledge is weaker. Although they have worked previously on the development of a coat of arms for the local area, work that the school is proud of, pupils in Year 2 can remember little about it. This is because the curriculum does not have sufficient continuity and depth as pupils move between the study of geography and history. Pupils are beginning to understand that other localities are different. Progress through the key stage is overall satisfactory, for instance, pupils in Year 1 recognise the people who help them and by Year 2 they have placed these people into categories.
123. Year 6 pupils know the names of most of the continents and can name a few countries within each. They know the names of the largest European countries. In their study of Greece they have recognised the major features of the country and the way of life of the people, coping well with the conceptual vocabulary used by teachers, such as 'climate', 'tourism'. They have a good understanding of some of the relationships between climate, the land, and occupations. Because they have studied the development of Greece through history they recognise ways in which Greece is changing and the influence of tourism, both good and bad, on the environment. In their research they have made satisfactory and often good use of ICT to discover and select information and present it well. The curriculum in geography is being reviewed within school and the study of discrete localities is currently taught in Years 3 and 5, a village in Africa and one in India. Pupils in Year 6, however, can remember little of their previous study of localities like these. They can give less information than might be expected about the area in which they live or about fieldwork they have undertaken. Their understanding of direction is just satisfactory.
124. Pupils indicate that they enjoy the subject and like to talk about places that they know and on some occasions teachers have been to harness this enthusiasm effectively for instance by using the enquiring approach to the subject. Their attitudes to the subject are good and on the few occasions when pupils were seen considering geography their behaviour was good.
125. It was possible to see only a small amount of teaching, but taking into account information from retained work, the quality of teaching is overall satisfactory. In the lessons seen, subject knowledge was satisfactory and well-prepared resources enabled pupils to build up pictures of similarities and differences between places. Suitably challenging questions encouraged pupils to think about their responses and make deductions from given information.

126. The school has documentation to indicate how the geography curriculum is covered and further work is being carried out. The geography curriculum that pupils have followed in both key stages has not ensured that pupils make as much progress as in most of their other subjects because there has been insufficient depth, development of skills and continuity of learning. The revisions that the school is making provide the opportunity to develop these aspects but the planning is not yet complete. The school has plans to develop an assessment system for geography but at the time of the inspection the school was not as aware as it needs to be of the level of pupils' knowledge understanding and skills in the subject to be able to make the best plans for curriculum improvements. The school has written a useful policy for the development of global education and incorporation of those principles within the geography curriculum should help to promote wider geography subject developments. Skills of literacy and numeracy support geography satisfactorily and, together with satisfactory teaching, help pupils to make progress that overall is satisfactory. Overall subject co-ordination is satisfactory.

HISTORY

127. Pupils in Years 2 and 6 reach standards that are broadly in line with national expectations. Pupils are making satisfactory progress and achieving satisfactorily overall. The progress is supported by good teaching in individual lessons, but the curriculum organisation does not support good development of skills. Pupils' factual knowledge of events and their understanding of aspects of the history of Britain and other countries is good but their skills of interpretation, their use of a range of sources of information and their ability to organise historical information, while satisfactory overall, is not as well developed.
128. In Key Stage 1, pupils are beginning to understand the passage of time with the older pupils' understanding of chronology supported by a time line hanging in the classroom. Year 1 pupils know about Guy Fawkes and what he did and can demonstrate their understanding of the differences between a prison and a dungeon. Year 2 pupils have opportunities to compare their lives with people in Victorian times. They compare their houses with Victorian houses and can record the differences. They use artefacts linked to the theme and represent them in drawings. Higher and middle attaining pupils recall facts about Queen Victoria and her life. Pupils' opportunities to use a range of sources and communicate their understanding in a variety of ways are a weaker area of the work.
129. In Key Stage 2 pupils have a range of opportunities to enrich this area of the curriculum through visits and visitors, the use of the Internet and role-play. Year 3 pupils are able to show their understanding of life in Britain during Roman times by relating it to their visit to Segedunum Roman Fort. Their factual recall of the topic is good and above average. They understand that Romans were in Britain 2000 years ago and they built Hadrian's Wall and the reasons why the wall was built. Pupils are given the opportunity to dress up as Romans and re-enact life in those times. Older pupils are given satisfactory opportunities to learn about the ancient Greeks through research using information technology. They know about Greek gods and something of the politics of the time. The pupils can explain well the causes of World War Two and what it would have been like to live during the war, especially for women working at home and in factories. Higher attaining pupils ask searching questions but their research work does not reflect this. Pupils have good factual knowledge of the topic covered but many lack the understanding needed to make connections between the past and the impact on today. Their enquiry skills and organisation of historical information is an aspect in which pupils are less competent.

130. The quality of teaching in both key stages is good. Pupils are well motivated in history work and are keen to talk about what they have learned. Pupils are encouraged to reflect and this contributes to their ability to empathise and talk confidently and thus supports their personal development. In the best lessons, the purpose is clear and pupils make progress. Pupils are given opportunities to work independently, particularly when researching using information technology, and share their findings with others. This is well supported by the good attitudes and behaviour evident from pupils.
131. Overall co-ordination of the subject is satisfactory. The breadth of study for both key stages is clearly planned for the year groups through a series of relevant topics. The school shows a shared commitment to giving the pupils an interesting range of learning opportunities that is linked to the aims and values of the school. The use of visits to enrich the work as well as the use of artefacts and visitors captures pupils' interest and imagination. The priorities for the school in the school improvement plan for history are appropriate, the school has rightly identified that the development of skills is not presently organised systematically within the scheme of work. Although the school has some arrangements for monitoring, the school is not yet sufficiently able to identify patterns of progress and standards because the assessment system is still being planned.

INFORMATION AND COMMUNICATION TECHNOLOGY

132. Pupils' attainment in ICT is above the nationally expected level by the end of Years 2 and 6. This represents good progress for pupils through Key Stage 1 and good progress through Key Stage 2. No lessons were observed in Key Stage 1 and only a very small number in Key Stage 2, however, observations of pupils using ICT in other subjects, evaluation of samples of their work, and discussions with pupils, were used to make the judgement that the school's good quality provision for ICT is having a positive impact on standards.
133. In Key Stage 1, pupils use the mouse and keyboard effectively and skilfully. Year 1 pupils use a 'paint' programme including a variety of tools to create pictures of homes, they write sentences using word processing packages and can correct errors using the backspace key. Pupils in Year 2 use ICT to draw up questionnaires and develop simple databases, the most able can modify questions to suit the parameters of the database. In the same class, in a music lesson, the majority of pupils can make appropriate selections to set the rhythm on an electronic keyboard and use the controls to change the volume and beat. Throughout the key stage, pupils have secure basic skills in ICT; they talk about their use of ICT with good levels of confidence, and give reasoned answers to explain their choices.

134. In Key Stage 2, pupils make good progress in acquiring more advanced skills. Pupils in Year 3 can change font styles and sizes and know how to use a range of colours and effects to improve the presentation of their work. Very quick keyboard skills are demonstrated by pupils in Year 4 as part of a whole-class multiplication tables game. In a Year 5 music lesson, pupils used a new programme well to develop their compositions. As part of their topic work on World War Two, Year 6 pupils are able to use sensors to sample data in temperature and light, they can use the data to construct block and line graphs and they make confident well-reasoned interpretations of the results. Throughout the key stage, pupils ably discuss the use of CD Rom and the Internet to research aspects of their topics, for example, Year 3 pupils use 'PC World Explorer' to find information about Africa. By the end of the key stage, a large majority of pupils are competent, skilled users of ICT and have reached the standard expected for their age. A significant number of higher achieving pupils are beginning to work within the next level, which represents above average standards for this stage in the year.
135. The quality of teaching is good overall. Planning is based on the locally agreed scheme that covers all the requirements for ICT and provides appropriately for good development of skills. The scheme also includes assessment activities, which teachers use effectively to identify pupils who make slower or better progress than expected, and to inform future planning. The basic plans have been very well adapted to incorporate the school's thinking skills programme and cross-curricular links and so helps pupils to become independent learners. This approach to teaching ICT has a very positive effect on pupils' learning because it places the development and practice of key skills in meaningful contexts, which helps pupils see the purpose of ICT as well as improving their ability to use it. The teaching and learning in ICT is very well-supported by the specialist ICT teaching assistant funded through a small local EAZ. This additional expertise and support means that the potential organisational constraints, due to the small ICT suite, do not currently have a significantly negative impact other than some practical difficulties of space. The teaching assistant is used very effectively to provide specialist guidance for pupils in group sessions and to provide specialist support and technical assistance for teachers. Class teachers show good levels of competence in the use of ICT to support their teaching. An excellent example of this was in a Year 3 mathematics lesson where the digital projector was used to help pupils make very good progress in their understanding of co-ordinates. Because of the interesting way in which the learning of ICT is presented, pupils have excellent attitudes in lessons, behaviour is very good, pupils are keen, they sustain their concentration and produce good quality work.
136. Subject leadership is good. Recent adaptations to planning, the introduction of termly assessment activities and the samples of pupils' work, mean that the school will have a sound basis on which to make judgements about the standards of pupils' work and the progress they make. Appropriate priorities have been identified. These include plans to extend the ICT suite and to increase the computer/pupil ratio by buying laptops for use in Year 5 and Year 6.

MUSIC

137. Pupils reach standards in Year 2 that are at least in line with national expectations and pupils in Year 6 reach standards above national expectations. Achievement is at least satisfactory by the end of Year 2 and good by the end of Year 6, because of good teaching. The good progress in Key Stage 2 is in pupils' musical knowledge, skills and understanding of listening, appraising and composing. The school choir's performance is very good particularly during Mass.

138. In Years 1 and 2, pupils can mainly sing tunefully and with changes of rhythm during their own assembly. Their enunciation of the words is clear. In class, Year 2 pupils have very good levels of self-confidence and volunteer to lead the singing for others to follow. All the pupils can clap in time with the teacher and develop a good sense of rhythm that is in line with expectations for this age group. Their understanding of pitch is not as successful. This was shown in a lesson that used an activity not appropriate to the stage of learning of pupils. Key Stage 1 pupils are able to listen quietly to the recorded music in assembly and they move enthusiastically and confidently to a selection of taped music during 'Brain Gym' that helps them to develop a sense of rhythm. Some Year 2 pupils have the opportunity to learn to play the viola or violin and information from the school and external music teachers indicates that these pupils are attaining standards well above average.
139. Pupils make good progress during Key Stage 2, particularly in Years 5 and 6. They are able to listen to music, name the instruments playing, recognise some composers and offer a range of descriptive words that express the mood of the music. Their knowledge about musical notation is very good and they understand how the dynamics and texture of the music can create an effect. ICT is used by the pupils to create compositions successfully and they can explain why it works well. They have many opportunities to listen to a variety of music from different cultures and times. The school choir sings very tunefully and learns new songs quickly. They are able to sing confidently and effectively in two parts or with a descant and say what they need to do to improve performance. Pupils are given a range of opportunities beyond to school day to develop their interest and improve their skills in the subject. This adds to the high status the school gives to the subject.
140. The quality of teaching ranges from satisfactory to very good but is overall good. Where teaching is very good, the lesson has a rapid pace and pupils are given many practical opportunities to learn, practice and improve. The teacher has a very secure understanding of the subject and sets high standards in performance, demonstrating clearly what is expected of the pupils. Pupils make very good progress during these lessons and show high levels of enjoyment and involvement, reflected in very good behaviour, relationships and excellent attitudes towards learning.
141. The subject leader provides very good leadership and the head teacher has a clear commitment to the expressive arts. The range of resources is very good and includes a good selection of CDs that are used for listening to music, dance and 'Brain Gym'. Professional development, through the LEA music service, is available for teachers less confident in the subject. Monitoring of standards and provision has been introduced. Music is valued in the school and contributes to its positive ethos.

PHYSICAL EDUCATION

142. Pupils make satisfactory progress across the school and reach standards that are in line with national expectations by the end of Years 2 and 6. Pupils are provided with opportunities to develop a range of skills through lessons and through extra-curricular activities. The quality of teaching is at least satisfactory throughout the school and in some cases good. Pupils work with enthusiasm, sustained interest and concentration and are able to evaluate their work and the work of others. They are able to work individually, in pairs or groups and the oldest pupils can co-operate as a whole class. Pupils of differing abilities make appropriate progress.

143. During the inspection it was possible to see lessons in gymnastics and dance only. At Key Stage 1 pupils are developing increasing control and mobility such as balancing on one leg, taking their weight on two hands and moving to a regular beat. They work safely and are aware of the rules in PE lessons. Year 2 pupils and some Year 1 pupils know why they have to warm up before exercise and can explain what has happened to their bodies after physical exertion. Year 2 pupils were able to improve their dance sequence as string puppets through practice and thoughtful evaluation and reflection. Year 1 pupils demonstrated various ways of travelling across the mat. When lessons were good, the pace was sufficient to provide enough opportunities for pupils to practice and improve.
144. In Key Stage 2 pupils were refining their skills in dance. Year 3 pupils were able to work co-operatively and collaboratively in their work on moving like levers and pistons in a machine. They demonstrated their ability to move imaginatively, responding to the stimuli of a beat from a percussion instrument. Many pupils improved their performance through careful coaching points given by the teacher and helpful feedback from other pupils. In Year 6, pupils demonstrated their ability to create and perform a traditional dance sequence. Progress was enhanced as they were asked to listen to the number of beats and phrases of the music and imagine how the dance sequence would fit.
145. Pupils have excellent attitudes to PE. They show enjoyment in responding to activities and behave very well. They wear suitable clothing for PE, which is part of the school ethos. They change quickly and efficiently. Their very good behaviour ensures that little time is lost in preparation for lessons and moving to other activities.
146. Pupils with SEN are provided with extra support through a 'Focus Club'. This supports their development in balance, concentration and relaxation. This work is good.
147. All pupils participate regularly in 'Brain Gym' both in the hall and classrooms and this contributes to their ability to concentrate and settle to lessons. This was evident during the week of the inspection when pupils had several inside playtimes due to snowy weather.
148. The teaching of PE is overall satisfactory and varies between satisfactory and very good. All teachers make good use of praise and demonstration. When lessons are good or very good the pace is brisk giving pupils an opportunity to improve and refine their skills or performance and opportunities are given for pupils to develop independence while learning from others. In very good lessons pupils work very hard and are physically tired by the end of the lesson. In the lessons that are satisfactory teachers spend too long on demonstrations and explanations.
149. The PE curriculum, which includes the extra-curricular activities such as clubs and team sports, contributes considerably to the social and personal development of the pupils. The severe ice and snow during the inspection curtailed some of these activities. ICT is used appropriately.
150. The subject is very well co-ordinated with curriculum plans in place. The subject leader knows what needs to be improved and has strategies in place to raise standards. Teachers are working together on a shared understanding and a commitment to improvement.