

INSPECTION REPORT

PEWITHALL PRIMARY SCHOOL

Runcorn

LEA area: Halton

Unique reference number: 111141

Headteacher: Mrs. C. J. Minshall

Reporting inspector: Mrs. G. Peet
18842

Dates of inspection: 22nd May to 25th May 2000

Inspection number: 066995

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2000

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Kenilworth Avenue,
Runcorn,
Cheshire

Postcode: WA7 4XQ

Telephone number: 01928 576139

Fax number: 01928 581737

Appropriate authority: The Governing Body

Name of chair of governors: Mr. T. Payton

Date of previous inspection: 24th February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs. G.Peet	Registered inspector	Science	What sort of school is it?
		Information Technology Art Design and Technology	What the school should do to improve further. The school's results and achievements How well pupils are taught.
Mrs. S. Scull	Lay inspector		Pupil's attitudes, values and personal development.
			How well the school cares for its pupils
			How well the school works in partnership with parents The staffing accommodation and learning resources
Mrs. S. Herring	Team inspector	Mathematics	How well the school is led and managed
		Geography	
		History Under fives	
Mr. G. Longton	Team inspector	English	The curriculum and other opportunities offered to pupils
		Music Physical Education Religious Education Special educational needs	Equal opportunities

The inspection contractor was:

Nord Anglia School Inspection Services
Strathblane House
Ashfield Road,
Cheadle,
Stockport
SK8 1BB]

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Pewithall Primary School is situated in Runcorn in the Heath district. The local education authority is Halton. The school serves an area consisting mainly of owner occupied housing. The school has 228 pupils aged four to 11 who attend full time, including 14 children who were under five at the time of the inspection. There are five per cent more boys in the school than girls. Pupil turnover is average. Fewer than six per cent of pupils are eligible for free school meals, which is below the national average. There are 17 pupils on the school's register of pupils with special educational needs. This is well below the national average. One of these pupils has a statement of special educational need. All pupils speak English as their first language. Assessment on entry to the reception classes indicates that many pupils come with attainment that is above average. Pupils are taught in eight age related classes with an average of 28.5 pupils in each class.

HOW GOOD THE SCHOOL IS

Pewithall Primary School is a very effective school. By the time they leave at eleven the pupils have attained standards that are above national expectations in mathematics and science and well above in English. Pupils' attitudes, their behaviour and the relationships between everyone in the school community are very good. The quality of teaching is good and is very good for the under fives. The leadership and management provided by the head teacher is very good and the school has improved considerably since she became headteacher two years ago. It provides good value for money.

What the school does well

- The standards the pupils are attaining in English, mathematics and science at the end of Key Stage 1 and in English at the end of Key Stage 2 are well above national expectations and in mathematics and science at the end of Key Stage 2 are above national expectations.
- Teaching is very good in the under fives and in Key Stage 1 and 2 is good.
- The leadership and management of the headteacher and the effectiveness of the governing body are very good.
- Pupils' attitudes, their behaviour and the relationships between all members of the school community are very good.
- The provision for pupils' moral development is very good.
- The school's partnership with parents is very good.

What could be improved

- The roles of the coordinators in monitoring the planning of the curriculum and the work pupils do could be developed and extended to all subjects in order to maintain and improve further the standards attained.
- Assessment could be extended to cover the foundation subjects and improved in science.
- Resources in information and communication technology need to be increased in order to allow pupils sufficient opportunities to practise skills in school.
- Large outdoor play equipment and wheeled toys could be provided for the under fives to help further develop their coordination.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection took place in February 1997. The level of improvement since the last inspection is very good. The key issues of the last inspection have all been successfully addressed except for the purchase of sufficient computers. The new headteacher is very effective and has been successful in maintaining a high level of teamwork and providing the school with a clear educational direction and strong leadership. This has impacted most noticeably on improved curricular provision and planning in all subjects and improved standards of teaching throughout the school. Standards have risen in the core subjects of English, mathematics and science at the end of both key stages. They have risen or have been maintained in all other subjects except art at Key Stage 2 where they are nevertheless satisfactory.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	C	A	A
mathematics	B	C	A	C
science	C	C	A	A

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

Throughout the school, pupils achieve standards that are at least average in all subjects, with well above average standards in English at both key stages, and mathematics and science at Key Stage 1. Standards are above average in mathematics and science at Key Stage 2, art at Key Stage 1 and geography at both key stages. Children enter the school with above average levels of attainment but by the time they are five have attained levels well above the average in their personal and social development and in language and literacy. They are well prepared to start work on the National Curriculum by the time they are five.

The 1999 end of Key Stage 2 tests place the school well above average in English, mathematics and science. The current cohort, which contains fewer pupils likely to reach the higher Level 5, was deemed by inspectors to be above average in mathematics and science and well above in English. The inspection findings are that standards at the end of Key Stage 1 remain well above average in the three core subjects.

Trends over the last three years, despite a drop in 1998, show a considerable improvement in standards at the end of Key Stage 2 and a rise at the end of Key Stage 1. This is the result of improved teaching, improved curricular provision and the setting of challenging targets which have been successfully achieved. Standards in information technology have improved since the last inspection when they were unsatisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils listen attentively to their teachers and concentrate well. They are interested in their work and enjoy contributing to discussions.
Behaviour, in and out of classrooms	Very good. In lessons, pupils work together effectively and they co-operate very well in group activities. There are very few instances of inappropriate behaviour or bullying.
Personal development and relationships	Pupils' personal development is very good. The quality of relationships between all members of the school community is very good.
Attendance	Good. Attendance rates are good and pupils enjoy coming to school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	Good

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

The teaching of the under fives is very good and in one lesson was excellent. In Key Stage 1 all the teaching observed was good and some was very good. In Key Stage 2 over half the teaching observed was good and nearly 20 per cent was very good. The best teaching was seen in literacy where all lessons observed were at least good and three lessons in Key Stage 2 were judged to be very good. The effectiveness of the literacy strategy in improving standards is evident throughout the school. The numeracy strategy was only introduced this year and teachers are not yet as experienced with numeracy as they are with literacy. Consequently the same high level of teaching was not observed although teachers teach basic skills well which is having a positive effect on pupils' progress. Time is well used in both literacy and numeracy. This is particularly true in the plenary session sessions during which all teachers use questioning skills effectively to consolidate and to assess pupils' learning. Teaching in science at Key Stage 1 is good and one very good lesson was observed. Throughout the school the teaching of physical education and geography is good. In the good lessons teachers share the learning objectives with pupils at the start of each lesson, ensuring that pupils know what is expected. A weakness in both key stages is that information and communication technology is not used consistently. For a considerable part of the day computers are not fully used. This is especially true in Key Stage 2. In both key stages homework is well used to support the learning that takes place in the classroom. Tasks are often open ended to allow pupils of all abilities to gain benefit from it, regardless of the support they receive at home. This finding supports the view expressed by parents at the pre-inspection meeting.

All the teaching observed was at least satisfactory and over 75 per cent was good. Twenty five per cent of all teaching was very good and one excellent lesson was observed. This high level of good teaching is having a significant impact on the levels of learning pupils are able to achieve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum is good overall
Provision for pupils with special educational needs	Pupils with special educational needs make good progress in attaining the targets set for them. They receive a high level of support within the class.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good overall. Provision for pupils' moral development is very good and for their cultural development is satisfactory. Provision for spiritual and social development is good.
How well the school cares for its pupils	Arrangements to promote pupils' health and safety are very good

The school works very effectively with parents and the very good level of parental involvement has a beneficial effect upon children's learning. There are very good arrangements for children starting the school. The care the school provides for its pupils is very good. Good and detailed records are kept of pupils' attainments in English and mathematics and the results of assessments are used to monitor pupils' progress but detailed records of children's achievements in all other subjects of the curriculum are not being maintained.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good.
How well the governors fulfil their responsibilities	Very effective
The school's evaluation of its performance	Very good
The strategic use of resources	Good although computers are not sufficiently well used and are turned off for long periods during the day.

There are an adequate number of experienced teachers to meet the demands of the curriculum and the needs of the pupils. The standard of the accommodation is good and is maintained to a high standard by the school caretaker. The overall level of resources has improved since the last inspection and is now satisfactory. The number of computers is below that normally found in a primary school of this size and there is no outdoor play equipment for the under fives. The school benefits from very good leadership and is very well managed. The strong leadership of the Headteacher and the Governing Body and their commitment to high standards provide a clear educational direction for the school. However, the curriculum co-ordinators have not yet been involved in monitoring the planning or standards of pupils' work in subjects other than English and mathematics. The school fully understands and applies the principles of best value, obtaining three prices for all expenditure.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They are impressed with the standards the school achieves. • Their children enjoy coming to school and behaviour and attitudes are good. • They like the amount and type of homework that their children are given. • They feel comfortable approaching the school. • There are good levels of communication with parents. 	<ul style="list-style-type: none"> • There is no peripatetic music provision. • Some parents would like their children to be allowed a mid morning snack.

The inspection team agrees with all the positive comments the parents have made. Only a small number of parents expressed their concern about children being unable to have a mid-morning snack and the school is currently reviewing this situation. The school is concerned about the lack of music tuition and has prepared a three-year action plan that includes opportunities for pupils to learn other musical instruments besides the recorder.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the 1999 national tests the average points achieved by pupils at the end of Key Stage 2 in the three core subjects of English, mathematics and science were well above the national average. Even when compared to schools which serve pupils similar to those at Pewithall the results in English and science were well above average although the results in mathematics were average. In 1998 results dropped in English and mathematics and in science rose only slightly. In 1999 results in all three subjects rose steeply from in line with the average to well above. The inspection findings are that these high levels have been maintained in English and mathematics. In science a higher than average number of pupils are attaining national expectations but fewer pupils than last year are attaining the higher Level 5. This is because this year's cohort contains fewer pupils with above average ability. Overall standards in science are above average.
2. The average points achieved by pupils in the 1999 end of Key Stage 1 national tests in reading, writing and mathematics were well above the national average. When these results are compared to those of similar schools the results in writing and mathematics were well above the average and the results in reading were above. Teachers' assessments indicate that attainment in science was very high when compared to national figures but average when compared to similar schools. This is because very few pupils achieved the higher Level 3 in science. Results in reading and writing rose in both 1998 and 1999. In mathematics the results in 1999, although still well above average, were lower than the exceptionally high level achieved in 1998. The inspection findings indicate that pupils in Year 2 are attaining standards that are well above national expectations in all core subjects.
3. Weaknesses in the previous report were concerned with standards in handwriting, the core skills of numeracy and information technology and design and technology. The school has worked hard to raise standards in the core subjects and standards in numeracy are now good in both key stages. Standards in information technology and design and technology are now satisfactory. The school has introduced a new handwriting scheme and apart from in one class, standards of handwriting are now good.
4. On entry to the school, the school's assessment tests indicate that the attainment of most children is above that expected for their age. The very good teaching in the under fives maintains these high standards and by the time pupils reach compulsory school age they have attained standards that are well above average in personal and social development and in language and literacy. Personal and social development is exemplified in the good levels of concentration pupils are able to sustain and in the high level of maturity and independence they have. By the time they are five all the children can write their own first name and many can also write their surname. All the children can say the alphabet and the almost all recognise capital and lower case letters. All children have a reading book at their own level. Standards in other areas of the curriculum are all above those expected for children of their age except in creative development which is in line with expectations.

5. At the time of the last inspection standards in English at the end of both key stages were in line with national expectations. The rise in attainment in English at the end of both key stages is caused by the successful introduction of the literacy strategy and the good teaching throughout the school. By the age of seven pupils have attained high levels of speaking and listening skills. They listen carefully and speak clearly. At the end of Key Stage 2 high standards are maintained and higher attaining pupils are particularly fluent and have developed a strong and mature vocabulary. By the end of Key Stage 1 many pupils are fluent and accurate readers. By the end of Key Stage 2 pupils read with expression and meaning in a variety of situations. The range of extended writing at the end of Key Stage 1 includes adventure stories, poetry, descriptions and first attempts at letter writing. Pupils at the end of Key Stage 2 often use interesting and expressive vocabulary in their writing. The school sets challenging targets for English which are shared with the pupils. This fully involves pupils in their own learning and encourages them to succeed. The school expects to achieve this year's targets.
6. At the time of the last inspection the standards in mathematics at the end of both key stages were in line with national expectations. The rise in attainment in mathematics is caused by the introduction of a different approach to mathematics throughout the school and improvements in teaching. The numeracy strategy has now been successfully adopted. Pupils at the end of key Stage 1 have a good level of computational skills and most can quickly double two digit numbers in their heads. By the end of Key Stage 2 the majority of pupils have a good recall of multiplication tables and higher attaining pupils can divide by a two digit number with increasing accuracy. In both key stages pupils are encouraged to find their own ways of working things out and explain their answers and this helps to develop their understanding. In common with English, challenging targets are set and shared with the pupils. The school expects to achieve its targets for this year.
7. Standards in science have risen from in line with expectations at the time of the last inspection. Improved standards have been achieved through the development of more investigational work, the good attitudes of the pupils towards science and good teaching particularly in Key Stage 1. Pupils at the end of Key Stage 1 have a high level of understanding of the science they have been taught. A strength of their achievement is in their ability to apply what they have learnt, for example when making question and answer boards that light up. They are able to reflect on what they have done and draw conclusions, for example that the harder a ball is bounced the higher it will go. Pupils at the end of Key Stage display a good level of knowledge and understanding of all the aspects of the science they have learnt and are able to apply their knowledge to everyday situations, for example where the water in a puddle goes when it dries up.
8. At the time of the last inspection attainment was judged to be below expectations in both information technology and design and technology. It is now in line with expectations in information technology and pupils attain standards similar to those seen in other schools in design and technology. There are however weaknesses in information and communication technology. Pupils attain the nationally expected standards because teachers ensure that they are taught a wide range of skills. Many pupils who have computers at home are comfortable and familiar with their use and learn new skills more easily than if they were not so familiar with computers. Many pupils practise at home. The number of computers in the school is at present insufficient to ensure that all pupils get sufficient practice within school time.

9. Standards have also risen to be above expectations in art and geography at Key Stage 1 where they were judged to be in line with national expectations at the time of the last inspection. Standards have fallen to in line in art at Key Stage 2 where they were judged to be above expectations at the time of the last inspection.
10. In geography at Key Stage 2 and in history, music and physical education at both key stages standards have been maintained since the last inspection and are in line with national expectations. In religious education standards meet the expectations of the locally agreed syllabus.
11. Pupils with special educational needs make good progress in attaining the targets set for them. They receive a high level of support within the class. Appropriate procedures are in place to identify pupils who may be in need of extra help and the school provides this very effectively. From Stage 2 of the special educational needs Code of Practice, the pupils have individual education plans with appropriately identified and manageable targets. Teachers' planning clearly identifies where pupils with special educational needs require special help or support and they identify appropriate tasks for pupils' different levels of attainment.
12. In the drive to improve standards in the core subjects of English and mathematics class targets are set and pupils supported in order to achieve these targets. 'Booster' funding is used to divide the Year 6 class into smaller groups in order to help pupils to achieve a higher level. Next year the school hopes to be more specific in its use of targets and intends to target groups. It already has individual targets for extended writing. Targets are reviewed each term. This regular review of targets is helping to focus teaching and raise standards. Although last year boys attained significantly better than girls in the end of key Stage 2 tests in English this is not expected to happen again this year. Last year there were more boys of high ability than girls.

Pupils' attitudes, values and personal development

13. Pupils have very good attitudes to school and to their work and this has a positive impact on standards and the quality of learning. Parents confirm that the school expects their children to work hard and behave well and they are very pleased with the standards that their children achieve. They confirm that their children enjoy coming to school. Pupils settle quickly at the beginning of lessons and they apply themselves diligently to their work. They listen attentively to their teachers and they concentrate well. Stickers and certificates are awarded for hard work which encourages pupils to do their best.
14. Children who are under five work with enthusiasm and they are eager to please. They try hard in their lessons and they are keen to talk about their work. In a numeracy lesson, children listened very well and displayed high levels of concentration when completing missing numbers on worksheets. Children help one another putting on aprons and they enjoy tidying away equipment and toys at the end of sessions. In an art lesson, children worked very carefully making clay pots and they were rightly proud of their finished pieces. Children enjoy listening to stories and they handle books and resources sensibly.

15. Pupils in both key stages have very positive attitudes to their work and they respond well to teachers' high expectations. In literacy and numeracy lessons pupils listen attentively and they concentrate well. They settle quickly into group activities and work hard to complete their tasks. Pupils are very interested in their work and they are keen to take part in discussions. In a geography lesson, pupils enjoyed a debate about the siting of a motorway and they discussed their ideas sensibly. Pupils take a pride in the presentation of their work and in art lessons produced carefully painted portraits in the style of Gauguin and Rembrandt. Younger pupils enjoyed taking an active part in a music lesson and they sang and played their instruments enthusiastically. Pupils with special educational needs try hard with their work and they respond well to additional help and support.
16. Standards of behaviour are very good. Pupils are polite and they move about the building in an orderly manner. In lessons, pupils work together effectively and they co-operate very well in group activities. During a Year 6 science lesson, pupils shared responsibility and worked together sensibly in practical activities. Behaviour at break and lunch times is very good. Pupils queue patiently in the hall to collect their lunch and the shared mealtime is a friendly occasion. Children of all backgrounds play together well and they are occupied constructively in playground games. There are very few instances of inappropriate behaviour or bullying and the school works very effectively with parents to resolve any concerns. There have been no exclusions in the past school year.
17. Pupils' personal development is good. They are keen to take on helpers' roles, giving out and tidying away equipment and they carry out these duties very sensibly. Older pupils are chosen to act as monitors in the library and to help teachers with specific jobs in classrooms, but opportunities for younger pupils are limited. Through regular homework tasks, pupils are developing good levels of initiative and personal responsibility. Even the youngest children are keen to complete homework and older pupils work conscientiously to finish tasks set by their teachers. In assembly pupils were keen to repeat the verse of a hymn which they felt they could improve.
18. The quality of relationships between all members of the school community is very good. Members of staff and pupils show their mutual respect and this contributes very positively to the strong, caring ethos within the school. Pupils are quick to show their support for one another and they show genuine appreciation and congratulate classmates who have performed well. Pupils respect the values and beliefs of others and they discuss different cultures and traditions sensitively. In lessons, pupils listen well to each other and other's opinions are valued. In discussion, pupils said that bullying was not a problem in their school.
19. Attendance rates are good and pupils enjoy coming to school. The rate of unauthorised absence is below the national average and pupils arrive promptly at school ready to begin their lessons. This regular and punctual attendance has a positive effect upon pupils' learning.

HOW WELL ARE PUPILS TAUGHT?

20. Teaching is good throughout the school. The best teaching is seen in the reception class where two thirds of teaching is very good and in Key Stage 1 where all the teaching is good. In Key Stage 2 teaching is good in more than half the lessons. No unsatisfactory teaching was observed during the inspection. This represents a considerable improvement since the last inspection when one in five lessons observed were unsatisfactory.
21. The very good quality of teaching in the under fives has a positive impact on standards and in particular on the children's personal and social development and their development of language and literacy. The teachers have exceptionally high expectations and their management of pupils is outstanding. This was evident in the class with both reception children and Year 1 pupils. The teacher managed the class very well to provide an appropriate and differentiated curriculum for both groups of pupils simultaneously. For the children under five, work is planned to the nationally agreed areas of learning and ensures that children are well prepared for work at Key Stage 1 of the National Curriculum.
22. The best teaching was seen in literacy where all lessons observed were at least good and three lessons in Key Stage 2 were judged to be very good. The effectiveness of the literacy strategy in improving standards is evident throughout the school. Teachers plan lessons with clear aims that are shared with pupils at the beginning of every lesson. As a result pupils are aware of what is expected of them. This strategy is also used effectively in numeracy lessons. Time is well used in both literacy and numeracy. This is particularly true in the plenary sessions during which all teachers use questioning skills effectively to consolidate and to assess pupils' learning. Plenary sessions also provide an opportunity for pupils to discuss whether the learning objectives have been achieved and to enable pupils to understand how well they are doing and how they can improve. The numeracy strategy was only introduced this year and teachers are not yet as experienced with numeracy as they are with literacy. Consequently the same high level of teaching was not observed although teachers teach basic skills well and this is having a positive effect on pupils' progress.
23. Teachers throughout the school support the pupils with special educational needs very well and give them activities that are appropriate to their needs.
24. Teaching in science at Key Stage 1 is good and one very good lesson was observed. In Key Stage 2 teaching is satisfactory. The difference in the teaching at each key stage is that in Key Stage 1 teachers ensure through a wide range of activities that concepts are firmly understood. Pupils are given activities that require them to apply their understanding and in this way consolidate it.
25. Throughout the school teaching of physical education and geography is good. In physical education lesson teachers have good control of their classes and establish good routines that are well understood by the pupils. Pupils respond well, they know what is expected of them, and work hard to achieve it. Geography lessons are imaginatively prepared and pupils are well motivated to learn. As with literacy and numeracy learning objectives are clearly stated at the start of each lesson, thus ensuring that pupils know what is expected.

26. Teaching in all subjects in Key Stage 1 is good. Planning is very good and teachers use their time very effectively. Planning addresses the needs of all pupils, with different tasks for pupils in different year groups or with different abilities. Throughout the key stage teachers have a very clear view of what they expect pupils to learn and they plan a range of activities that are designed to help them achieve this in different ways. This helps their day to day assessment which is good. The management of pupils is very good. Pupils are expected to behave well and are encouraged to be independent and to take responsibility for their own learning.
27. In Key Stage 1 teachers have good subject knowledge although there is less security in Key Stage 2 where teachers are required to have a higher level of knowledge in all subjects. This was most evident in the foundation subjects of art and design and technology. Since the last inspection teachers have successfully worked hard to increase their confidence in teaching information technology but the recent focus on literacy and numeracy has meant that teachers still do not have sufficient expertise to teach design and technology confidently.
28. Lessons start promptly in both key stages and there is no time wasted. Teachers always plan with clear learning objectives in mind but sometimes in Key Stage 2 teachers lose sight of them and when this happens learning is less effective. This was seen in an art lesson in Year 3 and in a design and technology lesson in Year 5.
29. Expectations are high in both key stages. Teachers expect pupils to give their best efforts. Pupils respond well to these expectations and are mature in their approach to learning. As a result they apply a high level of effort to their work and this contributes to the high standards being achieved. This is particularly true in literacy and numeracy where the sharing of learning objectives involves pupils fully in the school's attempts to raise standards.
30. A weakness in both key stages is that information and communication technology is not used consistently. For a considerable part of the day computers are not fully used. This is especially true in Key Stage 2.
31. In both key stages homework is well used to support the learning that takes place in the classroom. Tasks are often open ended to allow pupils of all abilities to gain benefit from it, regardless of the support they receive at home. This finding supports the view expressed by parents at the pre-inspection meeting.

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

32. The quality of the curriculum is good overall. It promotes pupils' intellectual, physical, social and personal development and prepares them well for the next stage of their education.

33. The previous inspection identified many aspects arising from the curriculum within the key issues for improvement. These have all been fully addressed with a high level of success, except for developing of the role of the co-ordinators in all subjects. However, even in this key issue, a good start has been made by the co-ordinators for English and mathematics. Appropriate opportunities for staff training are built into the school development plan and effective use is made of staff interest and expertise.
34. The curriculum for the under fives and at Key Stage 1 and 2 is relevant, broad and balanced and complies with the requirements of the National Curriculum. The governors now have a policy for the teaching of sex education agreed with parents after full consultation and pupils are also made aware of the dangers of drugs. Religious education follows the Local Authority's agreed syllabus.
35. All teachers take good account of the guidelines of the National Literacy Strategy in planning the literacy curriculum and the daily literacy hour. This is having a positive effect on standards. In both key stages planning provides good opportunities for pupils to develop their literacy skills across the curriculum.
36. The National Numeracy Strategy was introduced at the beginning of the school year. This is now established in both key stages and is supported by clear and detailed planning for each section of the lesson.
37. All subjects have a policy and a scheme of work and in many subjects have recently been revised. These provide good guidelines for the medium and short term planning and include clear and precise learning objectives which are now shared with the pupils at the beginning of lessons.
38. The school makes good provision for pupils with special educational needs. The curriculum meets the needs of all pupils on the special needs register and teachers take good account of targets in individual education plans. This has a positive impact on the progress that pupils make. The school makes good provision for all pupils to make progress and to have equal access to all aspects of school life.
39. A satisfactory range of extra curricular activities is provided and many pupils take part. As well as sporting activities, when both boys and girls take part in football, netball and athletics, pupils in Key Stage 2 are given the opportunity to learn French with tuition provided by a teacher from the neighbouring secondary school. Recorder tuition is also offered at lunchtime when a friend of the school provides the piano accompaniment. The drama club was practising for a performance of A Midsummer Night's Dream later in the term. Drama is well developed throughout the school and is used in many lessons and assemblies.

40. The school has good links with the community. There are close links with local churches. Councillors visit the school and discuss local issues with the pupils. Visits are arranged to several places of interest linked to work in geography, history and science. Many visitors come to the school and add interest to lessons. Families are invited to attend assemblies conducted by classes and give good support to their children. Pupils are made aware of the needs of others. The Madame Curie Foundation and the Royal National Institute for the Blind have been supported this year and the school enjoyed a visit from a parent with her guide dog. Satisfactory arrangements are in place to ensure that Year 6 pupils make a smooth transition to their secondary education. The school is beginning to develop its links with the wider community through its use of the Internet and email.
41. The provision for personal, social and health education is satisfactory and during the week of the inspection the Year 6 pupils discussed the plight of refugees during a lesson on citizenship. The school is aware that provision could be made even better by developing a formal scheme of work and this is in the current school development plan.
42. The provision for pupils' spiritual development is good. There are appropriate opportunities for pupils to develop spiritual awareness within the curriculum and through collective worship. Assemblies are held on a variety of themes planned throughout the year although the use of music in assemblies is underdeveloped. During the inspection, assemblies focused on dangers on the road, linked to the school's Walk to School Week, bullying and verbal bullying, sensitivity and consideration for others and an assembly on the Ascension and Pentecost. Assemblies had a strong Christian content. Pupils visit a local church and clergy come into school to take part in assemblies and speak to pupils in their lessons. Pupils celebrate the Christian festivals of harvest, Christmas and Easter, and are made aware of celebrations in other faiths, for example Diwali. In one Key Stage 1 class, pupils learned about the celebration of a wedding and enjoyed dressing up in beautiful clothes provided by the teacher. Pupils are given many opportunities to consider the wonders of the natural world, and the creativity of artists. Year 4 pupils enjoyed a visit from a sculptor during the inspection. The attention given to artistic display throughout the school contributes to spirituality and the school's good ethos. Religious education makes a significant contribution to the pupils' spiritual development.
43. The provision for pupils' moral development is very good. All staff encourage positive approaches to behaviour and the school's discipline policy reflects this. Pupils are helped to understand the difference between right and wrong and to see the consequences of their actions on others and themselves. There is a strong emphasis on good behaviour throughout the school. Staff aim to create an orderly environment and to help pupils to become responsible members of the community. All adults in the school set a good example to pupils and encourage good relationships. Collective worship makes a valuable contribution to pupils' moral development. Lunchtime supervisors promote good moral values and attitudes.

44. The provision for pupils' social development is good. Social skills are developed successfully during lessons, break and lunch times. Lunchtime supervisors teach pupils simple games and pupils play happily together. The staff have worked hard to build up an awareness of the school as a community where each member is valued and works for the common good. Pupils are expected to care for their surroundings and to take responsibility for the classroom equipment. Pupils in all age groups are encouraged to work in pairs and small groups, and to undertake special responsibilities. Pupils help as monitors in the classroom and Year 6 pupils volunteer to look after younger pupils at lunchtime. A residential visit to Kingswood Activity Centre is arranged for older pupils and this has a positive effect on the pupils' social development.
45. The provision for the pupils' cultural development is satisfactory. All pupils are encouraged to appreciate and celebrate their own culture through the work of artists. The school provides a good range of cultural experiences through visits to places of interest including places of worship, museums, heritage centres and visits to the theatre. The literacy hour is successfully introducing pupils to a range of authors. Through history lessons and visits pupils appreciate how life has changed. The school is working hard to promote the pupils' awareness of other cultures but at present most of this is Eurocentric. Classrooms and other areas provide stimulating displays of artists' work as well as celebrating the pupils' own efforts. This is a credit to the time and effort put into display by all staff.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS

46. The school continues to provide a caring and supportive environment and staff place a high priority on pupils' welfare. Pupils are confident to approach any member of staff with their concerns and they receive sensitive and effective guidance. Each child is valued and treated with respect. This has a beneficial effect on pupils' attitudes to their work and helps to develop their self-esteem and to support their progress.
47. Arrangements to promote pupils' health and safety are very good. Teachers emphasise the importance of following safety requirements, particularly in practical activities during physical education lessons. First aid arrangements are very good and parents are notified promptly if their child becomes unwell during the school day. Pupils with specific medical problems are cared for well and children are appropriately supervised at break and lunch times. The school nurse assists with delivery of the health education programme and regular safety talks are arranged for pupils. A small number of parents expressed their concern about children being unable to have a mid-morning snack and the school is currently reviewing this situation. Members of staff work hard to ensure that pupils feel secure and comfortable, so that they can make the most of their time in school and achieve successfully. Child protection procedures are good and members of staff have received appropriate training. There is effective liaison with specialist agencies to provide additional support for pupils and their families.

48. There are very effective systems in place to promote discipline and good behaviour. Pupils are fully aware of the high expectations that members of staff have of them and great emphasis is placed upon rewarding positive behaviour. The school's 'Golden Rules' are displayed in each classroom and children's achievements are celebrated at a weekly awards assembly. There is a clear system of sanctions and the school works closely with parents in cases of inappropriate behaviour. Bullying is uncommon but any isolated incidents are dealt with quickly and effectively. Pupils' absences are well monitored and the school receives appropriate support from the educational welfare officer. Attendance registers are checked regularly and parents are contacted promptly about any unexplained absences. Pupils with lengthy medical absences are well supported and they are re-integrated into school very effectively upon their return.
49. Since the time of the last inspection the school has improved the assessment and monitoring of pupils' performances and this is now satisfactory. Good and detailed records are kept of pupils' attainments in English and mathematics and the results of assessments are used to monitor pupils' progress. Useful checklists to record pupils' attainments in information technology and physical education are beginning to be used, but detailed records of children's achievements in other subjects of the curriculum are not being maintained. Class work is marked regularly and there are good examples of teachers' written comments that help pupils to improve their work. Good use is made of questioning within lessons to assess individual progress. Assessment information is used well by teachers when planning future work and when grouping pupils within classes. Individual targets are shared with pupils in Year 6 for English and mathematics, but this good practice is not developed throughout the school.
50. Pupils with special educational needs are well supported and they benefit from the additional help that the school provides. Individual education plans have clear targets for improvement and these are regularly reviewed. Pupils with statements of special educational need receive suitable support in line with their specified provision. The school liaises effectively with outside agencies.
51. The personal development of pupils is monitored regularly by class teachers through informal discussions and by observations in lessons or at break times. There are very good arrangements for children starting the school and staff make home visits to meet families in a more relaxed environment. Parents and children have several opportunities to visit the school before formal entry. Class teachers liaise closely as pupils progress through the school and there is a good exchange of information. Pupils are well prepared for their move to secondary school and appropriate records are transferred. Members of staff know their pupils well, relationships are very good and these have a positive impact on pupils' learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The school continues to work very effectively with parents, who are very committed and supportive. Parents appreciate the improved levels of communication and report that they are encouraged to contact the school with any problems. The school operates an 'open door' policy and parents find it easy to approach staff. A Parent Teachers' Association has been formed and regular well-supported fund raising events are held to benefit the school. Several adults volunteer their help in classrooms and with visits away from school. Parents' views of the school are very positive and they are pleased with the standards being achieved.
53. Attendance at parents' evenings, to discuss children's progress, is high and parents of children with special educational needs are invited to regular reviews. There is a comprehensive Home School Agreement and there is very good parental support for homework. Parents are pleased with the levels and type of homework and feel that this prepares their children well for secondary school. Curriculum evenings to discuss literacy and numeracy have been well attended. This very good level of parental involvement has a beneficial effect upon children's learning.
54. Information for parents is very good. The prospectus and governors' annual report are well presented and parents of reception children receive a useful booklet about school routines and organisation. Regular letters and newsletters advise parents about school events. Very good curriculum information is provided each half term and this enables parents to support their children at home more effectively. Children's annual written progress reports contain detailed comments for English and mathematics and give targets for improvement. However, comments in other subjects are inconsistent and they do not always state clearly enough the strengths and weaknesses in children's performances and what might be done to improve the quality of work.
55. The very high level of parental support for children's learning, the very effective parental involvement in the life of the school and the hard work of staff in developing and maintaining these aspects make a significant contribution to children's attainment and progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The school benefits from very good leadership and is very well managed. The strong leadership of the headteacher and the governing body and their commitment to high standards provide a clear educational direction for the school.
57. The headteacher, in post for only two years, provides very good leadership and management and inspires her staff to work hard to provide an education of high quality and to raise standards. She has successfully nurtured good relationships between all members of the school community who share her commitment to a school, where only the best is good enough for the children. Teachers, governors and parents recognise that her vision and planning have been crucial in bringing about the substantial improvements in teaching and standards since the last inspection.

58. The headteacher and senior staff monitor teaching in literacy and numeracy, recognising their priority, and the Headteacher regularly monitors teachers' planning; resulting in a considerable improvement in the quality of teaching and the standards pupils achieve. However, the curriculum co-ordinators have not yet been involved in monitoring the planning or standards of pupils' work in other subjects and the school recognises this extension to the role of the co-ordinators is an area for future development. The headteacher delegates responsibility well to the senior management team who appreciate this partnership approach and readily accept and fulfil their new roles. A suitable system for appraisal is in place and is linked very closely to staff development and individual targets are agreed through discussion.
59. The governors maintain a very strong involvement in strategic decision making to improve the effectiveness of the school and together with the headteacher they have a clear understanding of the strengths of the school and those areas needing to be improved, for example improving the provision for information technology. The priority of the headteacher and the Governing Body has been to raise standards through better teaching and facilities, whilst establishing a prudent financial surplus and in this they are this year experiencing considerable success. The governing body has a strong committee structure looking at different aspects of the school and is well informed by thorough reports and open discussion with the headteacher and staff and through regular visits to the school. The chair of governors monitors the work of the headteacher and with support from the local authority sets targets for future development. This close partnership between the governors and the headteacher and their shared ideals has been an important factor in the school's improvement since the last inspection. All statutory requirements are now met.
60. The school development plan is well structured with clear and relevant targets to guide the development of the school. The priorities are thoroughly costed and closely related to the budget and are discussed by the senior management team, the teaching staff and the governing body and priorities for action are agreed, as are criteria for measuring their success. Prudent financial management has enabled the school to plan further improvements to the quality of teaching and learning opportunities. This shows a considerable improvement on the systems in place at the last inspection.
61. Very good financial reporting and control systems are in place, which ensure the effective day to day monitoring and management of the school's budget. All expenditure is well documented and governors monitor income and expenditure. The school applies the principles of best value, obtaining three prices for all expenditure. The secretary carries out her duties pleasantly and very efficiently, providing good support for the headteacher and teaching staff. The new secretary was appointed on a full-time basis following the criticisms in the last inspection and this frees the headteacher from carrying out routine administration tasks allowing her to use her time more effectively. The school makes good use of new technology for managing the budget, and a new system for tracking pupils' progress is being introduced.
62. In relation to income received, the quality of education provided and standards achieved, the school provides good value for money.

63. There are an adequate number of experienced teachers to meet the demands of the curriculum and the needs of the pupils. They have an appropriate range of subject expertise and have received recent training in literacy and numeracy. There are suitable procedures for inducting staff who are new to the school. The newly qualified teacher is following an appropriate induction programme and feels well supported by colleagues. The number of support staff is low in comparison to primary schools of a similar size. The school regularly supports students training to be teachers and a member of staff is designated to be their mentor.
64. The standard of the accommodation is good and is maintained to a high standard by the school caretaker. Many classrooms are carpeted to reduce the noise level and are adequate in size for the number of pupils. There are shared resource areas outside classrooms that are used for practical activities. Some noise travels between the open plan class areas and music lessons take place in a rather cramped room that is not soundproofed or acoustically suitable. There is a large multi-use fully carpeted hall. Pupils' work is valued and attractive displays enhance the learning environment. There is a large outdoor hard surfaced playground and extensive grassed areas for physical education lessons.
65. The overall level of resources has improved since the last inspection and is now satisfactory. There are plentiful and good quality resources for physical education and all classes have a varied range of fiction books. The main non-fiction library is sited centrally in the entrance hall. The number of computers is below that normally found in a primary school of this size and there is no outdoor play equipment for the under fives.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. In order to maintain and further improve standards in all subjects the school should:
- (1) Develop the role of the coordinators, to include responsibility for raising standards by:
 - monitoring the planning of the curriculum and,
 - monitoring the quality of pupils' work.(paragraphs 58, 113, 121, 127, 134, 141, 147, 152, 159, 166)
 - (2) Extend assessment procedures to include all subjects of the curriculum.
(paragraphs 49, 121, 127, 134, 141, 132, 166)
 - (3) Increase the ratio of computers to pupils and ensure that all computers in the school are fully used.
(paragraphs 65, 147)
 - (4) Provide large outdoor play equipment for the under fives.
(paragraphs 65, 78)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Improve the quality of reports to parents to include specific information about pupils' strengths and weaknesses in all subjects.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	62
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	22	50	26	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		228
Number of full-time pupils eligible for free school meals		13

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		17

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	3.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	11	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	7	11
	Girls	17	18	18
	Total	28	25	29
Percentage of pupils at NC level 2 or above	School	97 (100)	86 (100)	100 (100)
	National	82 (80)	86 (81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	11	11
	Girls	16	18	18
	Total	25	29	29
Percentage of pupils at NC level 2 or above	School	93 (75)	100 (100)	100 ([78)
	National	82 (76)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	17	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	17
	Girls	19	16	19
	Total	33	32	36
Percentage of pupils at NC level 4 or above	School	92 (67)	89 (61)	100 (72)
	National	68 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	17
	Girls	19	16	19
	Total	33	32	36
Percentage of pupils at NC level 4 or above	School	92 (81)	89 (69)	100 (69)
	National	68 (65)	69 ([65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	3
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	188
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	25.3
Average class size	28.5

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	35

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
--------------------------------	---

FTE means full-time equivalent.

Financial information

Financial year	1998-1999
----------------	-----------

	£
Total income	362643
Total expenditure	371496
Expenditure per pupil	1644
Balance brought forward from previous year	nil
Balance carried forward to next year	-8853

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	228
Number of questionnaires returned	98

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	32	6	1	0
My child is making good progress in school.	55	39	4	1	1
Behaviour in the school is good.	55	40	3	0	2
My child gets the right amount of work to do at home.	45	46	7	1	1
The teaching is good.	55	39	1	1	4
I am kept well informed about how my child is getting on.	39	48	9	3	1
I would feel comfortable about approaching the school with questions or a problem.	68	24	5	1	1
The school expects my child to work hard and achieve his or her best.	66	33	0	0	1
The school works closely with parents.	48	40	9	0	3
The school is well led and managed.	64	28	3	0	5
The school is helping my child become mature and responsible.	54	41	2	0	3
The school provides an interesting range of activities outside lessons.	37	49	7	2	5

Other issues raised by parents

Some Key Stage 1 parents felt there were not enough extra curricular activities although others felt that this was reasonable for young children.

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

67. Very good provision is made for the children under five. At the time of the inspection there were 34 children in the reception year, 14 of whom were still four years old at the beginning of the term. Using money from the government initiative on infant class sizes, reception children are taught in two classes. The younger children form a class of 22 and the older children join the younger ones in Year 1 to make a class of 20. As all the children under-five were in the reception class at the time of the inspection, specific examples are related to this class. The classes with reception age children are each staffed by a full-time teacher, and a full-time trained assistant works each morning with the reception year; her time is shared between all classes in reception and Key Stage 1 in the afternoon. Regular support is given by parents. Each of these classes has a home base and shares a practical area. The reception areas are clean with vibrant displays and resources are generally sufficient and of good quality. However, there is no large outside play equipment or wheeled toys to promote children's physical development.
68. Admission to the Reception classes takes place once a year in September, following a carefully staged induction programme in the summer term. The school devotes a considerable amount of time to this induction, with the headteacher and the reception teachers making a visit to each home, emphasising the importance placed on this stage of education. Reception children follow a structured timetable where groups of children of similar attainment work with the teacher or independently on focused tasks and at other times children choose from a good variety of structured play opportunities. The curriculum is appropriately planned to cover the nationally agreed areas of learning for children of this age. Activities are suitably practically based and include the necessary elements of the national strategies for literacy and numeracy. Considerable time and care is taken to ensure that reception children in each class have similar experiences and this is monitored carefully in discussions with the two reception teachers and the Key Stage One co-ordinator. A very impressive feature has been the particular effort made by the teacher of the mixed age class in this respect.
69. Assessments of the children's skills are made in their first term in school, which indicate that a range of attainment is represented, but overall the attainment of most children is above that expected for the age group. Children make good progress in the Reception year and by the time they are five their attainment is ahead of that expected for their age in most areas of learning; it is well above the expected level in personal and social development and in language and literacy. In creative development is in line with expectations. A well structured programme enables all pupils to move into Key Stage 1 of the National Curriculum at the appropriate time. Due to an improvement in teaching and careful planning, provision for the pupils under five has improved since the last inspection, particularly for the higher attaining pupils,

Personal and Social Development

70. Very good progress is made in developing personal and social skills. By the age of five, the children demonstrate a good level of maturity and independence for their age and this is shown as they discuss the stated learning objectives for each lesson, return their completed work to the appropriate tray for the teacher to check, and carry out simple duties such as collecting in equipment when it is their "special day". Children are maturing to sustain concentration for an increasing amount of time, for example in participating in the oral sections of the literacy and numeracy sessions. They try their best and are already developing the positive attitudes to their work which are a feature of the whole school. Their enjoyment of learning is apparent in all they do, they are keen to bring in objects for the interest box and after a school activity one boy made his own book at home and brought it to school to share with his class. They have a good understanding of class routines, sitting quickly on the carpet so that they can make a prompt start to their lesson after playtime. They are polite, put up their hands to answer questions and take turns to speak or in sharing equipment. They become fully involved in all their activities and are very independent when putting on aprons before making clay pots and when getting changed for a physical education lesson. They line up quickly for assembly, enter the hall quietly and listen carefully to the story of Billy the Bully.
71. The quality of teaching is very good and personal and social development is given a suitably high priority. Every opportunity is taken to reinforce good social interaction and to provide co-operative working activities, for instance making pancakes in the sand or building a tall tower with wooden bricks. The teachers have very high expectations of the children and they respond well. Classroom rules are clearly explained and reinforced so that children know exactly what is expected of them. The work areas are very well organised and resources are easily accessible, developing independence and good work habits. The teachers have a delightful manner but are firm in insisting that children do as much as they can for themselves when getting changed for games, nevertheless, they know that they can rely on her help when needed. The very good relationships between the teachers and the children contribute significantly to the positive learning atmosphere in the reception areas.

Language and Literacy

72. Children make very good progress in language and literacy through well planned activities related to the literacy strategy and through the language rich environment of the reception area. Almost all exceed the nationally set expectations for children of their age, with many achieving standards well above the expected level. By the time they are five they are already working on of the Key Stage 1 of the National Curriculum in advance of their age. All the children can write their own first name and many can also write their surname. All the children can say the alphabet and almost all can recognise capital and lower case letters. All children have a reading book at their own level which they take home regularly to share with their parents. They can complete a sentence using a rhyming word, and higher attaining pupils can read simple stories with understanding and change their voice and expression in response to full stops and speech marks. The achievement of one girl in spelling milk and cheese correctly in writing her list for the shop was particularly impressive, as was her story in which she used speech marks and a question mark correctly. Lower attaining children recognise the sounds for each letter and have a good try when sounding out words. They can form all the letters with just occasional reversals. They develop very good speaking and listening skills throughout the day and also in specific activities such as talking about the special object they have brought for the interest box.

73. Teaching is very good and literacy lessons are well planned. One literacy lesson seen was excellent with the teacher demonstrating a very good understanding of the literacy strategy in relation to the age group. Very good use of Big Books and of a flip chart ensures all the children can participate, and all opportunities are taken to point out initial sounds. When reading *The Little Red Hen* the teacher makes a series of deliberate mistakes to the great delight of the children, ensuring they listen well and understand. The teacher gives very clear explanations of their group tasks so that they can get on quickly with their work. Activities are very well planned for the needs of each group and enable each child to make very good progress. A strong feature of all lessons, in mathematics as well as literacy, is the provision made for children to discuss their work in the plenary session, and to decide whether they have achieved what they set out to do at the beginning of the lesson. This encourages children's speaking and listening skills and also their language development. Children were able to decide that they had achieved their objective in that following their teacher's "mistake" they recognise the need to check that their work makes sense. The teacher makes good use of these discussions to assess what the children know, and good records are kept.

Mathematics

74. Very good progress is made in mathematics. Every opportunity is taken for children to count and compare and to solve simple problems such as ordering themselves correctly into a number line. Understanding is developed through a wide range of practical activities so that by the time they are five their attainment is above that expected for their age. All children can count at least to 10 and match the appropriate number to the set of objects and many children can continue counting to much higher numbers. Many children can combine two groups of numbers to find the total as they develop an understanding of addition and can also draw one more or one less. They develop a good understanding of measurement as they compare objects which are heavier or lighter, longer or shorter and record a practical activity to show that the lemonade bottle holds more than the cup. They have many opportunities to handle shapes and learn that spheres roll and that they can build a tower with cubes. One boy asked an inspector to pass him four strips so that he could make a square. In threading beads they learn to continue a pattern with up to four changes. They can use information about favourite shapes to make a pictogram on the computer. They consolidate their work at school with regular work at home which they greet with great enthusiasm, for example, finding something at home that has the number 15 on it.

75. Teaching of mathematics is very good. The numeracy sessions are well planned, suitably challenging and good use is made of simple assessment tasks to provide appropriate activities for each group. The teachers' sense of enthusiasm makes learning fun, and children are keen to take part in the number games. Correct mathematical language such as 'numeral' and 'tally' is constantly emphasised and a good range of activities aids understanding; for example, when learning about the number 15 children put cards in order, make numbers in the sand and count objects in a bag. Good class management promotes a good working atmosphere in which all children are actively engaged, and there is a good balance between instruction, more formal activities and the freedom to learn through play.

Knowledge and understanding of the world

76. Children make very good progress in acquiring knowledge and understanding of the world through a very good range of structured practical activities, through following factual accounts in the big books and through developing their own research skills when finding information in books. Almost all children exceed the nationally agreed learning expectations by the time they are five. They can talk about themselves, one girl describing in detail the day she was a bridesmaid, and see how they have changed as they play with dolls in the "baby clinic." They learn to name different parts of their body during a games lesson. They learn about the weather and choose the correct clothes for hot and cold days. They examine the patterns of sound as they play musical instruments. They have a good general knowledge and when studying dinosaurs they learn that reptiles such as turtles and crocodiles lay eggs but these are not the same sort of eggs that they eat for breakfast. They learn about growth as they plant and care for seeds. They develop good computer skills when controlling the mouse to dress Teddy and when drawing and colouring pictures using an art program, but need help to print out their work. They learn about structures as they use reclaimed material to make models and consider the strengths and weaknesses of their designs for bird tables. They have regular opportunities to develop understanding through playing in the sand and water and through using a good range of construction toys. They learn about various celebrations such as weddings, Christmas and Easter and also celebrate birthdays.
77. The quality of teaching is very good. Activities are varied and imaginative and appropriately practical, showing a good understanding of the age group. There are high expectations of the children, and more able children are given the opportunity to develop their research skills by using simple reference books.

Physical Development

78. Children make very good progress in physical development and attain standards in advance of their age. They are confident when cutting, gluing and using construction toys, show good control of paint brushes and use pencils to very good effect. Children show very good awareness of space and of others when moving around the hall during their physical education lesson. They can run, jump and hop and discover that their bodies change after exercise, and their heart goes, "Bump, bump, bump!" They can roll and catch a hoop and pass a ball from hand to hand behind their back. However, children do not have access to large outdoor play equipment or wheeled toys to further develop their co-ordination.

79. Teaching in this area is very good, particularly in providing opportunities for children to develop their manipulative skills in the formation of letters and numbers. The teacher has high expectations and encourages children to undo their own buttons and tie their shoes and gives praise for trying hard. The physical education lessons are very well organised and enjoyable and promote good physical control.

Creative Development

80. Children make good progress in creative development and attain standards appropriate to their age. They make Christmas cards using a variety of materials and sew patterns on material to make attractive bookmarks. They have the opportunity to use a wide range of materials including, crayons, paint and clay. They sing with enthusiasm in assembly and follow a rhythm when using musical instruments. They have a good opportunity to develop their imagination in the home corner and in a specific drama lesson when they pretend to be passengers on a bus with great enthusiasm.
81. Teaching is generally good. A wide range of activities is well planned but instructions are sometimes too specific, limiting opportunities to develop children's own creativity. A good contribution is made to the children's creative development in specific drama lessons, taken by the teacher who is a drama specialist.

ENGLISH

82. At the time of the last inspection standards were identified as being in line with national expectations. Good progress has been made since then and standards are now well above those expected nationally.
83. In the 1999 national tests for eleven-year-olds the percentage of pupils attaining the expected Level 4 was well above average as was the percentage of pupils attaining Level 5. When these results are compared to those of schools with pupils similar to those at Pewithall the number of pupils attaining Level 4 is well above average and the number of pupils attaining the higher Level 5 is above average. At the end of Key Stage 2, standards dropped in 1998 but rose steeply to well above national averages in 1999. Evidence from the inspection indicates that the pupils in the current Year 6 are achieving levels well above the national expectations. In 1999 boys performed significantly better than girls but this is not expected to happen this year. Last year there were more boys of high ability than girls.
84. In the 1999 national tests for seven-year-olds the percentage of pupils attaining the expected level 2 and the higher level 3 in reading was well above the national average. In writing the percentage attaining Level 2 was close to the national average and was very high in comparison to the national average for pupils attaining Level 3. When the results in reading are compared to similar schools, both the number of pupils attaining the expected Level 2 and the number of pupils attaining the higher Level 3 are above the average. In writing, the number of pupils attaining the expected Level 2 was below the average when compared to similar schools but the number of pupils attaining the higher Level 3 was well above average. Over the three year period from 1997 to 1999 standards in both reading and writing rose in 1998 and again in 1999. Inspection findings indicate that the number of pupils in the current Year 2 attaining national expectations is well above the national average and that the number attaining the higher Level 3 is also well above the national average. At both key stages pupils with

special educational needs are well supported in their learning and make good progress in relation to their individual education plans.

85. In speaking and listening, pupils' attainment is well above national expectations by the end of both key stages. By the end of Key Stage 1, pupils answer questions accurately and articulately. They listen carefully and speak clearly, varying the tone of their voices in conversation. They converse easily about different subjects. In a lesson in Key Stage 1 devoted to the development of speaking and listening, pupils had to listen very carefully to their teacher's precise instructions and draw objects as directed onto the picture of a room provided for each pupil. The teacher then asked questions about the picture and pupils replied very confidently using full sentences. By the end of Key Stage 2 pupils attain high standards in their speech. High attaining pupils are particularly fluent and have developed a strong and mature vocabulary. During the inspection this was ably demonstrated in discussion with inspectors and conversation around the tables at lunch times. Average and low attaining pupils speak clearly in conversation. Pupils talk aloud confidently in class discussions and many converse in a way that easily holds the listener's attention. This was noticeable in the Year 6 class when they debated the plight of refugees from Kosovo in their lesson on citizenship.
86. Attainment in reading is well above average at both key stages and all pupils make good progress. Year 1 pupils approach their reading confidently. They read simple texts accurately and express opinions about major events in their books. By the end of Key Stage 1 many pupils are fluent and accurate readers. They use expression well and many correct their own mistakes, checking to make sense of what they read. Pupils continue to make good progress in Key Stage 2. The range and challenge of texts increases appropriately so that by the end of the key stage pupils' knowledge and understanding of books are impressive. They read with expression and meaning in a variety of situations. They express their preferences for different genres of literature and are articulate when discussing the different aspects of books they have read. Reference skills are very well developed. Pupils use the school library confidently to search for information and many pupils are members of local libraries in the area.
87. Pupils' attainment in writing by the end of both key stages is above levels expected for their ages. Pupils make good progress in their learning throughout the school. Pupils' writing in Year 1 is good. The more able pupils write in simple sentences unaided using capital letters, full stops and question marks with most spellings correct. Other pupils also write sentences with help from their teacher with spellings. By the end of Year 2, pupils write for a range of purposes. Their range of extended writing is very impressive and includes adventure stories, poetry, descriptions and first attempts at letter writing. They use appropriate punctuation accurately and consistently. Pupils have a good grasp of spelling rules. In Year 2 the teacher has devised a good system of linking the learning of spellings to individual pupils' needs. Pupils and parents appreciate this attention and pupils are keen to learn and test each other in a friendly manner. Handwriting is mostly clear and legible. In Key Stage 2 writing becomes more organised. Written work is often lively and thoughtful with interesting and expressive vocabulary. Good progress is being made in spelling, grammar and punctuation with pupils' work demonstrating accurate understanding and use of, for example, speech marks, prefixes, adverbs and verb tenses. By the time they leave the school, pupils have a good experience of writing for a range of purposes and audiences using such writing approaches as stories from their imagination, letters of thanks, accounts of class visits and notes on historical events. They are developing secure skills in planning, drafting and redrafting their work although insufficient use is

made of information and communication technology to improve and enhance the finished product. Pupils in Year 5 need to pay more attention to the presentation of their work. Pupils with special educational needs make good progress in reading and writing to reach the individual targets set for them. They are well supported and make good progress.

88. Since the last inspection standards have risen at both key stages. The literacy strategy has been successfully introduced into the school. A new scheme of work has been adopted. The coordinator monitors the planning and has made a start on monitoring teaching. All these changes have made a significant contribution to the rise in standards.
89. The development of the National Literacy Strategy throughout the school is good. Pupils work hard during the Literacy Hour to improve their vocabulary and knowledge of grammar. Writing skills are used effectively in other subjects such as science, history and geography. In the Year 3 class, pupils asked the vicar questions in their religious education lesson and carefully recorded his replies. Some written work seen in geography and history was of a high standard.
90. Pupils' behaviour and their attitudes to work are very good in all English lessons. They are always ready to begin lessons on time and are very enthusiastic. Pupils enjoy the challenge of new language and work hard to apply their learning to written tasks. They easily recall what they have learned earlier. When writing, pupils generally concentrate well and sustain this until the end of the session. Pupils' enthusiasm and very good behaviour are significant factors in promoting their good progress. There is a very pleasant caring attitude in all classes. In a Key Stage 1, class when a pupil was congratulated on his work the whole class broke out into spontaneous applause.
91. The quality of teaching in the subject is good overall. It was good in seven out of ten lessons observed and in the other three it was very good. The high quality teaching makes an important contribution to pupils' learning. Teachers have a deep knowledge and understanding of English. They have embraced the structure of the literacy strategy very well. In their planning, learning aims are clear and shared with pupils at the beginning of every lesson. As a result pupils are aware of what is expected of them. In the Year 6 class the teacher's enthusiasm and humorous approach drew a very good response from the pupils. Lessons are well paced with very good use made of all available time. This is particularly true of plenary sessions at the end of lessons, during which all teachers use questioning skills effectively to consolidate and to assess pupils' learning. In discussion, Year 6 pupils said that in the plenary sessions they particularly appreciated the opportunity to hear what other groups had been doing. Teachers' marking is effective and follows the school's marking policy.
92. A clear and comprehensive policy is in place. Long and medium term planning is of good quality. It ensures coverage of the programme of study and provides effectively for continuity and progression. Good assessment procedures are in place and assessment is used effectively to inform planning. Homework is provided on a regular basis.

93. The co-ordinator has worked hard to implement the Literacy strategy and is planning to extend the monitoring of teaching. The school has sufficient resources to support the National Literacy Strategy. These are of good quality and are effectively used. Library skills are well developed in Key Stage 2. The library contains a good range of books for all abilities though its position in the entrance hall makes it rather difficult to use for class lessons. Although word processors are used to support learning in Year 3 information and communication technology is generally not well used to support learning in English. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development.

MATHEMATICS

94. In the 1999 national tests for eleven-year-olds the percentage of pupils attaining the expected Level 4 was well above average and the percentage of pupils attaining Level 5 was above. When these results are compared to those of schools with pupils similar to those at Pewithall the number of pupils attaining Level 4 is above average and the number of pupils attaining the higher Level 5 is average. At the end of Key Stage 2, standards have followed the same pattern as the English results, dropping in 1998 but rising steeply to well above national averages in 1999.
95. In the 1999 national tests for seven-year-olds all the pupils attained the expected Level 2 which is very high when compared to the national average of 86 per cent. The number of pupils attaining the higher Level 3 was close to the national average. When these results are compared to similar schools, the number of pupils attaining the expected Level 2 was very high and the number of pupils attaining the higher Level 3 was well above average. Over the three year period from 1997 to 1999 standards rose in 1998 and again in 1999.
96. Inspection evidence indicates that attainment is well above average at the end of Key Stage 1 and above average at the end of Key Stage 2. This shows a much improved picture since the last inspection when attainment in both key stages was broadly in line with the national averages. This is due mainly to the improvement in the quality of teaching and the introduction of the National Numeracy Strategy. A significant number of pupils in Key Stage 1 are on track to exceed the level expected, though despite the booster classes, there are not yet as many achieving the higher levels at Key Stage 2, although a significant number of pupils are working towards this goal.
97. By the end of Key Stage 1 most pupils have developed a good understanding of place value to 100 and use practical apparatus to represent numbers up to 1000. Most pupils can double numbers to 15 quickly in their heads and higher attaining pupils understand the relationship between halving and doubling. Lower attaining pupils use cubes to work out the double of all the numbers to 10. Pupils are encouraged to find their own ways of working things out and explain their answers and this helps their understanding. They make use of their knowledge to solve problems and puzzles, for example when trying to find the missing sign for a sum, one pupil reasoned that it must be an "add or a times because the answer is bigger". This improvement in problem solving is due in large measure to the new structure of lessons and the constant challenge to explain their thinking. Almost all pupils can name the common two-dimensional and three-dimensional shapes, with the higher attaining pupils knowing that an octagon has eight vertices and most pupils can recognise right angles on the windows. All pupils develop a good understanding of measurement through practical activities and are beginning to use centimetres to measure length.

98. By the end of Key Stage 2 pupils have a good understanding of place value and can explain the effect of multiplying or dividing a number by 10 or 100. They have a good recall of multiplication tables and higher attaining pupils can divide by a two digit number with increasing accuracy. Lower attaining pupils can add decimals to two decimal places. Most pupils understand that percentages refer to parts out of a hundred and can work out simple price increases mentally. Pupils have opportunities of developing their problem-solving skills such as calculating currency conversions or looking at life expectancy rates. Many understand to check their work by working backwards from their answer, and are developing a good appreciation of the sort of answer to expect, whether it is hundreds or millions. Many can use co-ordinates to draw shapes and can classify shapes such as trapezium according to their lines of symmetry. The majority know and can use the main units of measurement and have a sound understanding of the meaning of terms such as prime and square numbers.
99. Since the last inspection the school has adopted a different approach to mathematics throughout the school. A new scheme of work has been adopted and staff have been well prepared for the implementation of the National Numeracy Strategy. Work is well planned. The subject is well led by a knowledgeable co-ordinator who gives good support where needed. The headteacher and the subject co-ordinator have monitored teaching, particularly focusing on the initial mental session of lessons, and useful written feedback is given. Planning is also monitored but the co-ordinator has not yet had the opportunity to check the standard of work in pupils' books. The improvement since the last inspection, in monitoring and in teachers having a clearer view of what they expect pupils to learn, has contributed a great deal to the improvement in teaching. Resources have been supplemented since the last inspection and are now sufficient for teaching the curriculum. The school has developed some good procedures for assessing and recording pupils' progress but they are not yet uniformly applied.
100. In both key stages pupils have the opportunity to apply their mathematical skills, knowledge and understanding to other subjects. Pupils in Year 1 put members of their family in order of size and age in history. Year 2 pupils fit shapes together to make a banner and also use their counting skills to conduct a traffic survey and to display their information on a graph. Pupils in Year 3 also conduct a traffic survey in their geography lesson. In history Year 4 pupils calculate which monarch reigned for 24 years and also measure strips of wood in order to make shop signs. Pupils in Year 5 construct a graph to show who won the most races on sports day and Year 6 compare the number of weapons available to the opposing armies in the Persian Wars.
101. Pupils in Key Stage 1, including those with special educational needs, make good progress through appropriate practical activities and through regular mental practice at the start of each lesson. They develop a good understanding of number through being asked to explain their working and also having the opportunity to listen to the methods explained by other pupils. Lessons throughout the key stage are well planned and specific group activities related to pupils' prior attainment enable all pupils to be suitably challenged. For example, when adding three numbers together, groups in Year 1 work to successively higher totals. All the pupils benefit from the clear instructions given by the teacher so that they are ready to get on with their task straight away. Pupils in Year 1 can count in twos and draw patterns on a hundred square to show odds and evens. They have a good understanding of money, and can choose different coins to make the same total and practise their skills when playing in the Post Office, and compile a graph to show how much pocket money the class

gets. They learn to tell the time using o'clock and half past and can relate this to their own day, saying that they go to bed at half past eight.

102. Pupils, including those with special educational needs, make good progress throughout Key Stage 2. Arithmetic skills are improving by regular daily practice in the numeracy lesson. Pupils in Year 3 have a good understanding of hundreds, tens and units and this is extended in Year 4 to include thousands. Older pupils become confident in reading much larger numbers. Pupils in Year 3 practise their multiplication tables regularly and recognise that when doubling a number the answer is always even. Pupils in Year 4 develop a good understanding of decimal notation and understand that a tenth is the same as 0.1. Pupils in Year 5 develop different methods for multiplying, for example using their knowledge of doubling and halving to solve 50×46 . They are also developing an understanding of written methods to work out 37×25 . Pupils generally develop a good understanding of shape, drawing symmetrical shapes in Year 3, calculating volume using cubes in Year 4 and making nets of solid shapes in Year 5. Pupils in Year 5 also calculate the area and perimeter of rectangles. All pupils make good progress in understanding units of measurement through practical activities and in solving problems. Year 3 pupils measure in centimetres and read millimetres from their ruler, Year 4 pupils read temperatures below freezing, and pupils in Year 5 weigh ingredients for cooking and also compare mileage when driving in the city or on a motorway. Some Year 6 pupils have benefited from booster lessons in an effort to help them to achieve the expected standard or in some cases to achieve the higher level.
103. Pupils throughout the school generally have a good attitude to their work and behaviour is good. They settle to work quickly in their groups and generally sustain concentration even when not directly supervised. From the earliest age pupils develop the confidence to ask and to answer questions and to explain how they have worked things out. They listen well to the teacher and help each other. Relationships are good: for example the whole class of Year 1/2 applauded when one child successfully completed a difficult calculation. Pupils are well motivated and are eager to answer questions. This is particularly evident in the mental mathematics sessions when they challenge themselves to be first to answer. Most pupils take a pride in what they do and the work in the books of all year groups, except Year 5, is well presented.
104. Teaching in all lessons seen was at least satisfactory and over 60 per cent of lessons were good. All the lessons seen in Key Stage 1 were good, and in Key Stage 2 half of the lessons were satisfactory and half were good. This is an improvement in both key stages since the last inspection and has been a significant factor in raising standards. All teachers have responded well to the demands of the National Numeracy Strategy and appreciate the structure it gives to their teaching. This has a positive effect on pupils' progress. Throughout the school, clear instructions and regular practice ensure that basic skills are very well taught. An impressive feature of all the teaching is the way in which the learning objectives are clearly explained to the pupils so that they understand what is expected and in the plenary session they are able to discuss whether these have been fully achieved. Planning is generally good and in the most effective lessons the group activities are well matched to pupils' level of understanding and are suitably challenging. Good use is made of problem-solving to extend knowledge. There is very good co-operation between teachers in Key Stage 1 to ensure that pupils of the same age in different classes have the same experiences. Good use is made of simple resources, such as white boards and number fans so that all are involved and the teacher can quickly check which children understand. Additional support from classroom assistants is very limited and so the generous

support given by parents is much appreciated. The assessment of pupils' work in Key Stage 1 and in Year 3 is generally good. Work is well marked and checked against the key objectives of the numeracy strategy. Effective assessment was also seen in a specific assessment lesson in Year 6, where problems were posed to check pupils' understanding. Assessment is less developed in classes in the middle of the key stage. Good use is made of homework throughout the school to extend pupils' learning and to practise skills.

105. Information and communication technology is used to support the teaching of mathematics in areas such as data handling. Although its use has improved since the last inspection it is still not fully developed in all classrooms and often computers are left unused during mathematics lessons.

SCIENCE

106. At the time of the last inspection standards were identified as being in line with national expectations at the end of both key stages. Good progress has been made since then. The school's results in the 1999 tests for eleven year olds were very high when compared to the national average in terms of the percentage of pupils achieving the expected Level 4. The percentage of pupils attaining the higher Level 5 was well above the national average. When these results are compared to those of schools that serve similar pupils to those at Pewithall, the number of pupils achieving the expected level is still very high and for the higher level is still well above average. Standards have risen steadily over the last three years, rising in line with the national trend in 1997 and 1998. The 1999 results showed a very steep rise from 1998. The findings of the inspection are that standards remain above average. The number of pupils attaining national expectations is well above average and although fewer pupils than last year are attaining the higher level the number is still average.
107. The Key Stage 1 teacher assessments in 1999 indicated that the percentage of pupils attaining the expected Level 2 in science was very high and the number attaining the higher Level 3 was average. When these results are compared to those of schools with similar pupils the number of pupils attaining the expected level was very high. The number of pupils attaining the higher Level 3 was below average. Evidence gathered during the inspection indicates that attainment at the end of Key Stage 1 has been maintained and that the number of pupils attaining the expected Level 2 is very high whilst the number of pupils attaining the higher Level 3 is average. At both key stages pupils with special educational needs are well supported in their learning and make good progress.

108. Pupils at the end of Key Stage 2 display a confident understanding of most aspects of science. In the area of physical sciences they know how to vary the flow of electricity in a circuit either by changing the number of batteries or by adding a resistor. They recall how they varied the flow by passing the electricity through different places along the lead in a pencil. They name and give examples of a number of different forces and talk confidently about the upthrust a table is giving to the articles lying on it. In materials science they are able to give every day examples of evaporation and condensation and give an explanation for why the water in a puddle disappears during a dry day. They talk about the internal organs of their own bodies and have a good idea of where they are situated and roughly how big they are. They know that the function of the heart is to pump blood around the body in order to carry oxygen to vital organs. They recall some investigations they have undertaken and display a good understanding of the need for a fair test in order to arrive at accurate conclusions. They relate these conclusions to their scientific understanding. For example, they use an investigation to find out whether the time of day affects the length of a shadow to develop to their understanding of how night and day occur.
109. Pupils at the end of Key Stage 1 enjoy science and talk enthusiastically about what they have learnt. They display a knowledgeable understanding both of the names of parts of their bodies and parts of plants and talk also about their function. For example they know that the heart pumps blood around their bodies. They recognise the difference between man made and natural materials and talk about the effect heat has on materials. They know that some changes are reversible and some are not and use this to explain the three states of water. They know that a complete circuit is needed in order for a bulb to light and are aware of the difference between battery circuits and mains electricity. They recall investigations they have done and show that they are able to predict what might happen and interpret their findings. For example, they knew that the harder they bounced a ball the higher it would go.
110. At the time of the last inspection pupils were making inadequate progress in experimental and investigative science and did not attain the expected standards in this area. The school has worked hard to address this criticism and all teachers plan investigations into their science work. This is more successful in some classes than in others but overall the pupils attain equally high standards in this aspect of science as they do in other aspects. In some Key Stage 2 classes where investigations are less successful, there are insufficient links made between what the pupils see happening and what the scientific reasons for this are. For example, pupils in Year 5 reporting on their investigations into friction limited their report to what had happened and did not consider why.
111. Throughout the school pupils enjoy science and are sensible when working. When they work together, as for example when Year 6 pupils were discussing and carrying out activities to separate materials they listen with respect to the views of others, share tasks and wait patiently when others are using apparatus. These good attitudes make a significant contribution to the standards being achieved.
112. Teaching in Key Stage 1 is consistently good and in the Year 2 class is very good. In Key Stage 2 teaching is satisfactory overall. In Key Stage 1 teachers plan thoroughly to ensure that concepts are approached in a variety of ways. An example of this was seen in Year 2 when pupils who had already attained the expected level of knowledge in electricity were given the opportunity to apply this. They were asked to individually make a question board that would light up when the correct answer was given. The teacher had high expectations of the pupils who rose to the challenge with enthusiasm. Through this activity pupils developed their knowledge into real

understanding that they would be unlikely to forget. Scrutiny of pupils' books in Key Stage 1 showed that this is the common practice of teachers in this key stage and explains why pupils' understanding is so secure and results are so high. A weakness in teaching at the end of both key stages is that pupils are given too few opportunities to attain the higher level. Teaching in Key Stage 2 is less than good when marking focuses only on presentation and not on scientific understanding or when the activity is insufficiently open ended to allow the pupils to apply their understanding. An example of this was seen in Year 4 when pupils testing materials to see whether they allowed electricity to pass through did not consider for example whether the bulb was equally bright for each material.

113. There is a suitable scheme of work to guide teachers when planning and a satisfactory system of recording assessments that gives teachers a guide as to the level pupils have attained. This assessment however is against long term aims and does not support teachers in planning the small steps needed by pupils who are having difficulties achieving these targets. Science is taught on a two year cycle which means that the work pupils cover is the same as either the year above or the year below. Because the curriculum is not monitored and pupils' work not regularly compared there is no system to ensure that teachers in these classes are covering the work at a similar level. Some discrepancies in the level of coverage were observed when pupils' books were scrutinised during the inspection.
114. The use of information technology in science is still underdeveloped in most classes, although the pupils in Year 6 are beginning to learn how to use data logging devices in their investigations. Speaking and listening are well developed in science lessons when pupils are encouraged to talk together in order to plan their investigations or for example when they are asked to give a whole presentations of what they have done. Opportunities to develop literacy skills used when pupils write about what they have done. Opportunities to develop numeracy skills are less well promoted and there are few examples in pupils' work of data being recorded in a graph or of accurate measurements being taken.

ART

115. Standards of attainment at the end of Key Stage 2 are in line with those normally seen in schools and are above at the end of Key Stage 1. This shows an improvement at Key Stage 1 since the last inspection when standards were judged to be in line but a decline in standards at the end of Key Stage 2 which were judged to be above at the time of the last inspection.
116. Pupils at the end of Key Stage 2 show a satisfactory level of skill in drawing and sketching. Although pupils experience painting, printing, collage and some three dimensional work there is an emphasis on sketching and drawing which limits their opportunities to make as much progress in other aspects of art. They make good progress in learning about the work of artists. In Year 6 pupils have produced drawings inspired by the work of William Blake. In other Key Stage 2 classes, pupils learn to appreciate the work of artists such as Matisse, Holbein and Cezanne and have created their own pictures in their style.

117. Pupils in Key Stage 1 use a wide range of media such as pencil, pen and ink, paint, clay and textiles. By the end of the key stage pupils observe well and make good attempts at drawing objects such as plants. They paint confidently. Their work in the style of Gauguin is of a high quality and shows a good understanding of colour and tone. They show a good understanding of shade when they sketch a child with light shining on him from the side.
118. Pupils in both key stages enjoy art but in Key Stage 1 attitudes are particularly good. The very good efforts of pupils in this key stage together with the good and very good teaching help pupils achieve success and satisfaction with their work. This is the reason for the high standards being achieved. In both key stages pupils with special educational needs have equality of access to all aspects of the art curriculum and in the work they do they achieve success similar to that of other pupils.
119. Since the last inspection a very detailed scheme of work has been adopted and links with local artists have been strengthened. Because of the recent focus on literacy and numeracy the full benefit of the scheme in supporting teachers has still to be felt at Key Stage 2.
120. Teaching in Key Stage 1 is good and the teaching of the coordinator is very good. Teachers have good subject knowledge and are able to develop skills progressively. They use the work of other artists skilfully not only to help pupils appreciate art but also to think about the styles of others in order to develop their own style. Pupils are taught in the reception class to mix colour and make marks. They become accustomed to using media such as paint and textiles. This is developed in Year 1 when pupils learn about the artist Klee and extend their range of media to include computer pictures and three dimensional art with clay. In the Year 1/ 2 class pupils extend their skills and experiences by producing collage of a high quality in the style of Picasso. Skills are further developed in the Year 2 class when pupils learn more about colour mixing, shade and tone and develop further their skills of observational drawing. Teachers in Key Stage 2 are less secure in their knowledge and understanding of art and consequently are less secure when determining their learning objectives for the lesson. Although they develop pupils' appreciation of the work of other artists they are less skilled at building on previous learning. An example of this was seen when pupils were sketching a still life but did this from memory and not from first hand observation.
121. Teachers in both key stages use visitors and the wider community well to support their teaching of art. Pupils in the Year 2 and 3 classes are both involved in a local millennium project which will involve using the work of the pupils in a larger display. Pupils in Year 4 benefited from working with a local sculptor to produce a display in sandstone on Runcorn Hill. His knowledge and understanding of art helped pupils look more carefully at their own work and they were encouraged by the success he helped them achieve. Information and communication technology skills are well developed in art when pupils design their own patterns or create their own pictures on the computer. Good examples of this were the patterns in the style of William Morris seen in Year 2. In common with coordinators of other foundation subjects the coordinator does not have the opportunity to monitor planning or to look at pupils' work on a regular basis. There are no agreed systems for assessing pupils' progress.

DESIGN AND TECHNOLOGY

122. The standard of pupils' work in design and technology at the end of both key stages is similar to that seen in other schools. Standards have improved since the last inspection.
123. At the end of Key Stage 2 pupils are able to plan a project such as making a board game with a pressure switch out of card and electrical components. In Year 5 they are able to use wood and the appropriate tools to make wind chimes. Pupils begin by designing and making a prototype of their final model and then evaluate their product at the end in order to identify how it can be improved.
124. At the end of Key Stage 1 pupils study moving joints and then use their knowledge to make puppets. Before making sandwiches they researched taste and investigated butter. Pupils in Year 1 learn about simple mechanisms when they use a construction kit to make a vehicle that will move. In both key stages pupils with special educational needs make satisfactory progress. In both key stages pupils make better progress in the development of the skills involved in making than in those relating to designing.
125. Pupils have satisfactory attitudes to their work and are sensible particularly when using tools
126. Since the last inspection the coordinator has prepared a detailed scheme of work to support teachers when planning their lessons. Unfortunately because of the recent emphasis on literacy and numeracy teachers are not able to implement the full scheme and pupils have limited opportunities to experience the full range of materials and design and make tasks. For example, there is very little use of textiles and few examples of mechanisms at Key Stage 2. There has still been no training in design and technology for any member of staff and as a result staff are still uncertain about the nature of the design and technology process and do not have a secure understanding of the purpose of design.
127. Teaching is satisfactory in both key stages. Teachers teach basic skills, for example in Year 4 pupils learn how to score and cut card correctly. In Year 5 pupils learn how to use saws safely. In Key Stage 1 teachers are particularly good at encouraging pupils to investigate other products before designing their own. For example, when a range of different ways of making joints were considered in Year 2. In Key Stage 1 there is some confusion between art and design and technology. In both key stages opportunities to develop numeracy skills are underdeveloped. For example pupils making wind chimes in Year 5 were not required to make accurate measurements. There are no opportunities for pupils to use information technology in their designing or making. In common with coordinators of other foundation subjects the coordinator does not have the opportunity to monitor planning or to look at pupils' work on a regular basis. There are no agreed systems for assessing pupils' progress.

GEOGRAPHY

128. During the inspection it was possible to observe only one lesson at Key Stage 1 and two lessons in Key Stage 2. Account was also taken of teachers' planning and scrutiny of pupils' work in books and on display when making judgements.

129. Pupils make good progress in both key stages and achieve levels of attainment above those expected of pupils of their age. This maintains the standards in the last report at Key Stage 2 and indicates an improvement in Key Stage 1. This is due to the updated scheme of work, an improvement in teaching and clearer lesson planning. Pupils with special educational needs attain in line with their abilities.
130. By the end of Key Stage 1 pupils understand the differences between a town and a village by comparing their own town to a village approximately forty miles away. By conducting traffic surveys in both areas they realise that there is much more traffic in a town than in a village and also that a village has few if any shops. They learn by first hand experience of their own locality, by visiting the village and by examining secondary sources of evidence such as photographs. All pupils develop an understanding of maps. Year 1 can draw and describe their route to school, passing the fire station, and can follow the map from Hansel and Gretel's home to the Gingerbread House. Pupils in Year 2 develop these skills further by looking at a bird's eye views of their school and comparing this to a map.
131. By the end of Key Stage 2, pupils have a good understanding of physical features and are aware of the features of a river and know how it changes the landscape. They can describe the process of erosion, using appropriate vocabulary, and understand the composition of soil and therefore the effect of heavy rain. Year 3 know that physical features are created by natural things and that human factors also contribute to the environment. They learn about these factors as they act out a public meeting to discuss the possible effects of the council sanctioning a new motorway near the school. Year 4 learn about Runcorn in more detail and also examine a year in the life of a sheep farmer. Year 5 develop a good understanding of the world map. They can locate Kenya, their contrasting locality, and know that it is very hot because it is close to the Equator. They learn a lot about life in Kenya through books and photographs and are extending this knowledge by writing to pen pals in a Kenyan school. They are also using e-mail to exchange information.
132. Pupils throughout the school have good attitudes to their work. The standard of presentation in the books is good, particularly in Key Stage 1 and at the beginning and end of Key Stage 2. Pupils generally listen well and are confident to offer opinions. They generally co-operate well and settle quickly to work in groups.
133. Teaching was good in the lesson seen in Key Stage 1 and very good in both Key Stage 2 lessons. Lessons are interesting and well prepared, for example the role play in Year 3 and a very good demonstration by the Year 6 teacher of the effects of heavy rain on soil, using a drainpipe, water and a sponge. These motivate the children and sustain their interest. Learning is enhanced by visits to places of interest; for example, Year 2 visit their contrasting village to learn about the traffic flow and other features. Teachers encourage pupils to use the correct language from the earliest age promoting understanding, and good class management ensures that all pupils participate. Learning objectives are clearly stated at the start of each lesson, ensuring pupils know what is expected with a positive effect on their learning.

134. The co-ordinator has held the responsibility for a short time. She is very well organised and has already collated a portfolio of annotated pupils' work. In common with co-ordinators of other foundation subjects she has not yet had the opportunity to monitor planning or to look at pupils' books on a regular basis to monitor progress. There are no agreed procedures for assessing pupils' attainment. Resources are good, with a wide range of photographs and Big Books.
135. The subject makes a good contribution to literacy through written accounts and to numeracy through graphs and comparison of temperatures. The use of information and communication technology is used for e-mail in Year 5 but in general is still underdeveloped.

HISTORY

136. No lessons were observed at Key Stage 1 during the week of the inspection and only one lesson was observed at Key Stage 2. However, evidence from the scrutiny of pupils' work, teachers' planning and discussions indicate that attainment is in line with national expectations. Pupils with special educational needs attain the standards expected of their abilities.
137. Pupils in Key Stage 1 develop a sense of chronology as they interview their parents about their childhood and their favourite clothes. They make a family time line showing that daddy is the oldest and baby brother is the youngest. They also compare their parents playing in the garden and reading books with the range of new toys on offer today. Pupils in Year 2 look further back in time as they place photographs of the teacher's grandma, her mother and the teacher herself on their timeline. They also learn about events in the life of Queen Victoria and examine pictures of a Victorian kitchen, comparing the smoothing iron with today's steam iron.
138. Pupils in Year 3 learn about life in Roman times by examining coins and jugs and history is brought to life as they enjoy a Roman banquet, wearing togas and eating their fruit soup. They also develop their understanding further as they visit the Roman town of Chester and meet a Roman soldier, inspiring the pupils to perform a Roman battle in assembly. Pupils in Year 4 extend their knowledge as they plot the chronology from the Romans to the Tudors. They gain a good understanding of Tudor houses as they visit Little Moreton Hall, and draw and paint very detailed pictures. Year 5 plot Victorian inventions such as photography, electric lights and the telephone on their timeline. They also track the development of transport through the ages from the turnpike roads to the first flight. Pupils in Year 6 gain a good understanding of an ancient civilisation as they study Ancient Greece. They have a good factual knowledge and know the difference between Greek myths and actual history as discovered through archaeologists. They make sensible predictions about the victor in a battle between the Greeks and the Persians, comparing weapons, armour and the number of soldiers. They discuss the casualties of battle, promoting understanding of the costs of war and higher attaining pupils show an appreciation of cause and effect in their written accounts.
139. The school has addressed the issues of the last inspection and has adopted a new scheme of work and increased the number of artefacts. All pupils have a good attitude to their work and enjoy hearing about the past.

140. There was insufficient evidence to judge teaching overall. However, in the single lesson observed in Key Stage 2 teaching was good. Scrutiny of teachers' planning and pupils' work indicate that activities are interesting and varied and good use is made of visits to places of interest to extend learning.
141. The co-ordinator has a good knowledge and understanding of the subject and she has developed a clear and useful scheme of work. She has not yet had the chance to monitor planning or books but provision is planned for the coming year. There are no agreed procedures for assessing pupils' progress. Resources are sufficient to meet the needs of the curriculum.
142. The subject makes a good contribution to literacy through reading and writing about the past and to numeracy through making timelines. Information technology is used to research information.

INFORMATION TECHNOLOGY

143. Inspection findings are that pupils at the end of both key stages attain standards that are in line with those expected for pupils of their age. This represents an improvement in standards since the time of the last inspection when standards were judged to be below expectations at both key stages. Pupils at the end of Key Stage 2 are able to use the computer for word processing. They use spreadsheets and are able to represent the information in a range of different graphs. They use CD ROMs to find information, for example about ancient Greece or Celtic crosses and more recently interrogate the Internet for further information. Pupils in Year 6 have recently been introduced to data logging equipment, which they use to test which colours allow the most light to pass through.
144. Pupils at the end of Key Stage 1 use the computers to write independently. They are able to edit their work, save it and retrieve it when required. They change the colour, type and size of the font and print their work independently. Pupils in Key Stage 1 make effective use of control technology to operate programmable toys. In both key stages pupils with special educational needs are well supported and make the progress of which they are capable.
145. Pupils work sensibly on computers and in whole class lessons show interest and concentrate well. Pupils with computers at home enjoy using them and some pupils use them to practice skills they have learnt at school. This makes a significant contribution to the standards being attained.
146. Teaching in Key Stage 2 is satisfactory. The one lesson observed in Key Stage 1 was very good. Teaching of information and communication technology is timetabled throughout the school and most teachers teach regular whole class lessons. Teaching in Key Stage 2 fails to be good because the time allocated to whole class lessons is often used to develop mathematical skills, rather than further developing competence in technology skills. The very good Key Stage 1 lesson was well organised and the support for pupils with special educational needs was very good. The teacher used questions effectively to help pupils think and understand. Teachers in both key stages plan work that ensures pupils meet a wide range of aspects of information and communication technology. In the reception classes, pupils learn to control the mouse through programs such as the one where they dress Teddy. They begin to use simple data handling programs when they learn to create simple pictograms. This work is extended in Year 1 when pupils collect information in a tally

chart. In Year 3 pupils learn to add a picture to their written work and in Year 4 pupils practice modelling when they design a room. In Year 5 pupils begin to use the Internet and have used the computer to send and receive e-mails. In Year 6 pupils have added to their skills by using the computer to record their musical compositions. Years 5 and 6 have had experience of using a digital camera.

147. Since the last inspection a new coordinator has been appointed who has worked hard to produce a comprehensive scheme of work with day to day record sheets for recording pupils' progress. The school has made a stringent effort to develop the confidence and expertise of staff and now all staff have reached a satisfactory level of competence and confidence. More modern computers have replaced older models but the ratio of computers to pupils is still low when compared to similar schools. This means that pupils do not have the time they need to practise skills and many pupils only attain the required standards because they are able to practise at home the skills taught at school. This situation is worsened by the fact that computers are often left unused for large parts of the day. The school has a satisfactory range of software which it uses well. The school has a set of simple word processors which are used to help support the development of word processing skills in literacy lessons. Because computers are not in full use information and communication technology still does not make a full contribution to the development of standards in other subjects. In common with coordinators of other foundation subjects the coordinator does not have the opportunity to monitor planning or to look at pupils' work on a regular basis.

MUSIC

148. Owing to the fact that music is taught mostly on Friday, it was only possible to observe two lessons during the inspection. However, by discussing music with pupils and teachers, attending school assemblies, looking at policies and the scheme of work, it is apparent that the school provides a satisfactory programme of music throughout the year and pupils attain a standard of work in music appropriate for their age.
149. Reception and Year 1 pupils use a BBC tape of the Music Box programme. Pupils identify a good range of percussion instruments, keep to the rhythm and clap in time to the music. In the Key Stage 1 assemblies pupils sing satisfactorily to the piano accompaniment and in their hymn practice are given opportunities to accompany the singing with percussion instruments.
150. In Key Stage 2, Year 3 pupils clap in time to the music and understand the difference between crotchets and minims. They listen to music and then compose their own pieces. Year 6 make a game involving musical composition. They write their own tunes and use a computer programme to print the finished work. One pupil demonstrated this by playing her tune well on the piano. All pupils in Key Stage 2 sang many hymns well in the hymn practise, singing sweetly and with enthusiasm.

151. Pupils' attitudes to music are positive. They enjoy performing whether singing or when playing a musical instrument. They listen attentively and concentrate well when learning new hymns. Pupils in both key stages were very keen to talk about their part in the annual school pantomime when every pupil is given the opportunity to take part. They also look forward to taking part in music in class assemblies when their parents and families are invited to attend.
152. Teaching in the two lessons observed was good. Teachers have good control of pupils and clear learning objectives for each lesson. In Year 3, the teacher has good knowledge and understanding of music, leading the singing well and making good use of her own expertise.
153. Since the last inspection the coordinator has introduced a new scheme of work that is better able to support teachers in their planning. In common with coordinators of other foundation subjects the coordinator does not have the opportunity to monitor planning or to look at pupils' work on a regular basis. There are no agreed systems for assessing pupils' progress. Recorder tuition is available to pupils and a group of recorder players performed during one of the assemblies. Resources are now good. They are well stored and readily available. The school takes part in local music festivals but there is no regular choir at the present time. The school has prepared a three-year action plan that includes the provision of instruments from other cultures and opportunities for pupils to learn other musical instruments besides the recorder. Apart from in Year 6 there is little evidence that information technology is used to support learning in music. There is little evidence that music is used to develop literacy skills; for example through developing technical language or researching the life of musicians, nor are there opportunities to develop numeracy skills.

PHYSICAL EDUCATION

154. During the inspection, due to the season of the year, lessons focused appropriately on the development of skills in athletics and games. Evidence from discussion with pupils and teachers and from the scrutiny of teachers' planning, however, indicates that pupils attain standards in line with those expected nationally at the end of both key stages and a full programme of physical education is provided throughout the year.
155. In all classes pupils carry out appropriate warm up and cool down exercises at the beginning and end of each lesson and know the reason for doing so. Pupils in Key Stage 1 practice throwing and catching balls, quoits and beanbags. Year 2 pupils concentrate on improving their footwork and body movement in ball games. Pupils were introduced to simple games with rules, gradually extending the activity to include four players.
156. In Key Stage 2, pupils continue to improve their ball skills and body control, working together in small teams. Year 3 try to make specific passes and eventually very few balls go astray. Year 4 practise standing jumps, working up to jumping their own height measured by two beanbags placed on the floor. They soon realise the importance of using their arms and legs to improve their performance. Year 6 pupils cover many activities in a six-group rotation during the lesson. They perform jumps, running exercises and target practice with balls.

157. Pupils are keen to do well in their physical education lessons. They try hard to improve their performance when working as individuals or in pairs and groups. They are prepared to watch other pupils and learn from them. Whole classes applaud when one of their number does well. When they take part in coaching sessions as part of their extra-curricular activities, for example in football and netball, pupils react well to teachers and put in much effort to develop their skills.
158. The quality of teaching observed was always good. Teachers plan very effectively for the subject with appropriate learning objectives identified. They have very good control of pupils and lessons develop in a friendly atmosphere. For example in Year 6 there was no arguing about scores or final results in the competitive games. Teachers have established good routines. Pupils change quickly and quietly without fuss and lessons move with good pace. Teachers are well aware of safety issues and care is taken to keep pupils safe at all times.
159. Although in his first year in teaching, the co-ordinator is very well qualified and has organised the teaching of physical education effectively. Since the last inspection a new scheme of work has been introduced and assessment opportunities have been built into it. In common with coordinators of other foundation subjects the coordinator does not have the opportunity to monitor panning. There is good accommodation for the subject, including a carpeted hall, a level school field marked out for athletics and a hard surface area used for netball and other games. Resources for both key stage pupils are good which reflects an improvement on the last inspection. Swimming lessons are provided for pupils in Years 3 and 4. Although it was not possible to observe swimming lessons, records show that good progress in being made by most pupils and nearly all pupils swim the required length by the time they leave the school. An annual residential visit is arranged for pupils in Year 6 to Kingswood Activity Centre and this provides opportunities for pupils to experience a wide range of sporting activities.

RELIGIOUS EDUCATION

160. Pupils are attaining standards expected in the Local Authority's Agreed Syllabus. Pupils' learning is satisfactory overall and pupils with special educational needs are well supported so that they progress in their learning in line with their ability either as a result of work which is adapted to suit their needs or by additional help from their teacher.
161. By the end of Key Stage 1 pupils know that the Bible is a holy book and are familiar with many stories from the old and new testaments. Teachers focus appropriately on the Christian festivals of Christmas and Easter and pupils also know of Jewish festivals, for example Hanukkah, the festival of light. Pupils are taught about the lives of famous people such as Grace Darling and Mother Teresa. They know why people go to church, visiting a church themselves and learning about the church building and the importance of symbols to Christian people. In the combined Reception and Year 1 class the pupils enjoyed dressing up to celebrate a wedding after learning of the bible story when Jesus turned the water into wine.

162. By the end of Key Stage 2, pupils have increased their understanding of the significance of key people and teachings in the religions they have studied. They recognise the distinctive features of Christianity and Judaism and how these relate to the everyday life of those who practice these religions. Year 3 pupils enjoyed a visit from a local vicar who brought artefacts into school and answered pupils' questions about his work in the community. Good questioning in the Year 4 class about St. Francis of Assisi encouraged pupils to think and formed an important link with literacy, identifying key words to help pupils retell the story. Year 5 pupils make imaginative posters after learning the story of Joshua. The teacher challenged pupils to find out answers if they did not immediately know the answer. This promoted independent learning. Year 6 enjoyed completing a quiz on symbols, which captured their interest and imagination at the beginning of the lesson. Pupils used information and communication technology effectively to search for more information about the collection of crosses brought into school by the teacher.
163. Pupils' attitudes and their responses to the tasks set before them are good. Pupils listen carefully and work quietly when carrying out written work. They willingly share ideas with others. The views of pupils with special educational needs are valued and respected by other pupils in their classes, and these pupils make good progress.
164. In the four lessons seen the quality of teaching in two lessons was satisfactory, in one it was good and in another it was very good. Teachers ensure through good planning that the relevant course material is covered. Teachers have high expectations of pupils' behaviour and challenge pupils to improve their knowledge. Teachers have a calm manner during lessons and bring out important facts from other subjects where appropriate. Religious education lessons make a good contribution, in support of acts of collective worship, to pupils' spiritual, moral, social and cultural development, and to their skills in literacy.
165. The emphasis which teachers place on the need to show care and concern for others supports the teaching of religious education and contributes to the moral, social, and cultural development of pupils.
166. The co-ordinator leads the subject well but in common with coordinators of other foundation subjects the coordinator does not have the opportunity to monitor planning or to look at pupils' work on a regular basis. There are no agreed systems for assessing pupils' progress. The curriculum has been reviewed and fully implements the Locally Agreed Syllabus. New Bibles and artefacts have been provided since the last inspection and resources are now satisfactory. Opportunities are well used in religious education to develop literacy skills but there was little evidence seen of opportunities to develop the skills of numeracy of information technology.