

INSPECTION REPORT

DEAN FIELD PRIMARY SCHOOL

Halifax

LEA area: Calderdale

Unique reference number: 107481

Headteacher: Mrs P Burton

Reporting inspector: Mr L Lewin
22330

Dates of inspection: 20th - 23rd March 2000

Inspection number: 182162

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Cousin Lane Ovenden Halifax West Yorkshire
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Appropriate authority:	Governing body
Name of chair of governors:	Mr E Waller
Date of previous inspection:	27/3/95

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr L Lewin	Registered inspector	Information technology	The school's results and pupils' achievements How well the pupils are taught How well the school is led and managed
Mr E Langford	Lay inspector	Equality of opportunity	Pupils' attitudes, values and personal development How well the school cares for its pupils How well the school works in partnership with the parents
Mrs B Jones	Team inspector	English, geography, music	How good are the curricular and other opportunities?
Mrs P Hoey	Team inspector	Areas of learning for children under five, art, religious education	The curricular and other opportunities offered to pupils (support)
Mr D Walters	Team inspector	Science, history, physical education	How well the school is led and managed (support)
Mr N Wales	Team inspector	Mathematics, design and technology	Special educational needs, English as an additional language. How well the school cares for its pupils (support)

The inspection contractor was:

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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	6
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?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
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?	22
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

The school serves the immediate community area that is made up of several large housing estates. There is a very high level of unemployment in the area. Eight pupils were excluded on fourteen occasions during the last school year. Sixty four per cent of pupils are eligible for free school meals, which is over three times the national average figure. Forty three per cent of pupils are registered as having special educational needs, which is over twice the national average and, of these pupils, three per cent have Statements of Special Educational Need, which is also above the national average. The school has a total of 346 pupils on roll taught in thirteen classes by 16 full-time teachers and one part-time teacher. As part of the school, there is a nursery classroom with 48 children under five attending part-time. In addition, of the 34 pupils in the reception class, 18 children are currently under five. Most pupils in the school come from white ethnic backgrounds with a small percentage (3 per cent) coming from a range of other ethnic backgrounds. Six pupils speak English as an additional language. On entry to the school children's attainment is generally well below average. The school has, since 1998, been involved in a 'Special Educational Needs Pilot Project' with the support of the local education authority and, since September 1999, has received additional funding due to being part of the Education Action Zone. In addition, the school is involved in a project involving the regeneration of the local area. The school building is in a very dilapidated condition. A wing of six classrooms plus the school library have been condemned as unfit for use and mobile classrooms brought on site to accommodate the pupils. The condition of the building is continuing to worsen and the school is carefully monitoring the situation.

HOW GOOD THE SCHOOL IS

The staff provide very strong support for pupils' pastoral care and welfare and work extremely hard in the face of the challenging social environment of the school. Standards attained in the core subjects of English, mathematics and science are still too low. However, the overall good teaching, which has significantly raised the standard of pupils' behaviour and attitudes in recent times, is now having a positive impact upon improving the standards of work attained by the pupils. The school provides value for money.

What the school does well

- Pupils attain good standards in music at Key Stage 1 and, at Key Stage 2, the singing is excellent.
- The majority of teaching is good. Teaching is particularly good for children under five and provision for this age group is very good.
- Procedures for monitoring and promoting good behaviour are very good. As a result, pupils generally behave well, show enthusiastic attitudes and good personal development and relationships between pupils and between pupils and their teachers are usually good.
- The headteacher and staff work extremely hard to ensure that the school provides a very secure and caring atmosphere for the pupils.
- Promotion of pupils' moral development is very good and development of their social and cultural awareness is good.
- The school makes good provision for pupils with special educational needs.
- Parents have a high regard for the school, are kept very well informed and staff establish strong relationships with them. In addition, the school has established strong links with the community and other local organisations.

What could be improved

- Although the school's national test results show an overall trend of improvement, English mathematics and science standards are still low in comparison with other schools nationally.
- Literacy and information technology skills are not sufficiently developed in other subject areas.
- The school has insufficient information technology equipment to fully support teaching and learning in this subject.
- The school does not have a written clear strategic view of its long-term development.
- The governors' role in monitoring the effectiveness of the school is under-developed and they are not sufficiently involved in constructing the school development plan.
- The expertise of subject co-ordinators is not fully utilised.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in 1995 the school has improved its teaching and the attitudes, behaviour and personal development of its pupils. Although standards attained by the time pupils leave the school are below national expectations in mathematics and science and very low in English, there are signs of improvement. Standards in music and religious education have improved. Provision for ensuring the health, safety and welfare of the pupils has improved to a very good level. The school has satisfactorily addressed most of the key issues raised during the last inspection. However, the issue relating to the need to more fully harness the skills of subject co-ordinators is still a weakness.

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	E*	E*	E*	E
mathematics	E*	E*	E	B
science	E*	E	E	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

E* indicates that the school's performance is in the lowest five per cent of schools nationally.

Children's attainment on entry is well below average. The children do well in personal and social development and creative and physical development in the two classes catering for under-fives. However, their attainment in language and literacy is below the national expectations for their age group. According to national test results over the last three years, seven-year-old pupils consistently attain very low standards in reading, writing and mathematics, although a slight improvement in mathematics was noted in 1999 to a well below average grade. Overall, standards by the end of Key Stage 2 are improving at a better rate than the national trend of improvement with results in mathematics in 1999 that were more favourable than schools with a similar intake of pupils. Nevertheless, attainment in mathematics and science is well below average and very low in English compared to schools nationally. Pupils' work seen during this inspection reflects a broadly similar picture to that shown by the test results. Overall, standards of work are not high enough. Pupils' presentation of their work is often very untidy. Pupils do not use their literacy and information technology skills enough in other areas of the curriculum. Pupils are unlikely to attain the nationally expected level in information technology by the end of Key Stage 2, as they do not cover all the required aspects of this subject. By the end of each key stage, pupils attain standards in religious education in line with the requirements of the Locally Agreed Syllabus. Pupils do well in music at Key Stage 1 and singing is excellent at Key Stage 2. The progress of pupils with special educational needs is satisfactory at Key Stage 1 and good at Key Stage 2. The school sets targets for the future performance of its Year 6 pupils, but these targets are not always sufficiently accurate.

The overall good teaching helps pupils to improve from their very low attainment when they start school. This good teaching has not had time to compensate for the low starting point by the time pupils leave the school at age 11. This is because teachers have rightly focused upon, and been very successful, in improving the quality of provision for the very high percentage of pupils with special educational needs as well as improving pupils' attitudes and standards of behaviour. The school has achieved a very good level of success in these areas and, as a result, is now well placed to raise standards further in English, mathematics and science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Generally good. Pupils often show enthusiasm and a positive attitude towards school life.
Behaviour, in and out of classrooms	Good. Pupils generally behave well. Occasional instances of inappropriate behaviour occur.
Personal development and relationships	Good. Pupils willingly take on responsibilities and carry them out sensibly. There are generally good relationships between pupils and between pupils and their teachers.
Attendance	Satisfactory. Most 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	Satisfactory	Good

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

Ninety three percent of teaching is satisfactory or better, 71 percent of the teaching is good or better, 37 per cent is very good or better and seven per cent is unsatisfactory. The teaching for children under five is consistently very good. Teachers have a thorough knowledge of the needs of children of this age group and tasks are presented in a lively and interesting fashion that motivates the children. At Key Stage 1, teaching is satisfactory overall with good teaching occurring in English, science, music and religious education. At Key Stage 2, teaching is good overall with good teaching occurring in English, science, design and technology, geography music, physical education, and religious education. Literacy skills are generally well taught and numeracy skills are satisfactorily taught overall. Teaching for pupils with special educational needs is satisfactory across the school with good teaching noted in the Year 5 and 6 special educational needs unit. The generous allocation of classroom assistants enables the provision of valuable extra support and guidance for pupils' learning during lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is generally broad and balanced except for information technology where some of the required areas are not fully covered at Key Stage 2.
Provision for pupils with special educational needs	Good. The school has a generous allocation of support staff and effective provision of two separate special educational needs units at Key Stage 2.
Provision for pupils with English as an additional language	Satisfactory. Pupils are carefully monitored and appropriately supported.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The promotion of pupils' spiritual awareness is satisfactory. Moral development is very well promoted and good provision is made to promote pupils' social and cultural development.
How well the school cares for its pupils	The headteacher and staff work extremely hard to ensure that the school provides a very secure and caring atmosphere for the pupils. The school has good procedures in place for assessing pupils' attainment and progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The dedicated and energetic headteacher and the key teachers in the school work together as an effective team. The expertise of subject co-ordinators is not fully utilised.
How well the governors fulfil their responsibilities	Governors are generally well informed, most visit the school regularly and provide effective support for the headteacher and staff. However, they are not sufficiently involved in the construction of the school development plan.
The school's evaluation of its performance	The headteacher suitably monitors the work of teachers. The governors' role in monitoring the effectiveness of the school is under-developed.
The strategic use of resources	The school development plan is too short-term and does not provide a clear enough picture of the progress of future initiatives along with their financial implications. The school is yet to fully embrace the principles of best value.

The day-to-day administration of the school is good. The level of resources available for teaching and learning is satisfactory overall, although there are insufficient computers and a lack of access to outside facilities for children under five in the reception class. There are sufficient suitably qualified and experienced teachers and a generous allocation of support staff. The school accommodation is in a poor state of repair with sections condemned and closed off for safety reasons. The seriously declining state of the building has led to much upheaval and the need for substantial reorganisation of classrooms. The reorganisation has been well managed and, through the determined efforts of the staff has limited any disruption to pupils' learning and ensured that full use is made of remaining available accommodation.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents generally have a high regard for the work of the school. • Children like coming to school. • The teaching is good. • Staff are approachable. • The school expects children to work hard. • Children make good progress. 	<ul style="list-style-type: none"> • Improve the range of extra-curricular activities. • A few parents feel they would like more information about how their children are getting on. • A few parents feel that behaviour is not always good.

The findings of the inspection team confirm that pupils are happy to come to school, that as mentioned above teaching is good overall and that the school encourages dialogue with the parents. Pupils usually work hard in class and often make satisfactory progress but there are also occasions when their progress is unsatisfactory. Most behaviour seen during the inspection was good. The school provides a satisfactory range of activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children's attainment on entry is well below average. In the two classes catering for children under five the children do well in personal and social development and creative and physical development. However, their attainment in language and literacy is below the national expectations for their age group.
2. According to national test results over the last three years, seven-year-old pupils consistently attain very low standards in reading, writing and mathematics, although a slight improvement in mathematics was noted in 1999 from very low to well below average attainment. Overall, standards by the end of Key Stage 2 are improving at a better rate than the national trend of improvement with results in mathematics in 1999 that were more favourable than schools with a similar intake of pupils. Nevertheless, attainment in mathematics and science is well below average and very low in English compared to schools nationally. Pupils' work seen during this inspection reflects a broadly similar picture to that shown by the test results.
3. In the majority of subjects, judgements about pupils' attainment in the last inspection report are broadly similar to those made during this inspection (where comparison is possible) with the exception of music and religious education where standards have improved upon those previously reported.
4. The setting of pupils at Key Stage 2 indicates that thought has been given to the best way of ensuring that pupils learn and progress. In combination with the introduction of the numeracy hour, this strategy is working successfully with mathematics standards improving at a faster rate than English and science.
5. The school appropriately sets targets for the future performance of its Year 6 pupils, but these targets are not always sufficiently accurate as noted with the 1999 mathematics target which was 18 percent adrift.
6. The school clearly recognises that standards in English, mathematics and science are not high enough and is systematically addressing this issue. The overall good teaching helps pupils to improve from their very low attainment when they start school. This good teaching has not had time to compensate for the low starting point by the time pupils leave the school at age 11. This is because teachers have rightly focused upon, and been very successful, in improving the quality of provision for the very high percentage of pupils with special educational needs as well as improving pupils' attitudes and standards of behaviour. The school has achieved a very good level of success in these areas. The resulting improved climate for learning is increasing the opportunities for pupils to raise their levels of achievement. As classes move through the school teachers are consolidating these improvements and laying a solid basis for an improvement in standards.
7. Standards of work in English seen during the inspection were well below average compared to national expectations at both key stages.
8. Standards in speaking and listening skills are below national expectations. Pupils listen well in class and often respond appropriately, but insufficient attention is given to speech, as an integral part of development in English. By the end of Key Stage 1, pupils describe their work, re-tell a story with expression and describe a favourite character. The majority of pupils recall accurately the events and main characters in a simple story they have heard. By the end of Key Stage 2, the

use of standard spoken English is limited and an appreciable number of children do not always speak clearly.

9. Although reading standards are still below average, overall, by the end of each key stage, there are signs of improvement with an increasing number of pupils reaching the nationally expected level. By the end of Key Stage 1, pupils read a selection of literature during the literacy hour and use a range of strategies when reading independently, such as phonics, prediction and context cues. Pupils at both key stages respond well to group reading sessions, but many are unable to discuss plot and characterisation fluently. Older Key Stage 2 pupils learn to select their own books for reading. Pupils make satisfactory, sometimes good use of word lists and dictionaries.
10. Standards of writing at both key stages are poor. By the end of the Key Stage 1, pupils compose simple sentences and begin to use basic punctuation and grammar, but most need help with their writing. Few pupils join their writing. By the end of Key Stage 2, pupils write for a range of purposes and reasons but imaginative writing lacks extension of ideas, reflecting limited reading experiences. Older Key Stage 2 pupils interpret their feelings and ideas and in some writing based on visits their written work shows sensitivity. Often spelling is poor, but sentence construction is correct, with reasonable use of basic punctuation and grammar. Although pupils occasionally produce neatly finished pieces of work, generally handwriting is untidy with insufficient care taken over neat presentation.
11. While there is evidence of improvement in reading alongside the school's introduction of the literacy hour, there is no evidence, as yet, that the strategy is enabling improvements in writing across the school. There are currently too few examples of pupils' literacy skills being extended within other subject areas.
12. By the end of both key stages, standards in mathematics are below the national expectation. By the end of Key Stage 1, pupils are beginning to understand the language of mathematics. For example, they double and half numbers and use the signs for greater and less than. Pupils carry out appropriate mathematical investigations and have a sound knowledge of shape and measurement. By the end of Key Stage 2, higher and average attaining pupils use their knowledge and skills to solve problems and show the ability to work independently. They have a sound understanding of place value and are competent in the four rules of number. Lower attaining pupils are not secure in the basic skills of addition and subtraction. Not all pupils are secure in their knowledge of numbers to 100. In work on fractions some pupils are still unsure about equivalent fractions and find difficulty in halving numbers over 100. The development of pupil's knowledge of shape, space and measure is satisfactory.
13. In science by the end of both key stages, pupils attain standards that are well below the national average. Key Stage 1 pupils use words to describe the properties of materials, make task related observations and make basic recordings of their test results. Older Key Stage 2 pupils understand the notion of what makes a test fair and know what a prediction is, but these concepts are not recalled easily. Within the area of life processes and living things attainment remains low, with poor written work for this area at Key Stage 1. Older Key Stage 2 pupils use terms such as 'hibernation', habitat' and 'scavenger' correctly when discussing pictures of small animals and their answers show they have appropriate knowledge of squirrels and hedgehogs in the wild. Key Stage 1 pupils show some appropriate knowledge in the area of materials and their properties. Pupils at Key Stage 2 have experience of conducting evaporation and dissolving experiments to demonstrate change and use appropriate vocabulary correctly. However, the amount of work covered from this section is low and there is no evidence of work on classifying materials and only limited application of ideas in this area to everyday life. In the area of physical processes the level of attainment remains low with, for example, work on magnetism and magnetic and non-magnetic materials in Years 5 and 6 barely higher than the levels of work expected at Key Stage 1, where pupils also make simple circuits.

14. There was insufficient opportunity to witness pupils working with computers during the inspection to enable overall judgements about attainment in information technology to be made. However, by the end of Key Stage 2 pupils are unlikely to attain the nationally expected level as they do not covers all the elements of the Programmes of Study. Also, pupils do not extend or make sufficient use of their information technology skills to support work in other curriculum areas.
15. By the end of each key stage, pupils attain standards in religious education in line with the requirements of the Locally Agreed Syllabus. By the end of Key Stage 1, pupils have a sound understanding of the story, celebrations, symbols and meanings associated with the Christian festivals of Christmas, Easter and Harvest. At Key Stage 2, pupils develop knowledge and understanding of the traditions and practices of Christianity, Buddhism, and Islam, and are beginning to relate how the symbols and specific terms used in different faith groups are employed in religion.
16. In art, design and technology, history and physical education at both key stages and in geography at Key Stage 2, pupils work at levels appropriate for their ages. There was insufficient evidence available during the inspection to enable a judgement to be made about attainment in geography at Key Stage 1. Standards in music are good at Key Stage 1 and pupils work at appropriate levels for their ages at Key Stage 2. However, at Key Stage 2, singing is excellent with pupils singing in several parts, including descant for the choir.
17. The progress of pupils with special educational needs is satisfactory at Key Stage 1. Pupils participate in a full range of activities in which they are appropriately monitored and guided. At Key Stage 2, pupils with special educational needs make good progress. They benefit from the two special needs units that enable a maximum of ten pupils to be taught during the morning session by one teacher with a support assistant in each unit. In the lessons seen, especially in the Year 5/6 unit, the good working atmosphere, the teacher's good knowledge of the pupils' needs, appropriate methods of control and the good relationships that he established were the key elements that enabled the pupils to progress well. Similarly, when the pupils in the Year 3 and 4 unit respond to the activities provided by the teacher they also make good progress, though there are occasions when the behaviour of the pupils and the lack of suitable strategies to modify their behaviour, results in unsatisfactory progress being made. In mainstream classes the good quality of teaching, particularly in Years 3 and 4 and also in some Year 6 classes, together with the well managed support of classroom assistants enables the pupils to progress well. The introduction of setting for English and mathematics has enabled the teachers to more appropriately plan for the needs of the pupils and this has also had a beneficial effect on their progress.

Pupils' attitudes, values and personal development

18. As a result of the very good procedures established, children under five develop confidently and respond appropriately to questions posed by staff. There are very good relationships in the two classes because children are always treated with consideration and respect and they reflect these qualities in their relationships with others. The children are very well behaved. They settle quickly to their chosen tasks and work with sustained concentration. Children share resources fairly and take turns appropriately when using the equipment. The children enjoy school and generally work enthusiastically.
19. Throughout the rest of the school, the great majority of pupils enjoy coming to school and display good attitudes to the school and to their work. Most listen well, demonstrate commitment to their work and often show themselves to be motivated and enthusiastic learners. Where good teaching takes place, many are able to sustain good levels of concentration during their lessons and collaborate well with other pupils in both group and paired activities. The good attitudes, relationships and behaviour patterns demonstrated by the great majority of pupils, reflect the high expectations of the teachers in this respect and make a strong contribution to the pupils' social and

academic development. The school has worked hard to achieve this outcome which represents an improvement in this area since the previous inspection.

20. Overall, the standard of pupils' behaviour in and around the school is good and serves to enhance the developing relationships that exist between staff and pupils. The good behaviour seen in the classrooms is very much the product of the good teaching being delivered in the school and contrasts significantly with the rapid deterioration in pupils' behaviour and learning where teaching skills are less than satisfactory. The well-structured system of behaviour rewards and sanctions is clearly understood by pupils. It is applied in a consistent manner by staff and proving to be effective in supporting the ongoing development of the overall good behaviour and discipline observed during the inspection.
21. Three instances of exclusion of pupils for unacceptable behaviour related to a Year 5 boy and a Year 6 boy have occurred since the beginning of the school year. This represents an improvement over the same period for the previous school year.
22. In the main, pupils are friendly and considerate towards each other, to staff and to visitors and demonstrate by their actions, and through conversations that they know right from wrong. Many display a natural sensitivity and awareness to the needs of others, especially to those pupils with physical and learning difficulties, and good examples were seen in the school of unsolicited help and support being offered to other pupils and adults. The great majority of pupils collaborate well with each other, happily take turns, and willingly share and treat property and learning resources with care.
23. In general the pupils show good levels of respect for each other and good relationships exist between pupils and between pupils and adults. An atmosphere of care and consideration is present throughout the school.
24. Pupils willingly accept and undertake their assigned responsibilities in school with vigour. However, insufficient whole school responsibilities are given to Year 6 pupils as part of their individual development. For pupils in all year groups, their personal development is well developed through the school's close involvement in the many regeneration and refurbishment projects in operation in the local area. These have helped to raise pupil's self esteem and instil a sense of ownership for protecting the local wildlife and a respect and regard for environmental issues.
25. As at the time of the last inspection, in general, pupils' attendance is satisfactory. Most pupils enjoy coming to school and lessons were seen to start on time during the inspection week. However, the rate of unauthorised absence is high. This is mainly due to the regular unexplained non-attendance at school of pupils from some 14 families. The school and the education welfare service work closely together to follow up and address this situation.

HOW WELL ARE PUPILS TAUGHT?

26. Overall, the quality of teaching is good. It is satisfactory or better in 93 per cent of the lessons observed and in 71 per cent of the lessons it is good or better. Thirty seven per cent of the teaching is very good or better and seven per cent is unsatisfactory. This is a significant improvement upon the quality of teaching compared to the last inspection. Five lessons seen during the inspection were excellent.
27. Teaching of children under five is very good. Teachers plan their lessons thoroughly and ensure that resources are fully prepared and that all support staff are briefed in detail. The teachers and the support staff know each of the children well and have a precise understanding of their individual needs. Tasks are presented in a lively and interesting fashion that motivates the children. As a result, pupils are keen to carry out tasks and make rapid progress with their learning.

28. The quality of teaching at Key Stage 1 is satisfactory overall and in about 47 per cent of the lessons it is good or better with a small number of lessons being very good. The good and very good teaching is seen in English, science and music and satisfactory teaching was noted in mathematics, religious education and physical education. There was insufficient evidence from lesson observations to make judgement about teaching in information technology, art, history and geography.
29. At Key Stage 2 the teaching is good overall but with some variation. Seventy two percent of lessons are good or better with 31 percent being very good. Five excellent lessons were seen. Teaching was good in English, science, design and technology, geography, music, physical education and religious education. Teaching was satisfactory overall in mathematics and art. No history lessons were observed and not enough lessons were observed in information technology to enable a judgement about the quality of teaching to be made.
30. A particular skill of the teachers is the way in which they generally manage and control the pupils in their classes so effectively. This is an important outcome of the good teaching. Many of the pupils are not innately well behaved and it is the strong impact of the teaching upon them that helps them to acquire good behaviour and form positive attitudes to work. In this school, the outcome of the good teaching is slower to impact upon raising standards than it would be in the great majority of other schools nationally because much of the good teaching focuses upon promoting and improving pupils' attitudes, behaviour and personal development. Teachers have been very successful in this respect, often working with pupils who have substantial behavioural difficulties that cause them difficulty in concentrating on their work in the classroom. As a result of teachers' hard work, pupils' behaviour and attitudes have improved significantly in recent times. This has significantly strengthened the ethos for learning, which teachers consolidate as pupils move up through the school. As a result, the school is now in a much stronger position to increase the opportunities for pupils to raise the levels at which they achieve. The improving climate for learning significantly increases pupils' chances of succeeding. It now enables the school to focus its good teaching more fully than was previously possible upon driving up the standards of pupils' work over the next few years.
31. Teachers generally plan their lessons carefully and make good use of resources at their disposal. Lessons are usually well structured and this is particularly the case with literacy and numeracy lessons where teachers have successfully introduced the new strategies for teaching. Explanations are given clearly and usually demonstrate confident subject knowledge. Lessons usually have clear objectives set and in some of the very good lessons these objectives are made clear to pupils at the beginning of the lessons and reviewed again at the end of the session, helping pupils gauge how well their own learning has progressed. In other very good lessons seen, the teachers show enthusiasm for the tasks and this motivates pupils to do their best. Teachers usually provide strong encouragement for the pupils and ensure that work moves at a good pace. Teachers generally have a strong rapport with the pupils and the good relationships they establish help provide encouragement and motivation for the pupils. In the good lessons seen, teachers planned tasks that matched the needs and interests of the pupils. A feature of the very good and occasionally excellent teaching seen is the way in which teachers set challenging tasks that thoroughly engage the pupils and consequently accelerate their learning. For example, in a Year 4 literacy lesson, the way in which the teacher presented a challenge for pupils to try and find the meaning of new difficult words, promoted an enthusiastic and motivated response. However, in a few lessons the reverse is also true, where expectations of pupils' attainment are not set high enough and higher attaining pupils are not fully extended. In these lessons tasks do not always hold pupils' interest.
32. Where teaching was less effective, work did not sufficiently match the pupils needs and, as a result, pupils became restless and struggled to maintain their concentration. An occasional weakness in some lessons occurs when the teachers talk too much and opportunities for the pupils

to become actively involved are delayed for too long. Teachers do not provide enough scope for pupils to pursue their literacy skills in other areas of the curriculum and they do not make sufficient use of information technology in many lessons where it would be appropriate to do so.

33. In mainstream classes the quality of teaching for special educational needs pupils is satisfactory overall. The setting of pupils for English and mathematics at Key Stage 2 is having a beneficial effect by promoting the differentiation of work to suit the needs of the pupils. When this is allied to the effective and efficient use of support staff, pupils make at least satisfactory and sometimes good progress. The pupils with special educational needs all have Individual Education Plans but these are not used consistently to inform lesson planning. Teachers and support assistants show patience and very effectively promote the welfare of the pupils.
34. In the Year 5 and 6 'Ten Tornadoes' special educational needs class the teaching is very good. There are clear lesson objectives and activities are well explained to the pupils. The teacher and support assistant work closely together. The support assistant is deployed well to help individuals and groups and this has a positive effect on pupils' progress. The teacher obviously knows and understands the pupils and makes effective interventions when necessary. Questioning and the pace of lessons are good and, as a result, the pupils are interested and work hard. Underpinning the work is a sense of humour and fun to which the pupils respond well. When necessary, time is taken to address inappropriate behaviour. Sanctions are applied in a fair, understandable way that reinforces pupils' understanding of right and wrong.
35. In the Year 3 and 4 'Top Ten' special educational needs class the quality of teaching is satisfactory overall. In one lesson good teaching was seen. The teacher moves the work along at a good pace. Activities are varied to suit abilities and there are always some paired and group activities to balance the more academic elements. The time element is important for pupils with behavioural and learning difficulties and pupils are kept on task by effective planning that takes account of their ability to concentrate. However, there are occasions, when some pupils are very restless and their behaviour is inappropriate and disruptive. On these occasions, those pupils who are willing to work and learn are prevented from doing so by the behaviour of a minority and the absence of strategies that enables the teacher to quickly gain adequate control.
36. Staff working alongside teachers provide valuable support for pupils and are generally well deployed and well briefed. They work very effectively with groups of pupils or individuals. Some very good examples were seen where staff sat alongside pupils during whole class sessions, quietly prompting pupils in need of encouragement and monitoring pupils performance carefully. Occasionally, they do not have a sufficiently active role during whole class teaching sessions.

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

37. The curriculum for children under five is broad and balanced and prepares children well for the next stage of education. The nursery children have easy access to outdoor activities. The reception children do not since the mobiles were erected on their playground area when part of the school was condemned. The planned activities include all elements of the desirable learning outcomes for the under-fives. The two classes are successful in providing educational support for pupils with special educational needs. All children have full access to the six areas of learning.
38. The curriculum throughout the rest of the school is broad and balanced and meets statutory requirements for all subjects and for religious education. Certain elements of information technology are not covered at key Stage 2, such as control and modelling. Improvements have been made since the last inspection and now geography and design and technology are fully established within the curriculum. Planning has improved since the last inspection, though there is still insufficient challenge for higher attainers in some of work planned.

39. The organisation of the curriculum is thorough. Detailed policies and schemes of work exist for all subjects though there is a need for closer liaison between classes to ensure continuity and progression across the age groups. The school has concentrated its efforts on establishing the national literacy and national numeracy strategies in recent months. The strategies are fully implemented throughout the school and the school feels pupils are already benefiting from them. The strategies are effective in promoting new skills. Science, history and geography are taught appropriately through units of study based on a two-year cycle. All foundation subjects are being successfully maintained. The school has suitable marking and homework policies.
40. The school offers a satisfactory range of extra-curricular activities including netball, rugby, a games club, choir, design and technology and various indoor lunchtime initiatives. The school also usefully offers a homework club. Many excursions are arranged for pupils to visit places of interest in the immediate locality and further afield. These include the Eureka museum in Halifax, Manchester Art Gallery, The Royal Armouries in Leeds, Shroggs Park, Beechwood Library and Park, a neighbouring junior school, theatres and churches, together with a residential stay by Year 6 in Whitby once a year. Visits are used as an integral part of a unit of study. The school has organised some interesting workshops, such as an 'Expressive Arts Day' at the high school, 'Focus on Food' week, 'Create Energy Workshop' and 'Hair Care'.
41. The school strongly provides for pupils' personal, social and health education with a policy designed to develop social skills and an awareness of others in particular. Suitable provision is made for teaching sex education and drugs awareness within the health education curriculum. Useful opportunities for discussion (circle time) are provided that are designed to develop pupils' social skills and an awareness of the needs of others.
42. The school promotes a caring and positive learning environment within which staff promote the concepts of equality of opportunity for all pupils, irrespective of gender, ability, ethnicity and social background.
43. Overall, the provision for special educational needs is good and enhances pupils' access to the broader curriculum. The school has, since 1998, been involved in a 'Special Educational Needs Pilot Project' with the support of the local education authority and, since September 1999, has received useful additional funding as part of the Education Action Zone. There is a strong commitment towards providing for the needs of these pupils. As a result, the provision for pupils with a special educational needs is very good in respect of the number of support staff, the reading recovery programme, the amount of accommodation available and the two units for pupils with predominantly learning and behavioural difficulties. Wherever possible links are maintained with the schools to which pupils transfer and their special needs discussed prior to their arrival.
44. The school's provision for moral development is very good and is good for social and cultural development. It places correctly a strong emphasis on the social and moral aspects of pupils' education. It enables pupils, including children under five, to develop, deepen, and broaden their understanding of values and social behaviour. Spiritual development is satisfactory. These findings confirm those of the previous inspection.
45. The provision for pupils' spiritual development is satisfactory. Although the school has daily assemblies, not all include a collective act of worship. In one assembly seen, the excellent three-part singing created an atmosphere that strongly promoted pupils' spiritual awareness. However, in some assemblies, there is insufficient focus on praise and worship and on promoting opportunities for pupils to experience peace and reflection. The themes chosen for assembly effectively support pupils' moral and social development. For example, pupils were introduced to issues relating to the importance of good teamwork to achieve a goal and the need to curb envy and jealousy. In some religious education lessons the curriculum material provides suitable opportunities for pupils to think about what people believe, and to reflect on their own life experiences in ways which develop their spiritual knowledge.

46. The school's provision for the moral development of pupils is very good. It promotes an understanding of moral principles that allow pupils to tell right from wrong. It provides a clear framework in which pupils develop values of fairness and honesty and show respect for just treatment. The school succeeds in helping pupils appreciate the world around them, to care for their environment and show respect for property and others, recognising their place in the school community and the wider world. The teaching staff are consistent in their approach and ensure that pupils are aware of what is acceptable behaviour in a class situation.
47. The provision for social development is good. The headteacher and staff provide good role models. Teachers provide suitable opportunities for pupils to work together in large and small groups. Appropriate opportunities are provided for pupils to develop responsibility but these opportunities are not sufficiently extensive for older individuals at Key Stage 2. Activities such as the school's involvement in charity and local environmental projects, participation by pupils in extra-curricular sporting activities, residential visits by pupils in Year 6 and the performance by the choir for local senior citizens are good examples of the way in which the school develops pupils' awareness and understanding of the wider community.
48. The school's provision for pupils' cultural development is good. An appreciation of British traditions is developed well through visits to places of local interest and through a good range of visitors coming into the school to talk to pupils. Work in art, history, geography, music, and religious education provide a good introduction to a range of customs, traditions and styles of life and expression and pupils have suitable opportunities to learn about religions and beliefs other than their own. Cultural development is further enhanced through the celebration of festivals such as Christmas, Diwali and Easter and the school makes effective use of art and music from a variety of cultures to raise pupils' awareness of the multi-cultural society in which we live.
49. The contribution of the community to the pupils' learning is very good. A wide range of educational, cultural and environmental visits are organised for the pupils. Very good use is made of community professionals and specialists who talk with the pupils about personal health and safety. Pupils benefit from the school's useful link with the local home for the elderly.
50. The school is very involved in the many environmental regeneration initiatives happening in and around its neighbourhood. In particular the Beechwood Park and Ovenden action programmes have significantly enhanced pupils' community awareness and citizenship development.
51. Very good links with all parties concerned ensure a smooth induction of pupils starting school and when they move on to their next phase of education. The move to their secondary school is very much enhanced by the good quality of transfer information provided and the close teacher-to-tutor liaison.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

52. The school's provision for the care, welfare and health and safety of the pupils is very good and has improved significantly since the last inspection. Very good child protection procedures are in place that are well understood and acted upon by staff. Staff are well trained and alert to the need for regularly monitoring the well being and welfare of the pupils in their care. All staff respond in a discreet and sensitive manner to any personal queries raised with them by pupils. Very good arrangements are in place for the correct storage of medicines in school and for the effective management of pupils' injuries occurring during the school day.
53. Clear and effective strategies have been established to identify and support those pupils identified as having special educational needs. The school has a positive approach to furthering the development of pupils with special educational needs. The provision of the special educational needs units at Key Stage 2, plus the reading recovery class is a very effective means of increasing

the support and guidance for special educational needs pupils. The special educational needs Code of Practice is well implemented throughout the school. In the sample of lessons seen, provision generally matched that recommended by pupils' statements of special educational need. Individual Education Plans that are carefully drawn and appropriately reviewed each term are of generally satisfactory quality.

54. The school has established very good health and safety procedures that embrace the whole spectrum of the pupils' time in the school. Staff and pupils demonstrate very good health and safety awareness. Fire evacuation drills are undertaken each half term and due to the poor state of the school building, regular health and safety inspections are usefully carried out with all reported recommendations being considered and acted upon by the governors.
55. The premises available for use by pupils and staff are maintained to a high level of cleanliness and provide a safe and secure environment.
56. Teachers and support staff know their pupils well. They display a high level of care and concern for the pupils and very good rapport and respect exist between pupils and staff. Pupils feel safe and happy in school and have the confidence and independence to raise any queries and concerns they may have with staff. Very effective pupil registration systems exist that fully comply with statutory requirements. These incorporate very good whole school recording and monitoring procedures, to report on and manage all incidents of pupils' lateness and non-attendance.
57. The very good and well-established behaviour management routines help to enhance and promote the self image of pupils and contribute greatly to the good attitudes to learning displayed by the pupils. The comprehensive whole school behaviour policy is discussed and personalised within each classroom at the beginning of each year to provide each pupil with a meaningful focus upon the school's high expectations for behaviour. These clear and well documented procedures are understood by pupils and parents, applied in a fair and consistent manner by staff and successfully used to promote the overall good level of behaviour. Staff work hard to promote positive relationships and bullying is not tolerated. As a result, there is no current evidence of any oppressive or regular bullying or harassment of pupils.
58. The school has successfully developed a very good range of pastoral procedures that have significantly improved the care and support given to pupils and enriched the learning environment of the school to the benefit of pupils and staff alike.
59. The school has appropriately addressed the key issue from the previous inspection concerning assessment. Rigorous assessment procedures are established in the nursery and reception class. Appropriate targets based on the local authority's baseline assessment are set for individual children and for the two classes by the senior management team. Throughout the rest of the school, good procedures are in place in all subjects of the National Curriculum for assessing pupils' attainment and progress. The school has also developed sound procedures so that the recording of assessment information is becoming a natural part of teaching and learning and is available to guide lesson planning. However, this method of recording is still in the process of being developed and is not always consistent across the school. Short and medium-term planning shows evidence of the use of these procedures. The use of assessment to inform curriculum planning is satisfactory. The assessment co-ordinator has worked very hard to develop these procedures and to encourage the use of them to plan future work.
60. Collections of pupils' work have been assembled to show a pattern of development for individual pupils throughout the school. Pupils' records are suitably passed on to the next teacher and the results of National Curriculum tests are analysed in order to determine strengths and weaknesses. Targets are set for individual pupils in mathematics and English and teachers also have more general class targets. The school itself has identified that the marking of pupils' work across the school is inconsistent. In the scrutiny of pupils' work carried out, significant amounts of pupils'

work were occasionally seen to be unmarked and for older pupils in particular, not enough comments are made to indicate how pupils could make improvements in the future.

61. Progress in personal, social and health education is usefully assessed and evaluated. There is a suitable behaviour policy and the pupils' behaviour is recorded by the class teacher and monitored by the head teacher and deputy head teacher. Year group team meetings of teachers discuss the progress of pupils and success is recognised by awards and participation in assemblies. Parents are suitably informed when pupils are well behaved and also when problems occur.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

62. Parents are generally very supportive, hold the staff in high regard and believe their children receive a good level of care and education. The school has worked hard to promote and develop a good partnership with parents and to encourage and support their involvement in all aspects of their children's education and personal development and an increasing number of parents regularly bring their children into the classroom and talk with the teachers. Most parents have signed up to the class contracts aimed at ensuring joint commitment to the pupils' continued learning. However, only a minority of parents have shown support for the school's home-school partnership agreement. Suitable plans are in place to further enhance the working relationship between teachers and parents.
63. The quality of information provided for parents is very good and enriched by the daily opportunities provided for informal teacher and parent briefings about the pupils. Parents are kept well informed through regular newsletters. Very good consultation procedures are in place and parents' views are canvassed on matters related to their children's learning. Formal briefing meetings are organised for parents each year and used to explain, for each year group, the transfer arrangements and outline the teaching and target objectives for their children's next class. End-of-year progress reports are detailed and provide a good level of information concerning pupils' attainment and progress. The school is pleased with the trend of improvement in the parents' attendance at organised school meetings and is usefully discussing strategies to increase parent participation in planned literacy and numeracy awareness raising workshops.
64. A number of parents expressed the wish for more 'after school' clubs to be organised, particularly in relation to supporting the pupil's literacy and numeracy development but the school currently operates a satisfactory range of activities.
65. The ongoing development of the school's partnership arrangements with parents is helping to raise a positive awareness amongst parents about the contribution they can make to improving their children's learning.
66. The school provides good opportunities for parents of pupils with special educational needs to maintain links with the school and to follow their children's attainment and progress. They are suitably invited to attend termly review meetings but only a minority do so. There are two opportunities during the year for parents to attend evenings when they can discuss their children's progress with the teachers. The teachers are readily available to talk to parents informally each day. Good links are maintained with support agencies and specialist services provided by the local authority.
67. The partnership with parents and carers is very good in the nursery. The staff's relationship with parents and carers is relaxed, friendly and supportive. As parents and carers deliver and collect their children they are very comfortable as they exchange information informally about their children. Parents and carers are invited to stay in the nursery if their children are experiencing difficulties or if they would like to observe an activity. These very good relationships are continued in the reception classes and parents and carers are equally at ease to communicate with staff and to visit the classroom.

HOW WELL IS THE SCHOOL LED AND MANAGED?

68. Overall, the leadership and management of the school is satisfactory. The headteacher carries out her role with much energy and dedication. Over recent years, she has worked very hard with all staff and has successfully improved pupils' attitudes and raised the standard of behaviour. She has ensured that a consistent approach is adopted in this important area of the school's work and that all necessary procedures are followed through completely. In addition, the headteacher and senior staff invest a great deal of their time in ensuring that all aspects of pupils' welfare are carefully

monitored and effectively addressed. In recent times, the school has faced much upheaval and reorganisation of classrooms due to the declining state of the school building. This has been well managed to limit the interruption to pupils' education.

69. In the last two years the school has usefully established a new management structure with team leaders working alongside the senior management team. This has increased the potential for year groups to work closely together and improve the effectiveness of teaching strategies within these teams. The senior management team and the team groups meet on a regular basis in addition to full staff meetings occurring. Despite this improved structure there is still not enough opportunity for the views of all staff to be fully considered.
70. The headteacher, has carried out appropriate observations of lessons to monitor the teaching and learning in classes throughout the school. The school rightly recognises the need to involve subject co-ordinators in this process in the future. Their lack of involvement in this area is currently restricting the ability of subject co-ordinators to gain an overview of the effectiveness of teaching and learning in their subject areas and, in this respect, they are currently unable to fully utilise their skills. The school uses the monitoring reports of external evaluators such as personnel from H.M.I and the local education authority to good effect.
71. The deputy headteacher of the school works in close partnership with the headteacher and provides very effective support for his colleagues. The role of the deputy headteacher is successful within the management structure, but it carries several key responsibilities that are very time consuming. This sometimes limits the effectiveness of the role in the context of the whole school.
72. The current school development plan presents a clear picture of the main areas of action for the current academic year, but there is no written clear strategic overview to indicate how the school will develop and improve beyond this period of time. Involved as it is in a range of local and government initiatives along with the major project of building a new school, the school itself recognises the need to more fully develop its management plans in the near future.
73. Most governors visit the school on a regular basis and are fully supportive of the headteacher and staff. The chair of governors works closely with the headteacher and provides particularly effective support. The governors are generally well informed and involved in the school's operation but recognise that their role in monitoring the effectiveness of the school is currently under-developed. Governors discuss the school development plan at their meetings but they recognise that they are not sufficiently involved in the process of formulating a clear strategic view of future planned improvement. All statutory responsibilities are fulfilled.
74. There are sufficient suitably qualified and experienced teachers to teach the subjects of the National Curriculum and Religious Education. All teachers suitably carry a responsibility for leading and managing a subject area of the curriculum. There are examples of subject co-ordinators having a good impact, such as science in-service training, but they do not currently have regular non-contact time to monitor teaching and learning. This means they have few planned opportunities to find out first hand what is happening in their subjects throughout the school. There are clear procedures for the induction of newly qualified teachers and the school has two qualified mentors to assist in this process.
75. The school has a generous allocation of support staff and the unusually large part of the school's staffing budget spent in this area is appropriate and a valid use of funds by the governing body, given the circumstances of the school. Many staff are long serving and suitable training has been provided in reading improvement and dyslexia. All have a satisfactory impact on the pupils they support and about two thirds are very effective. During the inspection, there were occasions when support staff were not fully utilised and needed more guidance, for example, as to how they could be more effectively deployed in the first part of the literacy lessons. Lunch-time supervisory

staff have had some training and make an effective contribution to the improved behaviour within the school day. The school caretaker works very hard to ensure the difficult buildings are kept in reasonable order and carries out his work conscientiously.

76. The day-to-day administration of the school is good. There is an efficient administrative structure with an administrator who is very knowledgeable about the school's operation. Resources for specific purposes are well managed and used for the designated purposes. There is a high level of expertise with office information technology and up-to-date financial information is readily available as required. This is effective in helping the governors make their financial decisions. The school benefits from volunteers whose time is well spent raising money for the school.
77. The school accommodation is in a poor state of repair with sections condemned and closed off for safety reasons. Plans are well advanced for a new school building to be available for occupation in 2001. Overall the current use of the available accommodation to provide pupils with access to the full curriculum is satisfactory. This has only been achieved as a result of the determined efforts and flexible working arrangements of the staff and, in the light of the continued deterioration of the building, cannot be viewed as any more than a short term expediency. The scheduled move to more permanent and suitable school accommodation is paramount to the pupils' future learning and development. Staff work hard to provide colourful displays in the classrooms and corridors. The school and grounds are litter free and provide an adequate and secure learning environment for the pupils.
78. The resources for teaching all aspects of the curriculum are satisfactory overall. This is an improvement since the last inspection. Science has a good range of resources. The school recognises that it currently lacks sufficient equipment to fully support teaching and learning in information technology. There are insufficient outdoor resources for the under-fives in the reception class. There are insufficient history books and artefacts for supporting work in religious education.
79. Good administrative systems for special educational needs have been set up for and are efficiently carried out. The special educational needs register is well kept and all class teachers have their own class register of special needs. Appropriate statements and individual education plans are in place and the co-ordinator with the help of the staff ensures that reviews take place regularly and that new and appropriate targets are set. However, due to his current heavy workload the co-ordinator has insufficient opportunity to monitor the implementation of individual education plans or to liaise effectively with his colleague in the Year 3 and 4 special educational needs unit.
80. The strategic resources available to the school are satisfactorily managed and all funds are carefully administered. Governors are suitably provided with up-to-date financial information and therefore have a reasonably clear overview of the school budget. The school considers and consults very carefully to ensure that the best use is made of all available funding. Full and appropriate use is made of all available funds including the funding available to the school through the Education Action Zone initiative. Through tendering arrangements costs have been carefully evaluated in the past. However, despite these good practices, the school has yet to fully embrace the principles of best value. Although costs are indicated in the school development plan, the short-term nature of the plan does not enable the school to clearly foresee the financial implications of future initiatives.
81. Taking into account the effective use made of financial resources, the good teaching seen and the strong provision made for pupils' support guidance and welfare, the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

82. In order to improve the quality of education offered to the pupils, the staff and governors should now:

- Improve standards in English, mathematics and science by building upon the school's current success in promoting good attitudes and behaviour and moving to the next step of raising expectation of what pupils can now achieve. (Paragraphs 2, 6 - 13 and 93 - 122.)
- Provide more opportunities for pupils to develop their literacy and information technology skills by utilising these skills more fully in support of other subject areas. (Paragraphs 11, 14, 32, 99, 104, 112, 121, 139, 142, 164.)
- At the earliest possible time, improve the school's information technology provision by increasing the number of computers available for pupils to use and ensuring that there is sufficient equipment available to enable all aspects of the Programmes of Study to be covered at Key Stage 2. (Paragraphs 78, 142 and 144)
- Create a clear written strategic view of the school's long-term development along with the associated financial implications. (Paragraph 72)
- Develop the governors' role in monitoring the effectiveness of the school and fully involve them in constructing the school's development plan. (Paragraph 73)
- Fully utilise the expertise of subject co-ordinators and enable them to share good practice around the school by involving them in the process of monitoring and evaluating teaching and learning. (Paragraph 70 and 74)

83. In addition to the above issues, the following less important issues should be considered for inclusion in the school's action plan:

- Ensuring that teachers adopt a consistent approach towards the marking of pupils' work¹ (Paragraphs 60, 103 and 111)
- Ensuring that individual education plans for pupils with special educational needs are used consistently by teachers in conjunction with their lesson planning. (Paragraphs 33 and 79)
- Considering ways of utilising classroom support assistants more efficiently during whole class teaching sessions. (Paragraphs 36 and 110)
- making further use of numeracy skills across the curriculum. (Paragraph 112)
- Ensuring that the act of collective worship is incorporated into all assemblies. (Paragraph 45)

¹ This area is already identified for action within the school's current development plan
Dean Field Primary School - 24

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	87
Number of discussions with staff, governors, other adults and pupils	55

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	31	34	22	6	1	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)	24	298
Number of full-time pupils eligible for free school meals	-	199

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	9
Number of pupils on the school's special educational needs register	23	114

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	34
Pupils who left the school other than at the usual time of leaving	46

Attendance

Authorised absence	%
School data	6.5
National comparative data	5.4

Unauthorised absence	%
School data	2.3
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	24	19	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	6	17
	Girls	15	12	16
	Total	27	18	33
Percentage of pupils at NC level 2 or above	School	63 (58)	42 (24)	77 (63)
	National	82 (80)	83 (81)	87 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	18	18
	Girls	13	16	17
	Total	23	34	35
Percentage of pupils at NC level 2 or above	School	53	79 (61)	81 (66)
	National	82 (80)	86 (84)	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	32	25	57

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	18	21
	Girls	9	14	13
	Total	22	32	34
Percentage of pupils at NC level 4 or above	School	39 (31)	56 (24)	60 (37)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	10
	Girls	4	3	2
	Total	10	10	12
Percentage of pupils at NC level 4 or above	School	18 (41)	18 (37)	21 (35)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	5
Indian	2
Pakistani	3
Bangladeshi	0
Chinese	0
White	287
Any other minority ethnic group	0

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	14	0
Any other minority ethnic group	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)	15.6
Number of pupils per qualified teacher	19.1
Average class size	24.8

Education support staff: Nursery – Y6

Total number of education support staff	15
Total aggregate hours worked per week	390

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1.5
Total aggregate hours worked per week	Included in figures above

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1998/1999
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	£
Total income	730,471
Total expenditure	744,185
*Expenditure per pupil	2,102
Balance brought forward from previous year	16,606
Balance carried forward to next year	2,892

**Based on a school roll of 354 pupils for 1998/1999*

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	347
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	33	2	0	0
My child is making good progress in school.	53	43	4	0	0
Behaviour in the school is good.	49	35	10	0	4
My child gets the right amount of work to do at home.	22	67	4	0	6
The teaching is good.	59	37	4	0	0
I am kept well informed about how my child is getting on.	51	35	10	2	2
I would feel comfortable about approaching the school with questions or a problem.	55	37	6	2	0
The school expects my child to work hard and achieve his or her best.	53	41	4	0	2
The school works closely with parents.	43	49	6	2	0
The school is well led and managed.	51	37	4	2	6
The school is helping my child become mature and responsible.	51	45	0	0	4
The school provides an interesting range of activities outside lessons.	33	33	16	4	14

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

84. The provision in the nursery class is very good and has many strengths. An interesting educational programme is offered that promotes the nationally recommended of learning. The reception class builds effectively on the work of the nursery and the provision is also very good. Children's learning continues to be developed by the appropriate provision of opportunities to extend their knowledge, skills and understanding.
85. The curriculum is broad and balanced and prepares children well for the next stage of education. The environment in the two classes is organised successfully and children have access to a range of appropriate indoor activities. The nursery children have easy access to outdoor activities but this is not the case for reception children since mobile classrooms were erected on their playground area. The planned activities include all elements of the nationally identified areas of learning for the under-fives and there is a good balance between work being led by the teacher and work that children initiate for themselves. There is appropriate emphasis on physical and social development, language and literacy and mathematics. The two classes are successful in providing educational support for pupils with special educational needs. All children have equal access to the full curriculum.
86. The majority of children spend three terms in the nursery and attend for five half days per week. Approximately one half of the children in the reception class were four year olds at the time of the inspection and they were attending full time. Children's attainment on entry is well below average. By the time they are five years old their attainment is well below what is expected of this age group in some elements of language and literacy and mathematics, particularly in reading and writing skills. Their attainment in personal and social development and physical development is good. In knowledge and understanding of the world and creative development their attainment is average. All children, including those with special educational needs make sound progress in the four areas of learning where attainment is good or average. They make slower progress in some elements of language and literacy and mathematics.

Personal and social development

87. The development of children's personal and social skills is a significant strength in the nursery. It has a high priority in the reception class where children's personal and social skills are also promoted at every opportunity. The children settle quickly into the routines of the nursery as a result of the effective home visiting programme. A well-planned induction programme continues in the reception class where new children to the school are also visited at home. As a result of the very good procedures, children enter the nursery confidently and show self-assurance as they take part in group activities and respond to questions posed by staff. There are very good relationships in the two classes and children are very well behaved. All children enter the nursery eagerly at the beginning of each session and choose with care the activity they wish to engage in. They settle quickly to their chosen tasks and work with sustained concentration. Children share resources fairly and take turns appropriately when using the equipment. For example, a group using the rail track network waited patiently whilst others moved their trains along sections of the track. In both classes children show responsibility when clearing up equipment which they treat with care and respect. Opportunities are planned for children to express their feelings in a variety of situations; for example during story-time and role-play they respond with obvious enjoyment. Nursery and reception children gain increasing personal independence in dressing and hygiene. In the nursery children show a high sense of responsibility during snack time as they sit and chat with others as they enjoy their milk and fruit. Reception class children sustain concentration for increasing periods when working alone or with adults. The quality of teaching is very good. All

staff know and understand each child well and regularly review the provision so that individual needs are fully met. The staff in both classes work together as an effective team and are good role models of co-operation, kindness and care for the children. They have a secure understanding of how young children learn.

Language and literacy

88. The children's attainment in language and literacy is well below average. Despite a careful programme of work and good teaching, they do not have sufficient time to reach the expected level in reading and writing by the time they are five years old. Children's listening skills are more developed than their speaking skills when they enter the nursery although they do not always fully understand what they hear. About a third of the children have a limited vocabulary, do not speak clearly and have poor speech patterns. In the reception class children build on their experiences in the nursery and speak with increasing confidence in small and large group discussions but a small number continue to speak in very short sentences and phrases. Children listen well to adults and follow instructions carefully. Children make a sound start to reading, as they learn about the structure of books and listen with interest to stories and poems. They recognise that print and pictures convey meaning. Some children demonstrate 'reading' using picture books and modelling the behaviour of the teacher. They understand the purpose of the title of a book and remind their teacher of its importance. In the nursery children recognise their own first name, some recognise the first and family names of others and some words around the rooms. Some reception class children recognise familiar words in the books used regularly. By age five just under half of the children know the sound names of letters of the alphabet. Most children show appropriate pencil control and nearly all children in the nursery can write their first name. In the reception class children copy simple words and are developing more uniformity of lower case letters. The quality of teaching very good. Staff in the nursery promote the importance of books, encourage parents and carers to share books with the children and read a range of stories in stimulating ways. Similarly, staff in the reception class motivate children to explore a range of texts and to talk about the story using the illustrations. Staff use spontaneous situations well to develop children's ideas and extend their vocabulary.

Mathematics

89. Children's attainment in mathematics is below average and they are unlikely to attain the expected levels by the time they are five years old. In the nursery, children recognise and count numbers up to 10, and a few can count beyond this. They acquire appropriate mathematical language as they sort and order equipment. Children are familiar with some two-dimensional shapes and can recognise and name, for example a circle and a square. Children learn sorting and matching skills through the use of puzzles, construction sets and games. They show an understanding of 'one more' and 'one less'. In the reception classes, with the teacher's help children count to 20 and some beyond. They count forwards more confidently than they count backwards and gain a very basic understanding of simple addition and subtraction operations with number to 10. They have an appropriate awareness of positional and comparative words such as 'behind' and 'in front of', and 'bigger' and 'smaller'. Children successfully make sequence patterns using coloured beads. The quality and teaching is very good. Staff use lively and clear explanations and prepare resources carefully. Good use of mathematical language effectively enhances children's mathematical understanding. Teachers and support staff provide very good opportunities for regular counting and number recognition activities.

Knowledge and understanding of the world

90. Children are on course to attain average standards in their knowledge and understanding of the world by the time they reach age five. They are curious and enthusiastic to find out about the world around them. Children develop an understanding of the immediate past by discussing yesterday's work and planning what they will do tomorrow. They talk with interest about the

things around them and develop a good understanding of scientific facts through observation. Most children are good at practical and technological activities. Reception children demonstrate good skills as they build using a variety of construction kits and talk about their observations. Children confidently join, cut and glue with a variety of materials. They create interesting three-dimensional pictures from a selection of discarded materials. Nursery children talk a little about where they live and their families but many are unable to articulate their thoughts clearly. All children are developing an understanding of the functions of a computer and gaining an increasing control of the mouse. They develop early skills of prediction and scientific enquiry as they experiment in the water and sand play. The quality of teaching is very good. Through skilful questioning teachers probe and deepen children's understanding. Staff plan a varied range of good activities, match them successfully to the abilities of the children. Carefully structured talk with the children ensures that their levels of understanding increase. Particularly good use is made of special events such as birthdays and religious festivals to heighten children's awareness of the past and future.

Physical Development

91. In their physical development, children are on course to attain standards that exceed the expectation for their age group by the time they are five years old. Children in both classes are making good progress in developing mobility, awareness of space and have positive attitudes to their personal health and safety. In the nursery children show confidence and competence as they run, jump and skip. They show increasing control of tools such as spatulas, paint brushes and pens. They handle malleable materials such as play dough imaginatively using a variety of equipment to create the shapes they require. Children complete simple jigsaws confidently and competently. Reception class children show increasing dexterity and control in drawing and writing and in their control of small equipment such as construction sets. The quality of teaching is very good. All staff have sound knowledge of the area of learning and have appropriate expectations of the children. Staff develop children's confidence effectively and teach them the safe and correct way to approach an activity. This calm and quiet approach motivates children to take on the challenge and achieve success.

Creative development

92. Children are making satisfactory progress in this area of learning and by the age of five are likely to attain standards in line with the expectations for five-year-olds. Through art, music, stories and imaginative play children in the two classes learn to use their imagination and to listen and observe carefully. Nursery children explore a wide range of materials such as paint, crayon, felt tipped pens and paper. They learn many songs by heart with actions and have an awareness of pulse and rhythm. Children's drawings in the reception class are lively and typical of the work of under-fives in their detail and perspective. The children communicate their feelings and ideas with increasing skill and confidence. All of the under-fives make effective use of the role-play activities, acting out different roles imaginatively. For example nursery children thoroughly enjoyed going on a 'bear hunt' around the school, repeating appropriate phrases from the story at different points of the hunt and showing great excitement when the bear was finally discovered in the music room. The quality of teaching is very good. Teachers use resources well to provide stimulating and challenging ideas to encourage children to use their initiative and imagination. They value children's work and make very good use of it in displays around the school.

ENGLISH

93. Overall, standards of work seen during the inspection show most pupils at the end of each key stage attain levels that are well below those expected nationally. This is a broadly similar finding to that of the last inspection report.

94. In the 1999 national tests for reading and writing at Key Stage 1 and English at Key Stage 2,

results were very low in comparison with the national average and well below average in comparison with similar schools. The trend of improvement from 1996 to 1998 was slightly better than the national trend of improvement but declined slightly from 1998 to 1999. The school has set an appropriate target for the year 2000 at 43 per cent to achieve Level 4 or above.

95. There is a very high proportion of pupils with special educational needs in English and many pupils lack self-esteem and confidence. These pupils often need additional support to read and write. These factors have a strong affect upon the school's the test results. Previous inspections have identified the difficulties pupils have in reading and writing. There are signs of improvement at both key stages and year on year, more pupils reach the higher than average levels in the tests. Inspection findings support this evidence and there are some good standards reached by more able pupils in Year 6.
96. Standards in speaking and listening are well below expected levels at both key stages. However, comparing the low levels of attainment of most pupils on entering the school with their present achievements, they show satisfactory and occasionally good progress in relation to the individual targets set for them. Listening skills are generally better than speaking skills. Pupils listen well in class and often respond appropriately, but their speech is often unclear. By the end of Key Stage 1, pupils describe their work, re-tell a story with expression and describe a favourite character. In Year 2, the majority of pupils recall accurately the events and main characters in 'The Gingerbread Man'. At Key Stage 2, there are few opportunities for independent discussion and formal debate, though pupils are willing to share ideas about characters and events. The use of standard spoken English is limited. The school offers pupils a sound range of opportunitites to practise informal discussion. During the inspection pupils with learning difficulties in a Year 6 group were making very good progress in developing questioning skills. Other pupils with special educational needs gained confidence and made good progress in reading and recording their own poems on tape.
97. Although standards attained in reading are well below expected levels at the end of both key stages, there are signs of improvement. An increasing number of pupils are reaching the expected levels because of the successful implementation of a range of successful strategies, such as the National Literacy Strategy and the school's reading recovery programme. By the end of Key Stage 1, pupils read a satisfactory range of books. They are beginning to use the strategies they have learned in their reading, such as identifying letter sounds and guessing the meaning of text. The degree of success is closely related to their abilities and some pupils are still struggling with simple words. By the end of Key Stage 2, the pupils respond well when reading with others in the class. Many are not able to describe the characters in their books or how the plot of the story is developing. The pupils' progress in reading is sometimes slowed when they do not choose suitable reading books for themselves. All pupils spoken to said they enjoyed books but nearly all showed a very limited knowledge in relation to library skills. Pupils at both key stages respond well to group reading sessions, but many are unable to discuss plot and characterisation fluently. Younger pupils use a set reading scheme, which has been chosen carefully and is appropriate.
98. Standards of writing are poor by the end of both key stages. By the end of Key Stage 1, pupils compose simple sentences, but most need help with their writing. In year 2, sentence construction extends to further use of basic punctuation and grammar. Few pupils use joined writing. They understand words and phrases but demonstrate a limited ability to write things down. By the end of Key Stage 2, pupils write for a range of purposes and reasons, for example, poems, reports, narrative, plays and writing about their interests and experiences. They present an argument for a cause, such as the banning of car parking on a certain road. The quality of imaginative writing throughout Key Stage 2 lacks extension of ideas, reflecting limited reading experiences. Imaginative and descriptive vocabulary are used effectively. For example, at lower Key Stage 2, pupils' descriptions of a rainbow were exciting and lively. Older Key Stage 2 pupils successfully interpret their feelings and ideas about traditional stories and poems. Other expressions of feelings relate to preferences and show sensitivity in thinking such as the writing about experiences in making animal habitats. Often spelling is poor but sentence construction is correct, with

reasonable use of basic punctuation and grammar. Pupils make satisfactory, sometimes good use of word lists and dictionaries. Pupils learn banks of words to spell and are developing a more fluid style of handwriting. Higher attaining pupils produce some thoughtful and interesting pieces of writing. Examples in the units for special educational needs pupils revealed some careful thinking and writing, like some writing about a red rose described as having 'velvety petals'. However, overall, pupils throughout the school do not make enough progress in their writing. Presentation is often untidy and smudged and not always completed. Teachers are beginning to address this problem with greater insistence on neatness but handwriting is generally under-developed. Higher attaining pupils, especially at Key Stage 2, show capabilities in handwriting and do produce, at times, some good neat work in an even cursive style. Progress in handwriting overall is poor.

99. Generally, pupils do not have sufficient opportunities to develop their literacy skills in other areas of the curriculum. The general lack of fluency in writing and speaking impedes progress in other subjects.

100. The quality of teaching is good overall at Key Stage 1 and sometimes very good. In particular, teachers have succeeded in developing the trust of the pupils and in promoting good behaviour and attitudes. The relationships they have with the pupils have created a better basis for learning such that areas for improvement can now be looked at more closely and dealt with more specifically. At Key Stage 2 the teaching was good overall, with two exemplary lessons seen. Teachers generally plan well, offer clear explanations, insist on good behaviour, offer plenty of praise and encouragement and present the work in an interesting way. Teachers show enthusiasm for the tasks set and this motivates the pupils to do their best. Teachers show clear knowledge and understanding of the subject and generally make good use of the resources at their disposal. Classroom assistants work closely with teachers and provide valuable support. Pupils from Year 1 engaged in 'Reading Recovery' time benefit from the expertise of the teacher in that department, as do pupils who attend separate literacy lessons for Key Stage 2 in the special educational needs units. In one poor lesson at the upper end of Key Stage 2 work was inappropriate and class management weak.

101. Pupils at Key Stage 1 show good or occasionally very good attitudes towards learning. At Key Stage 2, responses are good overall, sometimes very good. Where occasional unsatisfactory or poor attitudes were noted this related directly to the behavioural and emotional difficulties of individuals and an their unwillingness to listen. Teachers and support staff worked very effectively in these situations to help pupils regain their concentration. Pupils are mainly well behaved and enjoy the lesson activities. They listen carefully and are willing to contribute ideas. Pupils have a good rapport with their teachers, are willing to share their books and equipment with others and show respect for others' views. Teachers have worked hard to improve pupils' attitudes and behaviour. The improvement now enables pupils to increase the pace at which they learn.

102. English is well co-ordinated and the National Literacy Strategy has been successfully implemented. The co-ordinator has received appropriate training and has felt confident in providing in-service training for staff and parents. Clear policies are in place and schemes of work are very detailed. The language policy is particularly impressive. The co-ordinator is not able to monitor lessons at present, though she usefully monitors teachers' plans. and attends key stage or team meetings to advise as appropriate. The head teacher is suitably involved in monitoring teaching and planning.

103. Good assessment procedures are in place. Reading records are kept up to date, a formal reading test is conducted each year and pupils' spelling is tested on a regular basis. The quality of marking is inconsistent across the school. Some teachers insert careful pieces of advice which supports learning and others just write one word. Some written work is left unmarked.

104. Library corners are arranged in strategic positions around the school for easy access. Computers are sometime used appropriately to extend pupils' literacy skills, but opportunities are often missed to maximise the use of information technology. The school would like to develop the

library but present problems with the building have worked against this. The school has an adequate supply of reading books. Resources are generally sufficient and classes have a good selection of dictionaries and thesauruses.

MATHEMATICS

105. The 1999 test results show that, by the end of Key Stage 1, standards are well below average in comparison with all schools and below the average of similar schools. Year on year test results show a trend of improvement that is more rapid than the trend of improvement nationally. By the end of Key Stage 2, standards of attainment are well below the national average but above the average of similar schools. Test results since 1996 show a trend of improvement that is much more rapid than the trend of improvement nationally. Inspection findings confirm these test results and also reflect a broadly similar picture to that of the last inspection report.
106. Overall, progress is satisfactory due to the implementation of the numeracy hour, the beneficial effects of the setting of pupils for mathematics at Key Stage 2 and the quality of teaching which, during the inspection, exhibited some very good features. Examples of short-term progress and learning made by groups of pupils in lessons are at least satisfactory and sometimes good. In the Year 5 and 6 special needs unit and in Years 3 and 4 progress is sometimes very good. Pupils make poor progress in the use of information technology to support their work. Pupils with special educational needs make satisfactory progress overall. In the Year 5 and 6 special needs unit and when they receive effective help in classes from support staff they often make good progress.
107. By the end of Key Stage 1, the majority of pupils have a secure understanding of basic counting skills and solve problems with money well using coins up to £1. They learn to add and subtract using tens and units and can count on and back using a number line. Higher attaining pupils use their skills to add three numbers. Pupils are beginning to understand the language of mathematics. For example, they double and half numbers and use the signs for greater and less than. Many pupils count in tens from a given number to over 100 but have difficulty writing figures of an even size and in straight lines. Pupils have a sound knowledge of shape and measurement. They recognise two-dimensional shapes point out lines of symmetry. They are beginning to tell the time in minutes, hours, days, weeks and months of the year. They understand how to use words such as earlier and later. Pupils tackle basic problem successfully. There are too few opportunities for pupils to use information technology and little evidence is to be seen of graph work or tally charts.
108. By the end of Key Stage 2, pupils use their knowledge and skills to solve problems. They have a sound understanding of place value and are competent in using the four rules of number. Their ability to calculate mentally is developing well. Pupils have a basic knowledge of fractions and percentages but their ability to change fractions into percentages is insecure. Lower attaining pupils are still not secure in the basic skills of addition and subtraction. Not all of these pupils are secure in their knowledge of numbers to 100. In work on fractions some pupils are still unsure about equivalent fractions and find difficulty in halving numbers over 100. The development of pupils' knowledge of shape, space and measure is satisfactory. Higher attaining pupils know about area, perimeter and volume. They know that three-dimensional shapes have vertices, faces, edges and right angles. Pupils measure using metres and millimetres and know about parallel and perpendicular lines. They produce a frequency diagram after a letter count and plot co-ordinates to draw shapes. Pupils in the Year 5 and 6 special educational needs unit make good progress with data handling and competently explain the results of their work. Progress in the Year 3 and 4 special needs unit is less satisfactory due to the difficulty some pupils experience on some occasions in settling down to their work.
109. Pupil's attitudes to mathematics are good overall. The majority of pupils show positive attitudes, listen carefully and respond appropriately to questions although occasionally a small minority lose interest in activities and become passive and inattentive.

110. Overall, the quality of teaching is satisfactory and several examples of good and very good teaching were observed. Through good use of the National Numeracy Strategy framework teachers provide well structured lessons that run at a brisk pace. The strategy of setting at Key Stage 2 is successful with work being very carefully matched to the needs of pupils of different attainment levels. Teachers plan work very carefully and set appropriate homework and extension work. The teachers' skilful questioning to promote and gauge pupils' understanding and very effective use of praise and humour contribute significantly to aiding pupils' progress with their learning. Where teaching is less effective pupils are not appropriately challenged and they become restless. Occasionally, lesson introductions are too lengthy, the pace of work is too slow and pupils are not actively involved at an early enough stage. In the Year 3 and 4 special needs unit there is too little emphasis upon establishing suitable class routines so that all pupils are given the opportunity to learn and progress. The help given by support staff has a positive effect on the progress made by lower attaining pupils. They are usually well briefed by teachers, but occasionally they are not fully utilised during whole class sessions.
111. Good assessment procedures are in place and teachers make effective use of the information gained to help plan their lessons. The quality of marking is inconsistent across the school and rarely sets targets for future improvement.
112. Overall the curriculum is satisfactory, but not enough attention is given to the use of information technology. Also, although numeracy skills are well promoted in science, generally there is not enough use of numeracy across the curriculum. There is also a lack of data handling and investigational work at Key Stage 1. The setting arrangements at Key Stage 2 are having a beneficial effect upon improving pupils' attainment. There is a clear policy for mathematics. There is a co-ordinator for mathematics has been suitably trained. However, she has no opportunity to monitor the quality of teaching and learning or to work alongside colleagues in the classroom. As a result, her ability to manage the subject adequately is curtailed. A satisfactory range of resources is available to support teaching and learning in this subject.

SCIENCE

113. The results of the 1999 national tests at Key Stage 2 are well below the level expected nationally and below average when compared to the results of pupils in schools with a similar intake. Despite being below the national average over the last four years there has been gradual improvement at a slightly faster rate than the national trend of improvement. According to teacher assessments at the end of Key Stage 1 in 1999, pupils' attainment was well below the national average.
114. From the evidence of work seen during the inspection, pupils attain standards by the end of each key stage that are well below the national expectations. This is a broadly similar picture to that reflected by the findings in the last inspection.
115. In experimental and investigative science the school is making significant efforts to promote the use of vocabulary. At the end of Key Stage 1, pupils describe the properties of materials using words such as 'hard', 'soft', 'transparent' and they make the observation that a material is 'bendy'. They subsequently help the teacher to record these observations on a chart. Pupils made good progress in making observations about, for example, what happened to materials during a waterproofing investigation and, they record their own findings appropriately for each material. Higher attaining pupils in Years 3 and 4 are readily familiar with the principles of making a test fair and know why they have varied one factor but kept the others constant. In Year 3, pupils learn how to set out their work carefully and this is having a positive impact on their progress. Year 5 and 6 pupils understand the notion of what makes a test fair and know what a prediction is but are not yet fully secure with using these concepts.
116. Within the area of life processes and living things Key Stage 1 pupils draw and label pictures

in their 'Book of living things'. The work is low level and does not extend the higher attaining pupils. At Key Stage 2, pupils work shows signs of improvement in this attainment target with older Key Stage 2 pupils using words such 'hibernation', 'habitat' and 'scavenger' correctly when discussing pictures of small animals. Their answers show they have carefully observed squirrels and hedgehogs in the wild. When their curiosity and interest is raised they provide information and ideas, which puts their attainment close to the national expectations for their age and they make good progress.

117. With their work on materials Key Stage 1 pupils decide whether materials are waterproof or not and make simple statement such as 'if the water doesn't go through ... it's waterproof and if it does it's leaky.' They check these ideas by making repeated tests and make good progress with developing the ability to work independently. Pupils at Key Stage 2 gain a basic knowledge of the processes of evaporation and dissolving, learn how materials change and use appropriate vocabulary correctly. The amount of work covered from this section is low and there is no evidence work on classifying materials and only limited application of the concepts studied being related to everyday life.
118. In the area of physical processes attainment remains low, with best progress at Key Stage 1 and Years 3 and 4. In Years 3 and 4, pupils have a good understanding of friction through their investigation of a shoe moving across different surfaces. They respond well in class to a challenge from their teachers and achieve a good rate of learning. The work on magnetism and magnetic and non-magnetic materials in Years 5 and 6 is barely higher than the levels of work expected at Key Stage 1, who also make simple circuits. Classroom displays show that pupils have gained knowledge concerning the planets and solar system.
119. The pupils make good use of their numeracy skills in science. For example, they record information as tables, such as magnetic and non-magnetic materials and read the scale on a Newton meter accurately. At Key Stage 2, pupils construct bar graphs correctly from their own data. This has a good impact on their understanding of the use of mathematics. Pupils with special educational needs measure accurately in tenths on squared paper and show a good appreciation of the need for neat, ruled lines when constructing a graph. This is having a positive effect on their self esteem and their progress.
120. Pupils mostly show positive and interested attitudes towards science work. They often work effectively in small groups and during the lessons observed most pupils tried hard and concentrated appropriately. Pupils generally listen well and follow instructions carefully.
121. The quality of teaching has improved since the last inspection and is good overall; on occasions it is very good. Relationships between pupils and adults are good and help to maintain the classes in an orderly manner. Good use is made of resources in practical investigations. Lessons have clear objectives, which are stated at the beginning of the lesson for all pupils to understand. There is effective planning with support assistants, most of whom have a good impact on the progress of the pupils assigned to them. There is good use of assessment to form ability groups in Years 3 and 4. Teachers are active around their classrooms, supporting and advising pupils and providing good motivation. At Key Stage 1, the expectation of pupils taking part in the lesson is improving, but has not yet been linked to improving writing skills as well as science. All teachers have not yet accommodated information technology into their lessons, either to present work and data or research through CD-ROM facilities.
122. The subject co-ordinator has a clear view of how the subject needs to develop. The in-service training has been effective and her influence is particularly strong in her own team in Years 3 and 4. The lack of opportunities to observe other teachers means that it is difficult to influence other parts of the school with successful good practice.

ART

123. Art and design technology are alternated every half term. As a result, only a Year 6 lesson was seen during the inspection and very limited evidence of pupils' work over time was available particularly at Key Stage 2. There is insufficient information to make a judgement about the quality of teaching or pupils' attitudes towards the subject.
124. As noted during the previous inspection, pupils' work at Key Stage 1 is broadly in line with expectations for their age. Pupils demonstrate appropriate control of materials and equipment. They have a good understanding of colour mixing through exploration of primary colours and contrasting colours to create a variety of effects. Pupils work with a range of materials and develop an increasing awareness of texture, line and tone. For example, they made interesting pictures of the seasons using hessian and thread in appropriate colours. Pupils' observational skills are developed successfully through seasonal studies of leaves, flowers and fruit. They draw lively portraits of themselves. Characteristics and colour are carefully represented, such as hairstyles and the colour of eyes. Art is used effectively to illustrate other subjects. In history, for example, the pupils made accurate black and white drawings of children's television characters from an earlier age such as Muffin the Mule, the Flower Pot Men and Andy Pandy. A range of well-executed pastel drawings of their special toys reflects their increasing dexterity and skill. Their weaving shows clear progression from simple paper weaving to children's imaginative and more intricate designs using a variety of materials, textures and patterns. They clearly understand the appropriate terminology for weaving. Pupils, including those with special educational needs, make satisfactory progress through the key stage. They successfully develop skills in different techniques and gain an increasing understanding of how to apply the techniques to produce the desired effect.
125. At Key Stage 2, there is insufficient evidence to judge pupils attainment overall. Pupils successfully build on this effective start at Key Stage 1 and further develop their skills and techniques. For example, pupils in Year 6 used their previous experience of experimenting with colour and shape to inform the decisions they made about colours and textures that look well together in a collage of a landscape. Appropriate links are made with other subjects such as environmental studies. However, pupils lack specific vocabulary to explain clearly what they are trying to capture in their work.
126. Planning for art is detailed. There is a well-written school policy and an extremely detailed set of guidelines that provide valuable information for teachers. Appropriate assessment procedures are established throughout the school. The pupils benefit from specialist activities such as the 'art week' and also from working with an artist in residence. Resources for the teaching of art are satisfactory. They are well stored and easily accessible, and teachers make full and appropriate use of them. The subject is well managed and led. The two co-ordinators are keen to develop the subject further by providing in-service training for the staff and monitoring pupils' work more closely in the classrooms so that standards can be raised.

DESIGN AND TECHNOLOGY

127. Pupils, including those with a special educational need, make satisfactory progress at both key stages and achieve appropriate standards for their ages. This judgement reflects the findings of the previous inspection report.
128. By the end of Key Stage 1, pupils design a bag for a specific purpose such as carrying an apple or money. They discuss different types of bags, their size, the materials they are made of and methods of joining and fastening. The designs for the bags are drawn in their sketchbooks, labelled, and the appropriate material chosen and attached. Higher attaining pupils extend their skills by writing an explanation of the method to be used. Picture frames are successfully designed and made. Pupils measure and cut wood and fasten and secure corners. Younger pupils use construction kits to investigate simple movement. Using a cardboard box they successfully construct the chassis of a moving vehicle and attach wheels to dowel axles.

129. By the end of Key Stage 2, pupils continue to make satisfactory progress and there is evidence that in Years 3 and 4 they make good progress in their learning due to very good teaching. For example, pupils carefully prepare a construction plan to build the wooden framework for a house. They understand the purpose of a corner joint made out of strong card and are able to apply the techniques demonstrated to them to assemble their frame. Pupils know that there is more than one way to make the base of a mask, for example, using papier-mâché on either a balloon or the cut out corner of a cardboard carton. When these younger Key Stage 2 pupils are appropriately challenged they produce well presented design work, without the aid of a worksheet, that includes written explanations of how the plan is to be followed. Older pupils investigate structures through a 'Fun Day' challenge. They design and build a bridge, linking town and country, strong enough to support a vehicle. Gears and cams are investigated when they make a turning toy and clothes are examined to investigate fastenings. Pupils progress is enhanced through the opportunity to take part in an after school club. Though it is included in the scheme of work, the lack of adequate facilities makes the teaching of food technology difficult and it is under represented in the curriculum.
130. Overall, pupils make satisfactory progress and there is evidence to show that standards are improving. They develop a sound knowledge of the processes of designing, planning and making and in the best lessons are encouraged to evaluate their work. Good use is made of sketchbooks. Pupils enjoy the practical nature of the lessons and are well behaved. They usually listen to their teacher and are willing to ask and answer questions. When teaching is good or better there is a 'buzz' of activity. Pupils concentrate, work hard talk sensibly and completely engrossed in what they are doing
131. The quality of teaching is good overall. At Key Stage 2 the teaching seen in Years 3 and 4 was, on one occasion, outstanding. Teachers plan well and often have a good subject knowledge. Pupils benefit when the teacher has skill and enthusiasm and high expectations of what the pupils can achieve. At Key Stage 2, very good demonstrations are seen and the pupils are taught specific techniques and skills. This helps to accelerate their learning. In the best lessons there is also a relaxed atmosphere and both teacher and pupils share an easy sense of humour.
132. The subject is well managed by a co-ordinator who is a knowledgeable and experienced. She has introduced a policy and scheme of work that gives support and guidance to staff. Through her enthusiasm and skill she has established the subject very well. Good assessment procedures are in place that suitably inform future planning. The role of the co-ordinator does not yet involve monitoring the quality of teaching and learning, but she does offer help and advice to staff when asked. Resources for the subject are satisfactory.

GEOGRAPHY

133. The inspection report of 1995 stated insufficient attention was given to geography. This was a key issue which has now been resolved.
134. Insufficient evidence was seen at Key Stage 1 during the inspection to enable judgements to be made about pupils' attainment. However, plans show that the range of activities now covers appropriate areas of study and fulfils national requirements.
135. Standards in geography by the end of Key Stage 2 are satisfactory and pupils make good progress. Although there is insufficient evidence in geography at Key Stage 1 to enable a secure judgement to be made about standards, planning shows that all aspects of the subject are appropriately taught. This marks a significant improvement since the previous inspection. Pupils with special educational needs make sound progress against their individual targets. Younger pupils at Key Stage 2 identify places and routes correctly from a map of the locality. They show awareness of the changes that have occurred over the years and offer opinions about the changes.

By the end of Key Stage 2, they confidently use symbols and keys in planning their own maps. They are becoming more aware of the importance of evidence and information, eliminating ideas that may be wrong. Higher attaining pupils use their own observations to good effect. Good links with history were seen in Year 3 in comparing a map of a hundred years ago with the present day local scene. By the end of Key Stage 2, pupils talk knowledgeably about the journey of a river. They use correct geographical terms when describing the route the river takes. The knowledge and understanding of the higher attaining pupils is good. A good link with music was seen during the inspection when the theme of the river was used to interpret the acquired knowledge creatively in a musical composition.

136. The quality of teaching at Key Stage 2 is good overall. Teachers are well prepared for the lessons. They show knowledge and understanding, their planning is effective and their class management and relationships with pupils consistently good. The able support of classroom assistants with pupils who have special educational needs is of great value. Pupils respond well on the whole. Their attitudes are largely good. They try hard most of the time, listen well to explanations and are enthusiastic about new lesson themes. They handle equipment carefully and are willing to share materials.
137. The subject is effectively and enthusiastically co-ordinated. The co-ordinator has attended appropriate training courses and successfully shared her experiences with staff. There is, as yet, no structure for the monitoring of teaching. Objectives are looked at each half term. In addition, samples of work are graded for each study unit. The policy statement of 1999 and revised schemes of work are comprehensive. Improved resources since the last inspection have helped to successfully promote geography. These resources are easily accessible.

HISTORY

138. No lessons were observed because history was not the focus this half term. However, from the scrutiny of past work and teachers' planning, it is clear that pupils are reaching appropriate standards for their ages.
139. By the end of Key Stage 1, pupils have a satisfactory understanding of the passage of time and consolidate this understanding by highlighting special events in their lives. The over-reliance on worksheets limits the opportunities that pupils have to record information and practise their writing. Work on display shows that pupils are improving their vocabulary through historical investigation. By the end of Key Stage 2, the pupils know facts about the Tudor period and understand the problems encountered by Henry VIII. Their research skills are limited to using books and insufficient use is made of information technology to extend pupils' learning.
140. Resources are not of sufficiently good quality or range to promote the subject. The impact of this on the teaching means that staff provide their own or borrowed materials in order to give appropriate experiences. Effective use has been made of visitors with costumes and artefacts, which have had a good effect on pupils' progress and enjoyment of history, but such events are infrequent.

INFORMATION TECHNOLOGY

141. There were insufficient opportunities to observe information technology work during this inspection and it is therefore not possible to reach accurate judgements about standards of work, progress or the quality of teaching for this subject. Neither is it possible to make comparisons with the findings of the previous inspection report.
142. Reception age group pupils were observed effectively using computer games to promote their number skills. Also Year 3 and 4 pupils worked intensively with their computers in learning how to combine graphics with text. They were well taught in both sessions seen and learned how to

select items from clipart and to place, move and change the size of the picture being inserted. In this way many gained good skills in generating, organising and amending ideas through using information technology. However, lack of available machines in the two sessions seen, meant that not all pupils had sufficient opportunity to consolidate the skills learned. In other lessons pupils occasionally used computers to support their work. For example, effective use was made of information technology to support literacy work in a Year 6 special educational needs unit session. Evidence was also seen of older Key Stage 2 pupils having used computers for data handling. However, in most lessons observed during the inspection, computers were not used and this indicates that pupils generally do not have sufficient opportunities to promote and develop their information technology skills or to use these skills to promote work in other subject areas. The school does not currently have sufficient facilities to enable pupils at Key Stage 2 to work with control, modelling and sensing physical data. This means they are currently unlikely to attain national expectations in this subject by the end of the key stage. The pupils observed using computers did so enthusiastically and with care and collaborated effectively with other pupils.

143. The subject is well led and managed by an enthusiastic co-ordinator who has successfully involved staff in training to help increase their confidence in using computers. She has produced useful documentation to aid in planning for this subject, but recognises that the school is not currently fulfilling all of the required areas at Key Stage 2.
144. The school recognises that it currently lacks sufficient equipment to fully support teaching and learning in this subject. The current poor state of the buildings means that the school is not able to install a computer suite - as it would ideally like. This is restricting the development of information technology.

MUSIC

145. Pupils show good standards of achievement by the end of Key Stage 1 and satisfactory standards by the end of Key Stage 2. However, at Key Stage 2 singing is excellent. Pupils sing in several different musical parts, including descant for the choir. Progress across both key stages is good and in singing at Key Stage 2 it is very good, particularly when related to choral work. This marks an improvement in music since the last inspection and is a strength of the school.
146. By the end of Key Stage 1, pupils clap in time and maintain a steady beat using percussion instruments. They know the difference between the sound of the beat and rhythm. They have learnt to distinguish between long and short beats and recognise the link between long and short sound symbols on flash cards, relating the arrangements to a rhythm. They are developing the use of long and short movements linked with sounds. Pupils have a wide repertoire of songs in different styles that they sing tunefully from memory and with pleasure. The standard of singing observed in assembly was above average with the vast majority of pupils singing accurately and in tune.
147. By the end of Key Stage 2, pupils confidently sing a wide range of songs. They handle percussion instruments when composing with control and awareness of musical elements such as pitch, tempo, dynamics, texture and structure. During the inspection a good example of this was seen in a Year 6 class, where an interpretation of the path of a river was performed with sensitivity and skill using untuned percussion, with the introduction of tuned percussion. Very effective links with other subjects are made and pupils reach a good standard of recording their compositions pictorially.
148. Across both key stages there is evidence of good performing and composing. Listening skills are developing well and pupils are willing to offer appraisal of others' work. Pupils concentrate well in class when listening to compositions by famous composers. They experience moments of reflection in this exercise and become very thoughtful, appreciating the music for its own sake. Pupils with special educational needs are integrated well into all music lessons. They make

satisfactory and sometimes good progress. Behaviour is good and pupils generally respond well. Attitudes towards singing are particularly good, with pupils showing strong commitment to improving their performance. They all enjoy playing instruments and usually handle them carefully. Pupils show discernment in creating sound sequences; for example, end of Key Stage 2 pupils choose appropriately contrasting sounds when interpreting a train or a river journey. Key Stage 1 pupils moved sensitively in response to a slow, elegant style of music.

149. The quality of teaching is good, sometimes very good and it is never less than satisfactory at Key Stage 1. At Key Stage 2 it is often good, with one exemplary lesson observed. Lessons are well planned and include appropriate opportunities for ongoing assessment. Teachers have high expectations of pupils' behaviour and attainment. They usually prepare resources very carefully so that no time is wasted during lessons and provide interesting musical tasks that thoroughly engage and motivate the pupils. Teachers employ good strategies to ensure pupils remain focused on the task. Where the teaching was less effective, there were too many pauses resulting from a technical hitch with the tape, thus preventing planned delivery of the lesson.
150. The subject is well led and co-ordinated by a specialist music teacher. There is a clear policy and a suitable scheme of music and both of these are reviewed on a regular basis. The co-ordinator has been involved in in-service training for the staff over a period of four years and has given demonstration lessons as part of staff training. Assessments are effectively incorporated into the scheme's outcomes and are recorded. Progress in music is carefully monitored through discussion and evaluation of planning.
151. The school has a variety of good resources for music, although the number of multi-cultural instruments is too limited. A few older pupils attend clarinet lessons, which are paid for privately. The school recognises the value of such lessons and celebrates pupils' talents by performances in assembly.
152. Music is enhanced through the successful extra-curricular choir activity. The choir perform to a high standard and usefully take part in community projects such as singing with the Salvation Army, carol services for the elderly in different centres and the millennium celebrations. Occasional visits by musicians, such as an Arts Team, incorporating music, dance and art experiences enhance pupils' involvement in music.

PHYSICAL EDUCATION

153. At both key stages, pupils attain appropriate standard for their ages. This is in line with the findings of the previous inspection. Since then, swimming at Key Stage 2 and Country Dancing at Key Stage 1 have improved and form a significant part of the curriculum for promoting success and working co-operatively in teams. Most pupils, including those who have special educational needs, make good progress in improving their skills and performance. A strong feature of the subject provision and teaching is the effort made by support staff and teachers to involve the less mobile pupils in enjoyable physical activity. Pupils have good attitudes to their lessons and listen to instructions and follow instructions carefully.
154. Key Stage 2 swimming lessons are well managed, using a range of teaching techniques to keep pupils focused and praise and encouragement to stimulate learning. Most pupils achieve the 25 metres minimum expectation and more have exceeded this, showing good style in front crawl. In movement lessons, pupils are inventive in their sequences and co-operate with their partners effectively, which has a good impact on their performance. Pupils show sufficient confidence to demonstrate their movements to the class without inhibitions. By the end of Key Stage 1 pupils at Key Stage 1 show good understanding of how to dance with partner in a larger group of dancers. They respond appropriately to the rhythm of the music, counting steps and clapping to create a pause before they move. Their progress in learning a series of moves from memory and co-operating with other people is good.

155. Pupils generally respond well and have a positive approach towards physical education. They enjoy their lessons and work enthusiastically. The teachers and support staff provide very effective support for pupils with behavioural difficulties who occasionally experience problems in remaining on task.
156. The quality of teaching is satisfactory with good features. Most teachers are confident with the subject and this leads to lessons which, move at a good pace and give ample time for pupils to practise and demonstrate their movements. Lessons are well planned, building on the skills or steps learned in previous lessons, so that pupils' performance and progress improves over time. All teachers manage their classes effectively and teach the appropriate safety procedures such as having a proper warm-up session before starting vigorous activity. Classroom assistants provide valuable support for teachers. Their support enables all pupils - including those experiencing behavioural difficulties - to participate fully in lessons. Some good examples were observed where support assistants were deployed to assess pupils during the lesson, using a set of agreed criteria. This enabled the teachers to know how much progress was made during the lesson.
157. Good use is made of external specialist teachers. However, some pupils did not behave well and undermined the progress in learning in one of the lessons observed provided by these teachers. There is a well-structured scheme of work that makes an effective contribution to consistent standards of teaching and performance.

RELIGIOUS EDUCATION

158. Attainment at the end of both key stages is in line with the expectations of the Locally Agreed Syllabus. Pupils appropriately acquire the knowledge, understanding, skills and attitudes identified in the syllabus. This represents an improvement since the last inspection.
159. By the end of Key Stage 1, pupils have a sound understanding of the story, celebrations, symbols and meanings associated with the Christian festivals of Christmas, Easter and Harvest. They think about the special people in their lives, the places that are special to them and their special things. They draw pictures and write simple sentences to illustrate the reasons for their choice. Pupils hear a variety of New Testament stories and recognise that Jesus was a special person who told stories for a purpose and healed many sick people. Pupils learn about the festival of Holi and its importance to followers of the Hindu faith. In this work, they begin to recognise how some features of different religions are similar in that they involve special food, clothes and prayers and blessings.
160. At Key Stage 2, pupils develop knowledge and understanding of the traditions and practices of Christianity, Buddhism, and Islam. They gain an understanding of how the symbols and specific terms used in different faith groups are employed in religion. For example, while learning about the Temptations of Jesus, Year 4 pupils recognised the authority of Jesus in turning away from material wealth and power. Pupils in Year 3 studying the story of creation as depicted by various cultures compared aspects of the stories and expressed their own beliefs about truth. They talked of a Supreme Being creating the earth and recalled the Adam and Eve story to illustrate the creation of people as described in the Christian faith. Year 6 pupils, after visiting two local churches, are to compare and contrast the buildings, artefacts and practices of an Anglican and Roman Catholic Church. Pupils in the year group have not had the benefit of the working through the agreed syllabus so there are gaps in their knowledge and understanding of worship. They know that the font is significant for baptism and a few spoke of their experiences of attending a Christening. They gained some understanding of the signs and symbols used in the Christian faith such as the cross and the altar.
161. Pupils at Key Stage 1 make sound progress in the acquisition of knowledge and understanding. Pupils at the top end of Key Stage 2 make slower progress. This is as a consequence of the change in the syllabus and the fact that they do not have the background information for some of

the work expected in the agreed syllabus.

162. Pupils are well motivated and respond readily to the tasks set. Throughout the school pupils are acquiring appropriate attitudes of consideration, respect and open-mindedness. The development of such attitudes enhances their learning. Pupils exhibit curiosity and a willingness to deal with moral and spiritual issues. They listen attentively to stories and participate with interest when asked to discuss issues. Pupils with special educational needs are carefully involved in all activities.
163. The teaching is good overall and on one occasion excellent. Teachers ensure that pupils are clear about the tasks and are developing confidence in their oral and recording skills. Teachers have secure knowledge of what they teach. They expect to instruct pupils, giving them new information on faiths and customs. Planning is detailed and clear and drawn directly from the scheme of work. Much work in religious education is delivered in discussion sessions especially when applying religious influences to behaviour and lifestyle. Teachers tell stories clearly and expressively. They generate and encourage pupils' discussion well, giving a chance to all pupils who might wish to make a contribution. Most lessons end with an appropriate re-view of the work. In the most effective lessons pupils are helped to gain an understanding that religion has a practical application in people's every day lives.
164. Religious education does not make a useful contribution to pupils' literacy skills because little is recorded in the subject apart from on work sheets that require little written responses.
165. The clear school policy defines a set of objectives for teaching the subject. Within this framework medium and short time plans are written based on the Agreed Syllabus. Suitable assessment procedures are established. The enthusiastic co-ordinator has secure subject knowledge. She has no time allocated to look at samples of pupils' work or monitor classroom practice. Informally, she provides support and advice to the staff. Resources are satisfactory but the range of religious artefacts and posters is limited. Expeditions to local places of worship to enhance learning are a feature of the programme. Religious education makes a valuable contribution to pupils' spiritual, moral, social and cultural development.