

INSPECTION REPORT

Long Lee Primary School

Keighley

LEA area: Bradford

Unique reference number: 107265

Headteacher: Mrs L H P Smith

Reporting inspector: Mrs P K Parrish
No: 22380

Dates of inspection: 30 April - 3 May 2001

Inspection number: 190338

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: Cherry Tree Rise
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Appropriate authority: The governing body

Name of chair of governors: Mr B Smith

Date of previous inspection: November 1996

INFORMATION ABOUT THE INSPECTION TEAM

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22380	Mrs Penny Parrish Registered Inspector	Science Areas of learning for children in the foundation stage Special educational needs Equal opportunities	What sort of school is it? The school's results and achievements. How well is the school led and managed? What should the school do to improve further?
19446	Mrs Susan Wood Lay Inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
10269	Mr David Figures Team Inspector	Art & design History Music Religious education	
29426	Mr David Grimwood Team Inspector	Mathematics Information and communication technology Physical education	How good are the curricular and other opportunities offered to pupils?
14591	Dr Richard Perkin Team Inspector	English Design & technology Geography English as an additional language	How well are the pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Long Lee Primary School is in unusual circumstances at present as it adjusts, since September, to a change of character, premises and headteacher, with a blend of staffing from two different schools. At the time of the last inspection, it was known as Long Lee First School and admitted pupils aged three to nine years of age. It now provides for pupils aged three to 11 years. Situated in the village of Long Lee, close to the town centre of Keighley, the school accepts pupils from a wide local area. The number of pupils on roll has risen rapidly in recent months, due not only to the school's change in character but also to the school's improving reputation within the locality. There are 275 full-time pupils (150 boys/125 girls) on roll aged between five and 11 years, with 39 three to four year olds attending part-time in the nursery. There are significantly more boys than girls in Year 1 (six-year-olds) and Year 6 (eleven-year-olds). On entry to the nursery, the children's attainment is below that expected for three-year-olds, and lower than reported at the time of the last inspection. The majority of pupils are of white British heritage, with a minority of pupils being of Pakistani, Caribbean or African heritage. A small number of pupils have English as an additional language but none is at an early stage. A small proportion of pupils (one per cent) is in public care. The proportion of pupils known to be eligible for free school meals (20.4 per cent) is average. The proportion of pupils with special educational needs (17 per cent) is below average overall, but not distributed evenly through the school. There is an above average proportion of pupils with special educational needs in Year 5 (29.5 per cent) and Year 6 (26 per cent). The number of pupils (seven) with statements of special educational need, at 2.5 per cent, is above average.

HOW GOOD THE SCHOOL IS

Long Lee is an effective and improving school, moving forward from the inconsistent standards of recent years. Its new motto, *Learning together*, is apposite and summarises the fundamental aim of the school. The new headteacher and her deputy are leading a newly formed and enthusiastic staff team with great efficiency and dedication. The governors, parents and staff report a renewed confidence in the management of the school. Standards are rising rapidly although still below average overall for both seven and eleven-year-olds in English, science and information and communication technology (ICT). The school has a clear, well-prioritised school improvement plan which is already indicating significant signs of success since it was instigated only two terms ago. Teaching is sound overall, and good for the older pupils. There is a strong sense of optimism in the school and a determination to improve standards. Taking the lower than average attainment of pupils on entry to the school and the current improving standards for eleven-year-olds into consideration, progress for most pupils is satisfactory and the school is providing sound value for money.

What the school does well

- ◆ The new headteacher provides very clear direction for the school, and leadership and management is strong. Suitable priorities are set to enable the continuous upward trend in standards.
- ◆ Teaching for pupils in Years 5 and 6 is consistently good and sometimes excellent, raising achievement well at the top end of the school.
- ◆ Provision for pupils' moral and social development is effective. Relationships within the school are good, pupils' behaviour is good and attendance is above average, providing a successful basis for learning.
- ◆ The accommodation is spacious and set within large and attractive grounds, which provides a good environment for pupils and offers rich opportunities to extend the school's curriculum.

What could be improved

- ◆ Standards are improving rapidly, but are still below average for both seven and eleven-year-olds in English, science and ICT. In mathematics, boys tend to achieve more than girls.
- ◆ Standards by the age of six are below expectations nationally in language and literacy. Planning for the development of the children's language skills is not sufficiently specific and, although literacy activities have been recently improved, not all of the children take part in them on a regular basis in the nursery and this is slowing progress.
- ◆ Although well developed in Years 5 and 6, the school's planning for the specific needs of different groups, in particular the higher-attaining pupils, is inconsistent.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has experienced considerable change since its last inspection in November 1996. Since September 2000, there has been a very good improvement in the management of the school. Action has been clear, decisive and efficient, but the changes are recent and have yet to impact fully on standards for pupils. The school is now in a very good position to move forward. The quality of teaching has improved and pupils are making better progress. Behaviour is now good and any problems are dealt with promptly and effectively. Relationships with parents are significantly improved and they are now providing better support for the school.

STANDARDS

There were no 11 year-olds in school for the national tests in 2000. For the present eleven-year-olds, the number reaching the expected levels in English and mathematics is below average. This is partly because over a quarter of pupils in Year 6 have special educational needs. Standards in mathematics are highest, where more than two-thirds are achieving at least the expected level and half of these are attaining a high level for their age; a small number are at a very high level. In science, the skills of scientific enquiry are under-developed and standards are below average overall. In other subjects, standards by the age of 11 are broadly in line with those expected nationally, except in geography, where they are higher. In ICT, attainment is lower than expected. Targets set by the school for 2001 are a little high with regard to the high proportion of pupils with special educational needs and may not be fully achieved this year.

Test results for seven-year-olds in 2000 were low when compared to all schools nationally and with similar schools, and showed a decline since the last inspection. Results in reading were in the lowest five per cent of schools with pupils from a similar background. This was at least in part because almost none of the more able pupils reached above average attainment. The standard of work in English and ICT for the present seven-year-olds is below average, but improving. In mathematics, standards are much improved. Provisional results in the 2001 tests for seven-year-olds indicate that 96 per cent of pupils have reached the level expected for their age, with almost a third reaching a higher level. Standards in science are below average. In all other subjects, including religious education, standards broadly meet the national expectation, maintaining the position reported in the last inspection.

Children enter the nursery with below average attainment. They make sound progress overall, and good progress in personal, social, physical development and numeracy skills. Most are likely to achieve many of the early learning goals set nationally, but their skills in language and literacy, and some areas of mathematics, are below the level expected when they move to Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like school and are interested in learning.
Behaviour, in and out of classrooms	Good. Pupils have responded very well to the new behaviour policy and previous problems are now resolved.

Personal development and relationships	Relationships are good; this is a strong factor in the pupils' good motivation to learn. Personal development is sound.
Attendance	Good. Attendance is above average; pupils arrive punctually and well prepared for their lessons.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	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.

In 91 per cent of the lessons observed, the quality of teaching and learning was satisfactory or better. This represents a good improvement since the last inspection. In 38 per cent of lessons observed, teaching was good; and in 11 per cent of lessons, mainly in Years 5 and 6, teaching was very good and sometimes excellent. In nine per cent of lessons, teaching was less than satisfactory, and sometimes poor.

For three to five-year-olds, teaching is satisfactory, overall, and half of the lessons observed were good or better. The quality of teaching in English and mathematics is satisfactory for pupils aged five to seven years, and good for pupils aged seven to 11 years. In all other subjects through the school, teaching is satisfactory, except in art and physical education where it is good, and geography, where it is good for the older pupils. Teaching in science is unsatisfactory overall, due to insufficient provision for the development of the skills of scientific enquiry to a suitable level for the pupil's ages. Insufficient evidence was available to make a judgement on teaching in design and technology, or in geography, for five to seven year olds. The skills of literacy and numeracy are generally well taught, but not always well enough promoted outside English and mathematics. The use of ICT is not yet incorporated sufficiently into other subjects. Teachers are particularly good at managing their pupils and support staff are deployed to good effect. The use of homework is good, particularly for the seven to eleven-year-olds. The needs of all pupils are met to a large extent in Years 5 and 6, but in other classes and in science throughout the school, the needs of the more able are not met sufficiently well. Pupils generally have too few opportunities to make independent decisions in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, with good opportunities for further expansion within the school's new accommodation. The range and frequency of activities to develop literacy is limited in the nursery, and in subjects outside English in the rest of the school.
Provision for pupils with special educational needs	Good. These pupils are well provided for, with extra help made possible by the high level of staffing in the school this year.
Provision for pupils with English as an additional language	Satisfactory. None of the pupils is at an early stage of English and a teacher experienced with the needs of these pupils oversees their progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral and social development is good, contributing well to the pupils' personal development. Provision for pupils' spiritual and cultural education is less well developed although satisfactory overall. Resources available to extend understanding of cultures other than their own are limited.
How well the school cares for its pupils	The well-ordered environment promotes a good learning atmosphere; good procedures promote self-discipline and eliminate oppressive behaviour. Arrangements for the assessment of pupils' progress are satisfactory; most are recently established and not yet fully used as a

	basis for teaching plans. Attendance review procedures are excellent.
The school's partnership with parents	Parents support the school well and are pleased with changes introduced since September. An open style of communication is now established. Information made available to parents is adequate and improving.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The inspired leadership of the new headteacher, supported wholeheartedly by the deputy and other senior members of staff, is generating a commitment to new and very effective management systems, and motivating staff, pupils and governors to improve standards in the school. The school now has a strong capacity to move standards forward.
How well the governors fulfil their responsibilities	Satisfactorily. Governors fulfil their statutory obligations and are becoming more closely involved in all management decisions.
The school's evaluation of its performance	Good systems enable a thorough review of the school's performance at different stages over the year. Action is now routinely based on appropriate monitoring procedures and data analysis.
The strategic use of resources	Sound. The school budget was in serious deficit in September and administration procedures were weak. Expenditure is now tightly monitored and controlled, with a clear plan for reducing debt annually over the next three years. The school improvement plan sets a clear and appropriate agenda for expenditure, although costings need to be more precise and to include the full range of resource requirements now that stocktaking is near completion.

Management strategies established since September have greatly improved the efficiency of the school. The delegation of responsibilities to key staff is sensible and effective and is enabling all staff to contribute their skills to the school. Learning resources are satisfactory. Due to the recent reorganisation, the staffing level is higher than average at present and not every member of the teaching staff is sufficiently well trained for the age group they are teaching. Accommodation is very good, although hard surfaces outdoors are awaiting renewal. Financial administration systems are now excellent, and specific grants are used very well to support improved learning for pupils. The school is progressively introducing measures to ensure that standards are regularly compared to those in other schools nationally and the views of parents and pupils are sought.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ◆ The school is well led and managed, and has high expectations of the children. ◆ Behaviour is good and the children like school. ◆ Teaching is effective, and staff are approachable and helpful. ◆ The school works closely with parents and they feel well informed about their children's progress. 	<ul style="list-style-type: none"> ◆ The range of activities made available outside lessons. ◆ The quantity and consistency of homework given.

Inspectors agree with the positive comments of the parents. They find that homework generally supports work in lessons well and is of good quality for the older pupils. The range of activities made available outside lessons is acceptable in the light of other pressures on staff at this time of change in the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The achievement of most pupils is satisfactory overall but is consistently good in most subjects for the 10 and eleven-year-olds in Years 5 and 6. At all stages in the school, pupils with special educational needs make good progress towards the targets set within their individual education plans due to a clear awareness of their needs. Progress is most successful when they work individually or in a small group with a teacher or a learning support assistant. Support staff are well briefed and understand the needs of the pupils well. In Year 6, where pupils with special educational needs work in a small group with a teacher for some of their lessons in English, mathematics, science and physical education, progress is never less than good and sometimes excellent in relation to previous attainment.

2. The more able pupils do not always achieve as much as they are capable. An analysis of the results within the national assessments in 2000 have made the school aware of this area for development and assessment methods and pupil tracking systems have now much improved, but are in the early stages of being used as a basis for planning. Generally, expectations are not high enough for these pupils and this is an area for development. The exception is in mathematics, particularly in Year 6, where the teacher works very hard to help all pupils fulfil their potential, providing extra classes where necessary. As a result, about a third of the pupils in Year 6 are working at a high level in the subject, with two at an exceptionally high level of attainment.

3. Standards for seven-year-olds in the school have been inconsistent since they were reported as average in the last inspection, but overall, results have failed to keep pace with the improving national trend. The national test results in 2000 indicated that no pupil reached a higher level of attainment in reading, writing or science and only a very small number achieved the higher level in mathematics. In consequence, the results were well below the national average in reading, mathematics and science, and below the average in writing. When compared to schools with pupils from a similar background, the results were low, being well below average in all subjects and in the lowest five per cent in reading. The findings of the inspection indicate that standards have improved significantly in mathematics and are now meeting the national average. In reading and writing and science, standards are improving but still below average, overall.

4. There were no eleven-year-olds in the school at the time of the national assessments in 2000. The inspection finds that standards for eleven-year-olds are broadly average in mathematics and below average in English and in science. In part this is due to over a quarter of the pupils in the age group having special educational needs. There are still too few pupils attaining high levels in English. In science, the school's curriculum limits pupils' progress due to insufficient opportunities to develop investigative skills. In mathematics, there is a wide range of attainment. A high proportion of the pupils attain high levels, although an above average proportion of pupils - about a third - have not fully reached the level appropriate for their age.

5. The school is unlikely to meet the optimistic targets set for this year but is well placed to do so next year due to the good teaching at the top of the school. This is despite the fact that almost 30 per cent of the pupils currently in Year 5 have special educational needs.

6. Children are admitted to the nursery with attainment levels that are generally below what is usual for the age group, and lower than at the time of the last inspection. Provision for the three to five-year olds is satisfactory overall, but good progress is made in developing personal, social, creative and physical skills. By the time they begin Year 1, most children are likely to attain the early learning goals identified nationally in the following areas of learning: personal, social and emotional

development, knowledge and understanding of the world, creative development and physical development. In the significant areas of language, literacy and communication, and mathematical development, sufficient children are unlikely to reach the full range of nationally set goals. The children's language skills are under-developed and their early reading and writing skills are insufficiently fluent and confident for their age. In part this is due to insufficiently clear plans for teaching language skills and the slow and inconsistent start to early literacy skills in the nursery. The below average language skills reflect on all areas of learning but limit the full range of development in mathematics in particular. Nevertheless, counting skills are developed to an appropriate level and this gives the children an effective starting point for future work in the calculation element of the subject.

7. The small number of pupils with English as an additional language are appropriately provided for and make at least satisfactory progress. None are at an early stage of learning English and their progress is monitored by a teacher experienced in their needs.

8. Boys achieved more than girls in the assessments of seven-year-olds in 2000. An average of results over the past three years indicates that the performance of girls and boys is similar on balance in reading and writing, but that boys achieve more in mathematics. The school's monitoring systems have now made staff aware of this difference but it is not yet resolved and boys at both 7 and 11 years tend to achieve more than girls in mathematics. Gifted and talented pupils identified by the school generally make sound progress and those in Year 6 make good progress in mathematics, due to extra classes organised by their teacher.

9. In most other subjects beyond English, mathematics and science, pupils' attainment meets the national expectations at both 7 and 11 years old. The exception is information and communication technology (ICT), where standards are below the expected levels for both age groups. Pupils have had little experience in recent years due to problems in maintaining computers and standards have fallen since the last inspection. A change of premises in September has greatly improved the school's resources for ICT and the regular use of a well-equipped computer suite has improved standards significantly. However, there is more work to be done in catching-up on missed learning. In religious education, art and design, design technology, history, music and physical education, standards meet the national expectations by seven and 11 years of age. In geography, standards meet expectations for seven-year-olds and exceed them for eleven-year-olds due to the consistently good teaching in the subject for the older pupils. This indicates that standards have been maintained in all these subjects since the last inspection.

10. The development of numeracy skills has been given high priority over the past year and is now at a suitable level for most pupils. Literacy and ICT skills are improving but are still below average overall. Insufficient opportunities are provided to practise these key skills in all subjects to fully extend pupils' achievement.

Pupils' attitudes, values and personal development

11. Pupils' attitudes to their work are good, maintaining the standards reported in the last inspection. They are keen to come to school, show interest in their learning and generally settle quickly to tasks and activities. They usually listen carefully in class and respond well to questions, giving answers that are sensible and pertinent to discussions. A good example of this was seen during a science lesson for a group of pupils with special educational needs from Year 6, when pupils were able to describe their own perception of space and the solar system. Pupils clearly know what is expected of them and, when required to do so, they try hard to complete work in a given time. Generally, they work quietly and sensibly, sustaining concentration whether they are working as individuals, in pairs or in a group.

12. The behaviour of the majority of pupils is good throughout the school day. This is in part the result of the recently implemented new behaviour policy, which includes systems for rewards and sanctions, consistently applied by staff. The pupils have a good understanding of the school's

expectations and are careful to show respect for each other, the learning equipment and the buildings. The school is an orderly community and the majority of pupils move around the building sensibly. They enter assemblies quietly and wait patiently for the rest of the school to arrive. Although there are occasions in some lessons when a small number of pupils behave inappropriately, teachers quickly address the problem without distracting from the focus of the lesson. The majority of pupils understand the impact of their actions on others and the resulting sanctions for inappropriate behaviour. There was one recorded fixed-term exclusion in the last academic year, but none has occurred since September. Parents, staff and governors report a significant improvement in pupils' behaviour since the new headteacher took over the school in September. No incidents of bullying, racism or sexism were observed and pupils are well aware of procedures to follow should unfair behaviour occur.

13. The children between three and five years show a good interest in all activities made available in the nursery and reception classes. They concentrate increasingly well and listen carefully to staff as they explain their tasks. The children's behaviour is good due to the good relationships with staff, who understand the needs of the age group well. The children relate increasingly well to each other, playing alongside or with friends in a companionable manner.

14. Relationships throughout the school community are good and this fosters good attitudes to school and pupils' work. Pupils know the daily routines and generally respond well to teachers' requests. All the adults who work in the school act as good role models for the pupils. Pupils are pleased to accept the range of responsibilities made available, such as being monitor for registers or milk, or preparing the hall for assembly, and carry out these tasks willingly. Pupils are very polite to visitors, regularly holding open doors, helping them find the room they are looking for, and patiently explaining their work. Pupils show initiative through organising fund raising events for charity, although there are few opportunities arranged for pupils to take the initiative in their learning; for example, through independent research or scientific investigation.

15. The school's attendance figures are above average and have improved significantly since the last inspection. The regular attendance of pupils enables teachers to build on previous lessons with a good level of continuity. The majority of pupils consistently arrive at school on time, ensuring that the school day starts promptly.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching and learning is satisfactory overall with a significant proportion that is good or better. In one lesson in ten of those observed, teaching was very good and sometimes excellent. However, in almost one in ten, it was unsatisfactory or poor. There is more good teaching than was seen at time of the last inspection and less teaching that is unsatisfactory. Good improvement has been made in the school's planning for lessons, with learning objectives now clearly stated. Likewise, procedures for including day-to-day assessment and for providing a consistent homework programme have now improved significantly.

17. The teaching of English and mathematics is good for the 10 and 11 year olds in Years 5 and 6. Literacy and numeracy are generally taught well but not included sufficiently in the teaching of other subjects beyond English and mathematics. Teaching is good in art and physical education throughout the school and in geography for the seven to eleven-year-old pupils. In all other subjects, teaching is satisfactory overall. Teaching in ICT is not incorporated systematically into other subjects across the curriculum. Due to timetable arrangements, insufficient evidence was available to make a judgement on teaching in design and technology.

18. The quality of teaching in the Foundation Stage is sound overall. A significant proportion observed was good, and sometimes very good, enabling a successful start to school. The suitable range of practical activities provided shows an appropriate understanding of the needs of the age group, although consistent planning for teaching early literacy skills in the nursery and language

skills in both the nursery and the reception classes is under-developed. Planning clearly details learning objectives but does not always include reference to the questions to be asked or the vocabulary to be included. This is of particular importance because of the lower than average language level of most children. The teachers work well as a team, keeping support staff well informed, enabling them to make an effective contribution to the children's progress. In the nursery and the reception classes, a very friendly working atmosphere builds good relationships with the children and encourages them to enjoy their work and to try hard. The teachers and nursery nurses have a sensitive awareness of the small number of children with special educational needs; they are suitably supported and make good progress. Pupils with statements of special need are able to take full advantage of all learning activities, have the support of a special needs assistant and make good progress. The small number of pupils with English as an additional language, though not in the early stages, are sensitively supported and activities such as the sounding rhymes practised in one reception class, help to develop an awareness of sounds and clear pronunciation for all the children.

19. Satisfactory teaching for the five to nine-year-olds in Years 1 to 4 ensures steady progress for most pupils, although more able pupils are not always sufficiently challenged by the tasks they are set. Teaching is almost always good for the 10 and eleven-year-old pupils in Years 5 and 6, with some very good and excellent teaching. Teachers have generally sound knowledge of the subjects they teach and this ensures that lessons are thoroughly planned with clear and appropriate objectives that are shared with the pupils, helping them to understand what they are going to learn. However, teachers' planning in several subjects does not take sufficient account of the needs of the more able pupils nor does it provide enough opportunities for pupils of all attainments to make independent decisions, such as in science when pupils have few opportunities to carry out their own investigations or to record their own observations. Teaching in the basic skills of language and mathematics is satisfactory overall for five to seven-year-olds and good for seven to eleven-year-olds. Most pupils make sound progress in their reading, writing, speaking, listening and mathematical skills and knowledge, working towards targets of which they are well aware. Progress for most pupils is good in Years 5 and 6. A good example of the use of literacy skills was seen in a lesson in Year 5, where pupils considered a number of letters setting out arguments for and against foxhunting. They looked at how the writers had grabbed the reader's attention, and also considered the ways in which the clauses were linked together, which was one of the class targets.

20. Teachers are aware of the need to ensure that every pupil fully participates in all lessons. In discussions, questions at varying levels of difficulty are used to ensure that everyone is involved. The teaching of pupils with special educational needs is usually at least good and these pupils receive effective help from well-informed learning support staff, which ensures that they make good progress. When appropriate, pupils are provided with suitable individual educational plans that on the whole set appropriate targets for teaching and learning. There are high expectations set for them within the small groups working with teachers in Years 5 and 6. Less able pupils in these year groups receive sometimes excellent support in their small group work in English; in these lessons, the teacher builds pupils' confidence by creating an atmosphere where pupils are prepared to 'have a go' in the knowledge that their efforts will be respected by both teacher and pupils. The reading material chosen is geared towards their particular interests; one group of boys considered books about football and other high action books that they thoroughly enjoyed. Consequently, pupils in these groups work extremely hard and creatively in response to inspirational teaching and often make very good progress in their writing and speaking and listening skills. Similar opportunities are provided to work in a small group with a teacher in mathematics, science and physical education. Teachers are aware of the needs of the pupils with English as an additional language and these pupils are well integrated into the class, receiving extra support either from the teacher or from learning support assistants when necessary.

21. In the most effective lessons, teachers use a range of interesting methods to vary pupils' experiences and make sure that they do not lose interest. This was exemplified by a lesson in Year 2, where pupils visited a nearby wood to find 'natural sculptures', which they carefully observed and sketched in preparation for the following week's lesson. In a very good geography lesson about how people affect the environment, the teacher cleverly encouraged the Year 6 pupils to use their

own experiences and their interpretation of current affairs to shed light on the issue. They then used charts and maps to discover where a particular group of visitors came from.

22. Most teachers build upon the positive relationships they have with the pupils to manage them well; consequently, in most lessons, pupils behave well and work hard. However, in a few lessons, particularly where the teacher does not understand the needs of young pupils and the presentation lacks interest or is too difficult, pupils' behaviour is unsatisfactory or, in one case, poor.

23. Lessons usually have a good pace, although there are instances where the teacher talks too much or where activities are allowed to go on for too long and pupils' attention flags. Some lessons are too teacher dominated and pupils do not have sufficient opportunities to make a significant contribution to their own learning. Hour long periods for some lessons present too great a challenge for teacher and pupils alike and occasionally the work is extended inappropriately to fill the time. However, in the most successful lessons, an hour flies by and pupils want to go on working into their break time. An art lesson with pupils from Years 5 and 6 used the time available very effectively because of the high quality of the teacher's planning, her very high expectations and stimulating material and challenging tasks; pupils drew their own versions of cartoons, working with very high levels of concentration and commitment and discussing their work professionally and honestly. Resources for learning are generally well prepared and help to ensure pupils' interest.

24. In most lessons, teachers make day-to-day assessments of progress and these are often used to plan future lessons that build on what pupils know, understand and can do. The quality of marking in Years 5 and 6 is particularly helpful, making it very clear to pupils how they can move forward towards meeting their particular targets. The use of homework to help pupils practise and develop their knowledge and skills is satisfactory throughout the school and is generally good for the seven to 11 year olds, leading to improved standards for these pupils.

25. Ninety-five per cent of parents responding to the parent questionnaire agree that teaching is effective and that staff are approachable and helpful.

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

26. The school offers a suitably broad and balanced curriculum to all pupils, and meets all statutory requirements. The quality of the curriculum has improved since September with the adoption of the complete range of national schemes of work. Further training for staff in the implementation of the National Literacy Strategy has improved the quality of the curriculum for English. Staff have also taken part in training over the past year on improving strategies within mathematics lessons and these are now implemented well. For physical education, the school offers a wider range of activities than necessary to meet statutory requirements, and includes games such as football, rugby, netball and hockey, as well as swimming and adventurous activities. Religious education is taught according to the locally agreed syllabus. Time allocations to the different subjects are generally appropriate but there are some weaknesses. ICT lessons alternate each half term with design and technology and this gives insufficient lesson time to ICT. Physical education is taught in weekly blocks of an hour or more in most classes, whereas two shorter sessions would be preferable to ensure regular exercise and enable practice of a wider range of skills.

27. For the children between three and six-years-old, in the foundation stage of their education, suitable and interesting learning activities are arranged in accordance with the requirements of the recently introduced national early learning goals. Staff have worked with the local education authority to bring provision up-to-date but weaknesses remain with regard to the planning for the provision for the development of the children's language skills. In the nursery, early literacy skills are not systematically provided for all children. This reduces the level of attainment for most children as they move to the reception class.

28. All pupils receive their entitlement to a full curriculum, including those with special educational needs and those with English as an additional language. The provision for pupils with special educational needs is good. The school's policy for arrangements for these pupils fully meets the national Code of Practice. Learning difficulties are identified early and individual education plans usually contain clear and measurable targets for progress. There is a learning support assistant available for at least part of the week in most classes, and assistants are efficient and well informed about the pupils' needs. The teacher who co-ordinates the school's provision for special educational needs keeps in close touch with their progress and meets support assistants and teachers regularly for up-dates. She also instigates training to help supplement the progress of the pupils. In Year 6, where there is a high proportion of pupils with special educational needs, provision is very good. The school takes good advantage of its high level of staffing to provide specific lessons within small groups. The high quality of teaching means that progress is very good, and sometimes excellent, in relation to previous attainment. Additional classes are arranged to support other lower attaining pupils in Year 6, and this is having a positive impact on learning. The Year 6 teacher arranges extra-curricular lessons in mathematics to help to meet the specific needs for the highest attaining pupils.

29. None of the pupils with English as an additional language is in the early stages of English, but nonetheless, the progress of these pupils is suitably monitored by a teacher experienced in their needs. While some reference is made within lessons and in the life of the school to the culture and beliefs of these pupils, opportunities for other pupils to learn about multi-cultural issues are sometimes missed.

30. The school provides a good range of extra curricular activities although these are almost exclusively aimed at pupils in Years 4 and above. Some, like the mathematics clubs, directly support the curriculum providing opportunities for individual tuition for higher and lower attaining pupils in Year 6. The gardening club makes use of the school's excellent facilities, including a large heated greenhouse and cold frame. Pupils learn the value of the steady continuous effort needed to nurture growing plants and marvel at the difference in the growth rates of young plants which are 'pricked out' and those which are not. The breakfast club provides an opportunity for social development as well as ensuring that pupils have a suitable breakfast. Other activities, like the netball club and choir, provide an opportunity for pupils to develop skills to a higher level than would be possible during the school day. A small minority of parents would welcome a greater range of activities outside lessons. The inspection finds that the range made available is acceptable in the light of the other pressures on staff at this time of change in the school.

31. The provision for pupils' personal, social and health education is satisfactory. Classes of the younger pupils now have opportunities for the pupils to speak about a range of topics in a controlled and supportive atmosphere. The policy for sex education has yet to be extended to include the pupils in Years 5 and 6 but the provision for aspects of adolescence for these pupils is good.

32. The school makes satisfactory use of the community to support the curriculum. Visits made to places of educational interest suitably supplement the curriculum and pupils speak enthusiastically about visits they have made. Local sporting organisations, including professional football and rugby league clubs, support the programme for physical education and all classes make a day visit to a local outdoor education centre. Visits from the local clergy enrich the programme for religious education. Pupils are beginning to use the Internet for research purposes but this has yet to have a full impact on learning. A local theatre company puts on a Christmas performance for the pupils each year.

33. Links with partner institutions are satisfactory. Pupils in Year 6 spend a day at their prospective secondary schools during the summer term and teachers from the secondary schools visit to take lessons. These arrangements help to make the transfer of pupils as seamless as possible. The school is part of a cluster of schools which share expertise and training opportunities. Teachers are able to visit other schools with a particular area of excellence to further

develop their skills. Students from senior schools and the local college use the school for work placements and pupils benefit from this extra teaching input, particularly in the nursery where few volunteers are available to supplement the work of the staff.

34. The provision the school makes for the pupils' personal development continues the good practice recorded in the last inspection. It is based on a supportive atmosphere in which pupils are well known and valued by staff. This, with the increasing responsibilities undertaken as they become older, helps them grow in maturity and confidence. For example, there are many tasks, like setting up and clearing the hall after assembly, and moving milk and dinner boxes to the right places, which are reliably done and help the smooth running of the school. A group of pupils in Year 6 sowed, tended, pricked out and grew on summer plants for sale to parents and friends to support school funds.

35. Similarly, the good provision for pupils' moral and social development arises in large part from the standards consciously modelled by the adults. School rules are displayed and each class negotiates its own Golden Rules so that pupils know where they stand. In the lower part of the school in particular, discussions in a circle provide opportunities for pupils to learn the difference between right and wrong. This helps pupils' social development as well because, for the circle to work, pupils have to wait their turn and defer appropriately to each other. A key ingredient of management philosophy includes the notion of 'giving service'. This can be within the school, as when Year 5 pupils help the youngest pupils or when Year 2 pupils learn to relate to a different teacher for their art lesson; or outside the school, when pupils initiate a collection for charity.

36. Arrangements to support pupils' spiritual and cultural development are satisfactory. Although time for reflection is built into many religious education lessons, this has yet to be fully developed within the daily acts of worship. The school recognises the need to introduce pupils to cultures other than their own and new resources are planned with this in mind. Displays within school illustrate different aspects of Asian life and Asian visitors introduce music and stories to the pupils. A Muslim parent explained to pupils in the reception classes and Year 1 the significance of Eid. However, there is limited multi-cultural content in the school's collection of books, pictures and other objects to help pupils of all ethnic backgrounds to identify with their own cultural traditions and to appreciate those of others.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school continues to provide a suitable environment for pupils to learn, as was reported in the last inspection. There are satisfactory procedures in place to ensure pupils' welfare, health and safety, and the school deploys appropriate agencies to support the needs of individual pupils where necessary. The local authority guidelines for child protection are in place, with a named person responsible for any concerns about pupils. Due to the hectic schedule the school has experienced over the past year, there is no up-to-date policy for putting procedures into place and no member of staff has attended recent training. All pupils are known well by staff and pupils feel confident in approaching any adult if they have worries or concerns. There are clear practices that are followed to report and record accidents. All aspects of health and safety in the school are documented and are supported by a draft health and safety policy. However, the playground surface is in poor condition and this presents a greater than average risk of falls and injuries to pupils. Due to appropriate safety precautions being taken by the school, the playground is not fully available for use by younger pupils.

38. The procedures for monitoring pupils' attendance are excellent and this has had a positive effect on the overall attendance figures for the school. The deputy headteacher has rigorous procedures in place to ensure all parents inform the school, in writing, of reasons for their child's absence. Parents are very clear about the procedures to be followed if their child needs to be absent from school. The school regularly emphasises to parents the importance of good attendance and punctuality and reminds them that absences can be detrimental to their children's

learning. Registers are completed efficiently at the start of each session.

39. Staff know each individual child well and they quickly recognise any change in behaviour or attitude. This is particularly notable for the children in public care and those who have special educational needs related to behaviour. Assemblies regularly celebrate and share pupils' personal and academic achievements, with stars and certificates given to individuals to celebrate their efforts.

40. Procedures for monitoring and promoting good behaviour are very effective throughout the school. Pupils are regularly reminded of the schools expectations through assembly themes and class rules. The school clearly does not tolerate anti-social behaviour, such as bullying. There are suitable systems to follow if there is inappropriate or unacceptable behaviour. A range of rewards, such as behaviour points, merits and class and pupil of the week, are given to recognise good behaviour and pupils receive certificates or badges to celebrate their achievements.

41. The assessment co-ordinator has recently reviewed and updated the school's policy for assessing pupils' achievements. Arrangements are still in draft form but are leading the school towards a consistent and systematic approach to the gathering and using of assessment data, and building up detailed tracking files for individual pupils' so that patterns of attainment can be analysed and early action taken. Teachers already moderate and put attainment levels on samples of pupils' work which helps provide a clear understanding of their pupils' achievements. Staff are becoming more closely involved in analysing available data, including the results of statutory and optional national tests, but have yet to refine their lesson plans to cater fully for the specific needs of different groups of pupils. This is an area identified by the inspection as an area for development in order to raise standards further.

42. Both girls and boys are included in all aspects of provision, and although few sports teams exist, girls and boys have equal access to all sports. Within mathematics, a difference is identified between the comparative attainment of boys and girls within test results and this is being reviewed as part of a newly instigated tracking system for pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The parents have positive views of the work of the school and are supportive in all it does. They say their children like going to school, behave well and they feel that the teaching in the school is generally good. The responses to the parent questionnaire are much more positive than at the time of the last inspection, when the school was required to improve the quality of communication with parents.

44. Provision for homework is thought by a small proportion of parents to be insufficient and irregular in some parts of the school. From the evidence available, provision for homework suitably extends work in all classes, and is good for the older pupils in Years 5 and 6. This is consistent with the good quality of teaching observed at the top end of the school.

45. The school provides parents with satisfactory opportunities to become involved in their children's learning. Parents feel sufficiently informed about the daily routine and events in the school through regular newsletters and information sheets, which is an improvement since the last inspection. The headteacher is available to parents on each day by being on the playground at the start and close of the day. Information about the curriculum for parents, to enable them to support their children's learning through additional experience at home or by providing artefacts for use in school is less well developed. However, parents of children in the nursery are helped to understand the nationally set areas of learning for the age group through a display of photographs of the children at work. Parents enjoy and appreciate opportunities to share in their children's work through attending school productions, class assemblies and the school's annual sports day.

46. The prospectus is due to be updated but adequately informs parents of the work of the school, including statutory information on various aspects of the school's procedures. The most recent annual governors' report to parents does not include all the information that is statutorily required. Omissions include details of the school's progress since the last inspection, details of facilities available for pupils with disabilities and a statement on the school's security arrangements.

47. The parents are well informed of their children's progress through the annual reports written by teachers. They appropriately tell parents of progress made in all subjects over the academic year. There is little information on areas where parents might support their children where they are experiencing difficulty, although in the reception classes, they are informed of targets set for future learning. Parent and teacher consultations enable parents to look at their child's work and discuss their progress and overall development in more detail. Parents feel welcome in the school and are confident that they can discuss any concerns or worries and get a prompt response. Parents of children with special educational needs are kept fully informed of their children's progress and are involved in regular reviews.

48. A small number of parents and friends from the community help in the classes for the younger pupils. For example, they hear pupils reading and help with sewing activities. The school welcomes this extra help and support and it provides pupils with opportunities for further progress.

49. The recently formed Fundraisers in Long Lee School organises a range of social and fund raising events to help provide additional resources for the school. They are currently raising funds for additional science resources. The school values the hard work of the group and pupils benefit from the additional resources provided by these means.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The newly appointed headteacher provides inspired leadership to the school and demonstrates perceptive judgement and efficient management skills. Her leadership skills are very good and provide a necessary sense of confidence and security to pupils, staff, parents and governors at a time of significant change in the school. Her very clear sense of educational direction has set the school on a path to significant improvement. Since the last inspection when leadership and management were judged to be weak and the school was required to make significant improvements to management systems, the school is in a very much better position to move forward. In close partnership with the deputy-headteacher, the headteacher leads a new and efficient senior management team, dedicated to enabling all staff to contribute their skills to improving the standards for pupils. The more experienced members of the team set a good example of effective working practice. Subject co-ordinators are gradually taking on greater responsibility for their subjects as the school settles into its new premises, with additional resources acquired from the previous school occupying the site.

51. The school's way forward is clearly summarised within its improvement plan, with intended action based on an accurate assessment of the school's needs, agreed with staff and governors. It is due to be updated to take account of the school's audit of resources which is now near completion. The newly established review cycle sets the plans for monitoring pupils' learning, the quality of teaching and the curriculum, and previous and planned expenditure in to an efficient annual programme where the roles of staff and governors are clearly stated. Delegation is sensible and fully understood by staff. The school is progressively introducing measures to ensure that the school compares its standards with those in other schools, both locally and nationally, in order to check its own performance.

52. The work of the governing body is satisfactory. Governors express greater confidence in the future of the school since its change in character and the appointment of a new headteacher. They feel increasingly well informed and better equipped to carry out their statutory obligations. Governors share the commitment of the headteacher, senior management team and staff to the

success of the school, and they are appropriately involved in reviews and decision making, as was required by the last inspection. A suitable committee structure is in place, although few committee meetings have been held and the terms of reference are due for renewal. All statutory duties are met other than some omissions from the most recent annual report to parents.

53. Financial resources available to the school have been overspent in the past and the school started its new phase with a debt of £60,000. Prudent planning has reduced this by almost a quarter and in the long term, the school plans to clear the deficit by 2004. The school's financial administration procedures are now tracked very closely and day-to-day management of the budget is excellent. The school's newly appointed financial administrator has computerised the system and rectified the significant list of shortcomings identified by a local education authority audit in 1996. This places staff and governors in a much better position to make decisions on action which requires financial expenditure. Specific grants are appropriately utilised and linked to the school improvement plan.

54. The staff form a dedicated and committed team and their enthusiasm to promote the quality of education generates an optimistic atmosphere within the school which enhances the pace of progress. Their commitment has resulted in the smooth and successful change of site and character of the school, co-ordinated very successfully by the headteacher and senior staff, including the appointed transition manager. The staffing level is more generous than average and this is significantly enhancing the pupils' education. The arrangements allow for teachers to have time away from their class. This is used to carry out monitoring and review procedures, to enable lower attaining pupils and those with special educational needs to have support in small groups, and for pupils to receive specialist teaching in physical education, all of which are helping to raise standards for pupils. The situation has also enabled the school to train two administrative assistants to become employed in other roles: as a computer suite technician and library administration assistant, both providing good support to pupils and teaching staff. A rigorous programme of staff training is organised, with priority suitably given to further training in numeracy, literacy and ICT. Senior staff have attended management courses and they have found this helpful in providing guidance on the implementation of their new duties. Due to the recent reorganisation of schools locally, not every member of the teaching staff is sufficiently well trained for the age group they are teaching. Support procedures in place are generally effective, but do not always include a sufficient review of lesson planning. This sometimes results in teaching that is less than satisfactory for some classes. A suitable policy to guide arrangements for the performance management of teaching staff is in place. Provision for students and newly qualified teachers working in the school is satisfactory and they are supported appropriately through a mentoring system. A staff handbook, providing clear guidance for all staff, is at the planning stage and is expected to be in place next term. The work of administrative staff is unobtrusive and allows the school to run smoothly.

55. The teacher with responsibility for co-ordinating the school's provision for special educational needs is experienced and diligent in carrying out her duties. Individual pupils are tracked carefully and arrangements are regularly reviewed. Support staff meet with her regularly to keep them well informed and to enable feedback on their charges. She is instrumental in arranging specific training opportunities to complement, for example, the teachers' recent training in developing pupils' numeracy skills. A knowledgeable co-ordinator monitors provision for the pupils with English as an additional language and provides support for teachers and pupils as required. The headteacher ensures that equal opportunities are provided for all pupils and none are unable to access their entitlement to a full curriculum.

56. The school's new accommodation is of very good quality and offers valuable opportunities to benefit the pupils through its enhancement of the curriculum. Science, art and physical education benefit from its very spacious grounds, with grassed and woodland areas. A new computer suite provides good opportunities to extend ICT skills and the newly formed library is an asset to the school's intention to improve literacy skills. Recent alterations to the building to accommodate primary school pupils have been successful although two classrooms are of rather small proportions. This problem is offset by the availability of work areas in adjacent corridors. The

building is well maintained in very clean condition by an enthusiastic and hard working caretaker and cleaning staff, and is enhanced for pupils by colourful displays of their work. Hard-standing areas outside are awaiting renewal and this is causing temporary inconvenience to younger pupils while their outdoor play areas are restricted.

57. Learning resources are adequate, overall, to support the curriculum although subject and key stage co-ordinators are aware of some inadequacies and storage difficulties in the areas for which they are responsible. A proportion of the school budget has been made available to co-ordinators in order to address these shortfalls within the next phase of the school improvement plan. Resources for physical education are good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. The school should:

(i) continue the drive, identified within the school's development plan, to raise standards by the ages of seven and eleven in English, mathematics, science and ICT by:

- ◆ improving the standards of spoken English for the youngest children in the foundation stage of learning; *[paragraphs 6, 64-68]*
- ◆ providing more consistent opportunities for developing the early literacy skills of the children in the nursery; *[paragraphs 6, 64-68]*
- ◆ systematically exploiting opportunities across the whole curriculum for pupils to develop their literacy skills; *[paragraphs 10, 80]*
- ◆ improving the attainment of girls in mathematics; *[paragraphs 8, 88]*
- ◆ improving the teaching in science by including sufficient opportunities for investigation and independent scientific enquiry; *[paragraphs 4, 100-106]*
- ◆ planning more systematically for the use of ICT within other subjects; *[paragraphs 10, 131]*

(ii) improve the planning for the specific needs of individual groups of pupils in order to extend the levels of attainment of the more able pupils in all subjects. *[paragraphs 2, 80, 94, 100, 124]*

In addition to the main areas for improvement, the school should:

- ◆ ensure that repairs to the hard surfaces outside take place as soon as possible to make them safe and to allow full use by all pupils. *[paragraphs 37, 56]*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	68
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	6	38	42	6	3	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)	20	275
Number of full-time pupils known to be eligible for free school meals	N/A	56

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	1	47

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	17
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	3.2
National comparative data	5.2

Unauthorised absence

	%
School data	0.8
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
	2000	23	15	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	21	22
	Girls	11	12	12
	Total	30	33	34
Percentage of pupils at NC level 2 or above	School	79 (85)	87 (92)	89 (90)
	National	83 (82)	84 (83)	90 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	21	21
	Girls	13	11	11
	Total	33	32	32
Percentage of pupils at NC level 2 or above	School	87 (85)	84 (87)	84 (87)
	National	84 (82)	88 (86)	88 (87)

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
	2000	0	0	0

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	6
Bangladeshi	0
Chinese	0
White	236
Any other minority ethnic group	1

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	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15.2
Number of pupils per qualified teacher	18
Average class size	24.4

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	226

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	21

Financial information

Financial year	2000/01
	£
Total income	620,520
Total expenditure	610,399
Expenditure per pupil	2,113
Balance brought forward from previous year	-60,000
Balance carried forward to next year	-49,879

Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	10.5

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out
Number of questionnaires returned

315
96

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	35	1	3	0
My child is making good progress in school.	57	39	3	0	1
Behaviour in the school is good.	41	52	3	0	4
My child gets the right amount of work to do at home.	39	43	11	1	6
The teaching is good.	54	41	1	0	4
I am kept well informed about how my child is getting on.	40	49	9	0	1
I would feel comfortable about approaching the school with questions or a problem.	66	26	7	0	1
The school expects my child to work hard and achieve his or her best.	64	33	2	1	0
The school works closely with parents.	38	49	6	4	2
The school is well led and managed.	60	36	2	0	1
The school is helping my child become mature and responsible.	52	36	8	0	4
The school provides an interesting range of activities outside lessons.	29	40	14	2	15

Other issues raised by parents

Parents expressed approval of the changes in staff and premises since September 2000. They agreed that good improvements had been made to the school during this school year.

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

59. Satisfactory provision is made for the children under six years old, as was reported in the last inspection. The children's attainment on entry is judged to be lower than average and lower than was reported in the last inspection. Nonetheless, progress remains satisfactory overall and good for personal, social and physical development, and for numeracy skills in the reception classes.

60. The majority of the children reach the set goals for personal, social and emotional development, knowledge and understanding of the world, and physical and creative development. The goals are also met with regard to elements of mathematical skills: counting skills and using mathematics to solve problems, such as how to measure the teacher using a collection of clothes pegs. However, the children's language skills do not generally reach the expected level of fluency and maturity for their age and this affects progress not only within the development of literacy skills, but also within the development of mathematical skills beyond counting: such as explaining calculations, making comparisons and deductions, and understanding and answering the questions of the teacher. This is partly because most children enter the nursery with limited skills and despite the satisfactory progress achieved, standards remain below average. The school could do more to help their development to progress more quickly. Language and literacy skills are not as consistently or effectively planned for within the nursery as other areas of learning, and this limits progress. Literacy skills are better developed within the reception classes, but language development is still not fully planned for, and about three-quarters of the children are not achieving the expected level for their age. Almost a third of the children are significantly below the expected level and this presents a considerable challenge to the school in enabling them to reach the required level in English within the next stage of their education, by the age of seven.

61. Staff are keen to extend the children's achievements and are currently engaged in a training programme aimed at raising the standards of provision and attainment. As a result, progress for the children in both the nursery and the reception classes has accelerated in the past term.

Personal, social and emotional development

62. Good progress is made in developing personal and social skills in both the nursery and the reception year, and most children reach the required level by six years of age. The learning atmosphere for both year groups is friendly and the children are keen to take part in the activities. They remember to share with others and to replace equipment, such as the train set and the musical instruments, after use. The children generally tackle new activities with confidence, as when investigating 'floating and sinking' with the teacher. At snack-time, children in the nursery find their own place by their name card, and sit quietly and politely to drink their milk and eat their piece of fruit. Children in the reception classes wait their turn to have their milk and most remember to say 'please' and 'thank you'. Most children are able to dress themselves by the time they move to the reception classes and look after their own personal needs. Children in both the nursery and the reception classes show an interest in other people, welcoming visiting adults and sharing news of their activities.

63. The quality of teaching is good, overall. Staff provide good role models, relationships are good and this provides an effective foundation for learning. There are usually sufficient staff to ensure that children get frequent guidance and support. Independence is nurtured and children are encouraged to develop their own views, for example about characters, such as 'Titch', in stories or how to measure their teacher. Equally, they are expected to respect the views of others. Planning is not always established for regular daily activities and this sometimes limits the quality of teaching. For example, teaching at and around snack-time in the nursery varies in quality between the sessions. On less successful occasions, there is no clear focus for discussion, the children lose

concentration and as a result, become quite noisy and restless in their behaviour. They have to wait before the next activity begins and so find further opportunities to become distracted. On these occasions, behaviour drifts to an inappropriate level. When snack-time is better organised, the attention of the children is focused on specific discussions led by staff or on calming background music, the children transfer very smoothly to the next activity, and very good behaviour is maintained throughout.

Communication, language and literacy

64. Most children start the nursery with a lower than average level of language for their age and their communication skills and range of vocabulary are unlikely to reach the early learning goals set nationally by the end of the reception year. Early literacy skills are established to a broadly suitable level for about two thirds of the children by the end of the reception year. The other third, a larger than average minority, is slow to develop a suitable confidence and fluency in reading, and in writing a selection of familiar words. For the majority of children, including those with special educational needs, progress is satisfactory overall, but limited in the nursery. The pace of progress for most children is slowed in all areas of learning by the under-development of speaking and listening skills. The small number with English as an additional language, though not in the early stages, are higher attaining children and are making sound progress.

65. The children learn to listen quietly and are generally sufficiently confident to answer questions, volunteer information and take turns to speak. This was seen working well in the nursery when careful planning meant that numbers could be kept to about ten and children had more opportunities to contribute to group discussions. Extended conversation is unusual except for the small number of higher attaining children, which includes those using English as an additional language. Although most children can be encouraged to join in discussions, staff do not always maximise opportunities for constructive dialogue and this slows progress particularly for the children who learn more slowly or have limited access to extended conversation outside school. As is typical of the age group, some of the children with more fluent skills in the nursery develop a running commentary on their play, for example with the train track, but find it difficult to answer questions from staff that might develop the play further. In such situations, adults do not always show an insight into the way to extend children's language, and no guidelines exist to help staff to develop this skill. Teaching plans do not refer to sentences or specific vocabulary to be modelled and nurtured within each activity. In both year groups, the children know and thoroughly enjoy a suitable range of songs and rhymes, and this helps to develop further the voice skills, such as pronunciation and expression.

66. The children's interest in books is well established through the enjoyment of story-time, but few opportunities exist outside story-time to encourage this enthusiasm through sharing story or information books with an adult. Children in the nursery seldom choose to look at books. There are no comfortable furnishings around the bookcase to help to engage children in recapturing stories heard or to find others they might enjoy. Stories are not generally backed up with support resources, such as puppets, to encourage children to engage in retelling them. However, a recent improvement in planning for teaching in the nursery means that links are being made between stories and other activities. For example, the story-telling of 'The Rainbow Fish' is extended through the provision of an imaginative 'under the sea' play area. Children in both the nursery and the reception classes have the opportunity to take home a library book each week and this encourages the children's interest in books through sharing them with their families.

67. Many children in the nursery thoroughly enjoy opportunities for role-play, such as the travel agents, to 'book holidays' using the forms provided and to write postcards to friends back home. However, children who do not choose this activity have limited experience of early writing skills. Staff do not have a sufficiently rigorous system for checking who has taken part in reading or writing activities, to ensure that all get the chance to make progress and build on previous achievements. The children learn to recognise their names in the nursery and a small number learn to write them almost correctly before transferring to the reception classes. Many others, through encouragement from staff, learn to represent them with one or more letters. In the reception classes, this learning

soon develops into writing their own name and recognising those of others. The teachers in the reception classes set a good pace in teaching letters and their sounds, and the most able children can recite the alphabet and recognise and write all the single letters. Although most children can recognise at least some of the frequently used words within the school's reading scheme, most lack fluency and few can write familiar words beyond their own name. In one of the reception classes, the higher attaining children were seen writing booklets, gleaned words from the environment, such as the days of the week. They became more and more confident and keen to become independent, and one or two eventually tackled the words by themselves, with a high degree of success, helped by their good skills with letter sounds. Most of the children are happier tracing or copying words unless they have the support of an adult.

68. The quality of teaching is sound, overall, although some good teaching was observed within both age groups. Staff are working hard to extend provision through imaginative activities that interest the children and thereby increase the pace of progress. Most staff provide good role models for speaking and listening, but in the nursery in particular, not all activities focus sufficiently well on extending the children's vocabulary and language skills.

Mathematical development

69. By the end of the reception year, most children are likely to reach the nationally set early learning goals for counting and calculating but are less secure with the discussions and vocabulary that are necessary to demonstrate their mathematical skills fully. The limited language skills of most children restrict both their learning and the voicing of their ideas and understanding. From a below average starting point, good progress is made in both the nursery and the reception classes with numeracy skills. Every opportunity is taken to count and the children know an increasing range of number rhymes. Most children in the nursery learn to count at least to 5. A small number of higher attaining children count and recognise most figures to 10. Achievement is extended well in the reception classes, through a variety of practical activities following the National Numeracy Strategy. The children count on and back, with correctly ordered numerals for reference. The reception children working in the class with the Year 1 children have become very adventurous, and count regularly to high numbers. They understand that counting does not always start at one, and can count on from a given number. Some, like the Year 1 pupils, make sensible estimates of quantities to 20, and know how to check them.

70. The teaching of mathematics is good overall and sometimes very good for numeracy in the reception classes. Activities are generally well planned and many opportunities are found to practise counting each day in both classes. Tasks are suitably practical and interesting, and include an appropriate challenge. Expectations are high in the reception classes. The learning atmosphere is good and children work hard to extend their skills. The teaching of the language to describe comparisons of quantity, shape and size is less successful and, with the whole language programme, is an area for improvement.

Knowledge and understanding of the world

71. The children make sound progress in acquiring knowledge and understanding of the world and most are likely to reach the national early learning goals by the end of the reception year, although limited language skills sometimes reduce their success in developing their thoughts and expressing their knowledge. Children in the nursery are fascinated by the tadpoles and gold fish in their different aquaria, and show interest in the seashells on display. In reception, one class is growing seeds indoors whilst the other is starting them off indoors before transplanting them into their outdoor garden to watch them grow. The children in the nursery investigate what floats and what sinks in their water trough, then put the items within the right collection.

72. In the nursery, there are regular opportunities to mix and bake dough for cakes and biscuits, where children can watch the changes involved. In reception, the children increase their awareness of the sunflowers they hope to grow from seeds by selecting cut-out materials of differing dimensions to make a collage picture, suitably supported by an adult who uses all the

correct terminology for the different parts of the flower, like *stem*, *petals* and *leaves*. A sense of place is developed through a walk in the school grounds, followed by the production of a large picture map of the journey, together with landmarks noted. In the reception classes, the children learn about Bible stories and the teachings of Jesus through their religious education lessons. Occasional visits from adults from ethnic minority backgrounds helps the children to appreciate the different backgrounds and customs of others. Stories such as 'The Hungry Caterpillar' help to teach the names of the days of the week. Children in both classes get regular opportunities to use the computer, learning to control the mouse through an art program, and to click on icons to select programs.

73. The teaching observed was sound for this area of learning. The children talk with great interest about their activities and are anxious to watch for change in their growing seeds and developing frogs.

Physical development

74. The majority of children are well on the way to achieving the early learning goals for physical development by the end of the reception year. The children in the nursery make use of a small area outside, and a larger area is planned to extend opportunities for learning. In the nursery, children show appropriate control and dexterity when using the climbing frame, slide and tunnel. Children in both the nursery and the reception classes use the school hall for suitable physical development lessons. The children in the nursery show good control of their larger muscles during gymnastics work. They enjoy these energetic sessions and show that they can run and jump, sometimes with their hands in the air. Most can do 'star jumps' over the floor mats, and run, crawl and 'walk tall', changing to the sound of the tambour. They have a well develop sense of space and are confident enough to remain in their own large space to allow for safe movement. The children in the reception classes use the school hall each week for further gymnastics work, singing games and moving to music. They show great enjoyment of these activities and develop a suitable awareness of their own bodies and a sense of space. When they feel confident, the children demonstrate at least adequate skills for their age. By the time the children are in the reception classes, their manipulative skills are well developed through frequent opportunities to use a wide range of writing implements, through threading beads and other materials, weaving and through making models with construction toys. Pencil control is developing well, and children use paintbrushes with confidence and an appropriate sense of space.

75. Teaching is good, with a very useful and varied range of well-planned activities and high expectations of independence.

Creative development

76. The children enjoy the opportunities made available to develop their creative skills, are generally confident in making their own choices and most are likely to reach the early learning goals by the end of the reception year. They can manipulate a suitable range of materials that help to develop their creativity. In both the nursery and the reception classes, they frequently use paint, applying it with their fingers as well as with brushes. Sometimes children in the reception classes are given the opportunity to experience painting whilst listening to music; the results then providing a useful focus for discussion of thoughts and feelings. In both year groups, the children use collage materials to make rainbow fish or pictures of sunflowers. Their work shows individuality of choice and increasing control of a range of materials.

77. All children have regular opportunities to make music, playing percussion instruments to accompany their singing in class, with songs such as 'I am the music man', or in school assemblies and Christmas performances when parents are invited. The children in the reception classes use the school hall to move to recorded music. Singing is enjoyed by both classes. In the nursery, the children practice a suitable repertoire of familiar rhymes and songs. A good atmosphere is created in some sessions where staff join the group in making music; the children

demonstrate a real feeling for the music and show enthusiasm and a good level of singing for their age. Such activities contribute well to the children's spiritual development.

78. All children have the opportunity to develop their imagination through opportunities for role-play, such as in the home corner in the nursery, the travel agents and the 'under-the-sea' area linked to the story of 'The Rainbow Fish'. They also construct their own 'small world' play situations with model buildings and farm animals. The nursery nurse takes a turn in role in most imaginative play and this results in improved quality in the play and the children's learning. This is particularly the case in the travel agent's shop where children are less familiar with the situation they are involved in and benefit significantly from encouragement to extend their efforts at filling in forms and writing post cards. The children also rely on help to extend their speaking and listening skills through responding to an adult model speaking 'in role'. Due to the limited language skills of most children, there is less to be gained than usual in learning from each other by playing together without an adult's involvement. Children in the reception classes have similar opportunities to take part in imaginative play, with areas such as the garden centre and the post office play areas. They also act out stories and poems, such as 'We're going on a bear hunt', for school assembly and share these with parents.

79. Teaching is sound overall. Activities are appropriate for the age group and the staff encourage a good effort and independence of choice. This helps the children to develop creatively, understand their own preferences and to respect those of others. The displays of the children's work reward their efforts, enhance the quality of the learning environment and, where captions are read, extend literacy skills and provide a bank of words for supporting independent writing.

ENGLISH

80. Standards of attainment are below average in reading, writing, speaking and listening for pupils aged seven and for those aged eleven. Standards at the last inspection, when the school was a first school, were better than this for seven-year-old pupils, who attained above average levels in reading and writing. Children start school with levels of attainment in language, literacy and communication below average for their age and pupils generally make satisfactory progress throughout the school. Pupils with special educational needs and other less able pupils who are taught in smaller groups as part of the additional literacy scheme or to boost their attainment make at least good progress. For these pupils in Years 5 and 6, progress is sometimes excellent due to the very high quality teaching they receive. Teachers are well aware of the individual needs of pupils with English as an additional language so that these pupils are able to make satisfactory progress. Higher attaining pupils make steady progress for the most part, although the work set for these pupils does not generally challenge them sufficiently. Standards of literacy for both 7 and eleven-year-olds are below those expected, to a considerable extent because pupils are given too few opportunities to use their literacy skills in other subjects.

81. The school's national test results for seven-year-olds over the past four years have shown widely varying standards. In 2000, the year before the school was reorganised into a primary school, results were particularly poor, with reading standards well below the national average and very low when compared to similar schools. Standards in writing were below the national average and well below those for similar schools. The present situation shows standards in reading, writing, speaking and listening improving as extra training for the National Literacy Strategy and the implementation of new initiatives, such as the Better Reading Partnership, the additional literacy scheme and 'booster' groups aimed at raising the attainment of a group of Year 6 pupils close to the required levels, are beginning to have an impact on attainment.

82. Standards of speaking and listening are below average for seven-year-olds. The more able pupils can describe their work, such as design projects, with clarity and understanding and they answer teachers' questions fully and with well-chosen vocabulary. Most other pupils, however, lack confidence in expanding upon what they want to say and their answers tend to be brief or not well

constructed. Too few opportunities are provided for pupils to speak at length and in lessons in most subjects, the teachers provide much of the input. Standards for eleven-year-olds are also below average although in lessons where groups are small, even lower attaining pupils speak out well, enthusiastically describing their reasons for choosing a particular way of beginning their story. In these lessons, rich opportunities are provided for pupils to speak in a supportive context that develops their confidence as well as their speaking and listening skills. More able pupils are articulate in discussing their reading or in talking about projects such as the slippers they have designed and made.

83. Standards of reading for seven-year-olds are below average. The more able pupils achieve standards that are comfortably above expectations, and this is a significant improvement on standards in 2000. They read difficult texts with interest, fluency and accuracy, and have a good understanding what they are reading. They have a wide range of strategies for approaching unfamiliar words and are confident in using a book's contents page and index to find the information they require. For average and lower attaining pupils, fluency and accuracy are much less consistent and their understanding of the implications of what they read is not always clear. While some pupils break down words into smaller units, few are sufficiently confident in using the sounds of the words to help decipher new words and the use of such strategies is inconsistent. Teaching about sounds and letters in the literacy hour and the methodical teaching of other skills in guided reading groups are beginning to develop the pupils' reading more systematically, with a noticeable improvement in pupils' confidence in reading within these lessons. The development of the Better Reading Partnership, which involves targeted pupils reading to adults who have received training, is also having a positive effect on standards in reading.

84. Standards in writing are below average, overall, for seven-year-olds though a small number of more able pupils write well, showing a move forward from the standards in 2000. Pupils are given appropriate opportunities to write for a variety of audiences and purposes and, for example, most can lay out a letter using the standard form. Levels of spelling, punctuation and handwriting for most pupils are below those expected. Pupils practise their handwriting skills regularly, but there is not always enough attention given to the way in which pupils hold their pencils; in these cases, pupils' writing is not as well formed as it should be. The use of national strategies within the literacy hour is helping to develop pupils' technical skills in writing and there is a consistent use of spelling books and good attention to punctuation and grammar. Standards of writing for eleven-year-olds are below those expected, although this is in part due to the high proportion of pupils with special educational needs within the present Year 6 class. However, the lower attaining pupils receiving extra support, through the additional literacy scheme and groups focused on boosting attainment, are making great strides in the quality of their writing due to the very high standard of teaching. These pupils benefit from an increase in confidence generated by their success in learning to write, for example, dramatic and attention-catching story openings, and consequently, their motivation for further learning increases. In Years 5 and 6, good attention is given to the development of complex sentences, adding successfully to the richness of detail within the pupils' written work. Technical skills such as punctuation and grammar are generally taught systematically. Where pupils are given the opportunity to produce their own story booklets in chapters, they respond well and produce interesting and often well constructed stories that show sound levels of spelling and punctuation.

85. The quality of teaching and learning is satisfactory for the five to seven year olds and good for the seven to eleven-year-olds, with teaching and learning in some smaller groups being excellent. The good teaching is not yet yielding high standards because much has recently improved and the impact on standards is not yet fully apparent. The National Literacy Strategy is now being implemented consistently following additional training and teachers are benefiting from a good link with a local school recognised nationally as one with high standards. As teachers receive further training, they are becoming more confident in adapting to their pupils' needs; however, the tasks set for independent group work are not always sufficiently challenging for the full range of attainment, except in Years 5 and 6. Individual and group writing targets are set in most classes and teachers refer appropriately to these when they are marking pupils' work. The quality of marking at the top end of the school is often very good; elsewhere it is less consistently good but is

invariably thorough and conscientious. Teachers are generally confident in altering their plans in the light of assessments they make during lessons and they keep careful records of pupils' achievements during, for example, guided reading sessions. The teaching of basic reading and writing skills is satisfactory overall but with areas of good practice; the systematic teaching about words, letters and sounds in the infant classes is generally good and the teaching of basic writing skills to less able pupils in Years 5 and 6 is often very good indeed. There are too few opportunities, however, for pupils throughout the school to write independently and at length, particularly in other subjects such as history and religious education, and in science, much of the written work is copied from the teacher's example.

86. Teachers plan thoroughly for their English lessons and seek to provide different levels of work for the range of differing ability groups in their classes. However, there are times when the extension work for more able pupils needs to be more than just a development of the core task set for the class – sometimes, a completely different piece of work is more appropriate to challenge these pupils. Teachers are careful to share the learning objectives for the lesson with the class so that pupils know what progress they are making in achieving those objectives. Teachers manage their pupils well in most lessons and pupils respond by behaving well and working hard. Pupils for the most part have positive attitudes to their learning and enjoy the books they read and the extracts that they experience during group and guided reading sessions. Lessons occasionally lack pace so that pupils' attention wavers but, overall, time is used satisfactorily. Capable learning support staff are deployed effectively within lessons to help pupils with special educational needs, other lower attaining pupils and those with English as an additional language. Support teachers provide often excellent help for the less able pupils in Years 5 and 6. Throughout the school, pupils take reading books home regularly and parents have the opportunity to make comments in the home-school reading diary; however, these are not used to develop a dialogue between the teacher and the parent to enable the parent to become more involved in their child's learning. Homework is used to good effect in classes for older pupils to reinforce and develop the learning achieved in lessons.

87. An energetic literacy team is effectively led by a knowledgeable and very committed co-ordinator. Literacy training is continuing and English is rightly a priority in the school improvement plan. The literacy governor is active in developing the parents' role in improving literacy standards. The new library is already proving to be a valuable asset in raising standards. These, along with the projects recently implemented, are all having a positive impact on standards as well as on the pupils' attitudes to English. The school is well placed to continue to make good progress in raising standards.

MATHEMATICS

88. Standards are broadly average for seven-year-olds and much improved on the results of the national tests in 2000, which were well below average both nationally and for schools with pupils from a similar background. The test results indicated that although the percentage of pupils reaching the level expected for the age group was broadly average, the number working at a higher level was well below average. The performance of boys has been consistently better than for girls in tests over the past three years. Results have fluctuated since standards were judged to be average at the time of the last inspection and the school has not kept pace with improvements nationally. Over the past year, however, a numeracy consultant from the local education authority has worked with staff to improve standards and good improvements have been made. Standards for seven-year-olds are significantly improved on last year. The more able pupils are more successfully challenged and reaching a higher level of attainment.

89. Standards for eleven-year-olds are broadly average overall but a very wide range of attainment is evident. Over a quarter of the pupils in Year 6 have special educational needs and fewer pupils than average are working at the level expected for their age. Nonetheless, over a third of pupils are achieving at a higher than average level for their age, with two pupils working at an exceptionally high level. This is due to the very good teaching in Year 6. There were no eleven-

year-olds in the school in 2000, so past results are not available for comparison. Standards rise rapidly at the upper end of the school. This accelerated progress is the result of good, and sometimes very good, teaching where higher attaining pupils are challenged well through a combination of individual help, extensive homework assignments, extra sessions outside normal schools hours and very thorough marking of their work, including helpful suggestions for improvement. However, as is the case in the rest of the school, boys in Year 6 are generally performing better than the girls. This is an issue that has yet to be fully reviewed by the school.

90. By the age of seven, most pupils are working at a suitable level for their age, with an average proportion working at a higher level. Most pupils have a good grasp of addition and subtraction facts to ten and some are confident with facts to 20. The higher attaining pupils calculate in multiples of ten and show their grasp of the value of tens and units by using multiples of ten to make 100. All pupils are becoming proficient with counting in 2s, 5s and 10s. Most pupils recognise, and know some of the properties of common two and three-dimensional shapes and measure length using standard units. Although some need guidance, most pupils are able to construct and read results from a simple block graph.

91. By the time they are eleven, pupils show a wide range of attainment. Average pupils can divide and multiply using two digit numbers involving decimals, such as £2.25 x 60. They are able to interpret co-ordinates in all four quadrants, measure angles to the nearest degree and calculate the angle sum of a triangle. A small number of pupils working at a very high level are able to devise graphs of algebraic expressions like $y=2x-1$. At the other extreme, lower attaining pupils are not always accurate with simple addition and subtraction.

92. It was reported in the last inspection that a significant number of pupils in Year 2 were unable to use addition and subtraction facts to ten and had a poor understanding of place value. This is no longer the case. Since the last inspection the school has introduced the National Numeracy Strategy and has adopted a commercial scheme to support the curriculum. These measures have raised the number of pupils reaching the level expected nationally. The teachers use the structure of lessons advised in the national strategy and the mental starter and summary phases of lessons are generally well conducted. The group work stage is less successfully planned and generally involves all groups, except for pupils with special educational needs, doing similar work. With the exception of Years 5 and 6, pupils of different attainment levels cover the same work. This means that higher attaining pupils are often not working to their full potential, which results in relatively few pupils achieving high levels in the subject until they are able to benefit from the good teaching at the top of the school.

93. Pupils with special educational needs are given work which is specifically designed to help them and, with the support of an adult, they make good progress. For example, pupils with special educational needs in Year 5, learned about factors of numbers by working with a learning support assistant, drawing rectangles on squared paper, where the number of squares in each rectangle represented the number for which factors were to be found. The progress of these pupils is helped by the good level of well-briefed learning support assistants who work with small groups or individuals in lessons. Where groups of pupils are withdrawn from lessons for extra support, teachers make sure that this happens only in the group work stage of the lesson, so that pupils do not miss the whole class teaching. The progress of pupils with special educational needs in Year 6 is helped significantly by the additional lessons arranged for them.

94. The quality of teaching observed was satisfactory overall for five to seven-year-olds and good for pupils aged seven to 11, although a review of previous work indicates good progress for both age groups over the year, due to the school's focus on raising standards in numeracy. The most consistently effective teaching observed was in Years 5 and 6. In these classes, teachers provide well for the different learning needs of their pupils, despite the wide range existing in both year groups. Lessons in small groups are arranged for the least and the most able, and in Year 6, some of these take place as extra-curricular lessons. In other classes, teachers are not generally so successful in providing for pupils of different attainment. For example, higher attaining pupils are often required to complete the same written work as the rest of the class before moving forward.

This means that limited time is available for them to work at a level suitable to their learning needs. The use of questioning techniques has been addressed this year within staff training and as a result, most teachers show good questioning skills during mental arithmetic sessions. They generally challenge individual pupils to extend and explain their answers, which helps promote the learning not only of that pupil but also of the whole group. "How do you know there are two cubes missing?" asked a Year 2 teacher urging pupils to refer to multiples of ten. "How is calculating 24 per cent of 525 different to calculating a fraction of a number?" Year 6 pupils were asked.

95. Teachers use resources well to help illustrate teaching points. For example, a 'washing line' of numbers was well used in a class of Year 5 and 6 pupils to illustrate the ordering of negative numbers. The use of time is not always judged well. Younger pupils are sometimes kept sitting on the carpet for too long for the class teaching element of lessons and this leads to them not sustaining concentration, resulting in management problems and the loss of learning time as teachers discipline pupils.

96. Homework is used well throughout the school to extend the work in lessons. It is particularly well used in the classes of older pupils to offer challenging work for the higher attaining pupils. This is supported by a useful leaflet to parents, which clearly shows how they can help their children to improve their mathematics.

97. Teachers mark pupils' work promptly and offer encouraging remarks to urge pupils to further efforts. In some cases, particularly in classes of older pupils, teachers offer extensive help and guidance for future work. Teachers use this day-to-day assessment to set targets for individuals and groups of pupils, which provide useful guides for teaching and learning. More formal assessment procedures, including the use of optional national tests, are now being used to track the progress of individual pupils through the school. Although there has been some analysis of pupils' responses to national test questions in order to pinpoint areas of strengths and weaknesses in learning, there has been no research attempted to explain the difference between the better attainment of boys than girls.

98. Numeracy is satisfactorily used to support learning in a range of subjects although its effectiveness varies. For example, it is well used in history where much teaching involves the use of timelines but is not used sufficiently to support investigative work in science. Older pupils are shown how to use calculators correctly but pupils generally are given few opportunities to use computers to help their learning in mathematics.

99. The newly appointed co-ordinator has good subject knowledge. His work is already impacting positively on the progress of pupils in Years 5 and 6 and, supported by a numeracy consultant from the local education authority, standards of teaching are rising in the rest of the school. Staff training is beginning to impact on standards for younger pupils, with the quality of teaching and learning in the mental starter part of lessons being generally good.

SCIENCE

100. Standards of attainment are below those expected nationally for both seven and eleven-year-olds. For the eleven-year-olds, this can be explained in part through a higher than average percentage of pupils with special educational needs within the year group. For seven-year-olds, the teachers' expectations of what pupils can achieve are not high enough. There are weaknesses within the teaching methods which limit the pupils' achievement. The school provides too few opportunities for pupils to develop the skills of scientific enquiry to a suitable level, through arranging for systematic experience of experiment and investigation, where pupils can learn to make scientific observations before drawing conclusions. Although by eleven, about two thirds of pupils have suitable knowledge of scientific facts, very few can discuss ways of finding out or testing hypotheses fairly. In all classes, not enough is done to help the higher attaining pupils achieve more than average. Pupils with special educational needs benefit from the close support of their

teachers and learning support assistants and generally make good progress. With this support, those with behaviour difficulties progress well in responding to the requirements of the lesson.

101. By the age of eleven, the strength is the pupils' sound level of knowledge in the subject but the weakness is their limited skills of investigation and research, which restricts progress for all and prevents high attainment by the most able. The teacher assessments in 2000 placed seven-year-old-pupils at well below average standards, both for schools nationally and for schools with a similar background. Science has not been a priority for development in the school this year and standards remain at a similarly low level. The strength is the pupils' interest in finding out but the weakness is that the teacher's expectations for them are not high enough. However, the assessment system has improved and teachers are obtaining more accurate information on the pupils' learning.

102. Standards have fallen from those reported at the time of the last inspection and reflect to an extent the pupils' lower attainment on entry and the past management in the subject. The school has rightly given priority this year to improving standards through the school in literacy, numeracy and information technology. Science is appropriately included as the next priority within the school improvement plan.

103. The quality of teaching and learning is unsatisfactory overall due to insufficient planning by the school for scientific enquiry at an appropriate level for the pupils' ages. In almost all classes, pupils' workbooks are identical in content showing that pupils are not given sufficient opportunity to think and observe for themselves, but generally copy out work from a central source, worksheets or textbooks following discussion and limited demonstration. In the lessons observed, the quality of teaching ranged from good to poor. Lessons are not always sufficiently well planned. In the good lessons, the learning moves at a brisk pace, with pupils discovering information through scientific enquiry and drawing logical conclusions due largely to effective questioning by the teacher. For example, in a lesson for six-year-olds, pupils built upon a previous walk within the school grounds when examples of common plants had been found and identified. Pupils were able to explain their discoveries using the very useful set of labelled photographs and plants on display in the classroom. In progressing towards investigating favourable conditions for growth, pupils planted their own seeds. Pupils were able to classify the seeds, using a 'bean sorter' sheet, where a series of written questions helped pupils to place each bean correctly after identifying a range of features such as colour and markings. Scientific vocabulary at a suitable level for the pupils' ages was used throughout the lesson and the higher attaining pupils use words such as *plant*, *flower*, *stem*, *shoot* and *root* within their discussions.

104. Teaching was less successful in promoting learning in most other lessons observed. For example, seven-year-old pupils developing their understanding of plants and living creatures did not develop their investigational skills to a suitable level for their age. Although the teacher planned for a valuable visit to the school's woodland, pupils spent too long in advance of the visit drawing unspecified plants and creatures they might see, without due attention to common species. Discoveries within the school's woodland were not followed up with sufficient attention to identification and different small creatures were named generally as 'bugs'. Their woodland finds were not suitably compared or grouped according to observable similarities and differences, and insufficient reference resources were made available to allow this learning to proceed to a suitable level for their age.

105. Pupils with special educational needs were well supported by the teacher or classroom assistant in most lessons and enabled to make similar progress to others in the class. In a lesson for a group of Year 6 pupils with special educational needs, the teacher consolidated previous learning well through a useful series of questions which were discussed with due attention to scientific vocabulary, such as *orbit*, *axis*, *earth's satellites* and *gravity*. Their learning was well supported by a graphic display of the earth's planet system, and links with the work of others, through news items about Neil Armstrong and Dennis Litto. Where teaching was less than satisfactory, these pupils, like others in the class, made insufficient progress in the time available.

106. The newly appointed subject co-ordinator has drawn up an action plan which shows the

staff's awareness of the need to develop the pupils' skills of scientific enquiry more consistently though the school, but work has not yet begun on monitoring the quality of teaching and learning in science lessons. Teachers have identified this as an area for development within personal targets in order to produce the rise in pupils' attainment that all staff are very keen to achieve. Resources for the subject are not yet fully organised since the merge between the stock of two schools. The co-ordinator is aware of shortfalls in the sufficiency of equipment to allow for class investigations and the need to build up sample of materials and equipment to provide a bank for the various topics included in the curriculum. Parents are involved in fundraising to enhance the range of equipment available for investigation work.

ART AND DESIGN

107. Standards are in line with those expected nationally for seven and eleven-year-old pupils. Strengths are in painting and drawing but evidence of three-dimensional work and work with textiles is limited.

108. Younger pupils make a thorough study of colour. They use this learning to help them make Easter eggs in vibrant colours or when they blend colours to produce pictures in the style of Degas. They combine colour and form in attractive silhouettes against an evening sky and control their use of watercolour well. They explore the use of different papers to create textured effects, for example, when making a collage of trees in spring. Pupils in Year 2 weave small wall hangings using skills at a suitable level for their age. They make attractive computer-generated pictures. Having been well briefed by the teacher, pupils energetically explore form and texture in nature and carefully sketch what they see, for the most part working with discipline and concentration to produce accurate work which pleases them.

109. Pupils continue to develop their skills as they grow older. In Year 4, for example, they observe carefully and represent a three-dimensional object, exploring ideas of perspective and depth. The best work here is well observed and lovingly drawn. Other pupils explore 'red' as a theme, displaying the work as panes in a big window generated by the use of different materials. In developing their cartoon stories, pupils in Years 5 and 6 apply knowledge they have previously acquired and, working assiduously, practise their drawing skills using pencils. Most achieve good control, some manage shading and close lines, or 'hatching', with skill. Helped by well-focused teaching, they quickly acquire knowledge of the style, material and techniques they need, and begin to apply them effectively to the production of good quality cartoons. Eleven-year-olds mix paint accurately and apply well-observed detail; their pictures of Greek vases show these skills being imaginatively applied.

110. The quality of teaching and learning in the lessons observed was good overall, with very good practice seen in Year 2 and excellent practice in the upper part of the school. A review of previous work indicates that improvements to teaching are gradually increasing the pace of progress through the school, leading to improved standards. In the best lessons, teachers have planned very thoroughly, and the pupils know what is expected of them. Teachers use demonstration, often involving examples of good work by previous pupils, to show other pupils what they have to do. They deploy adult helpers well to support individuals and small groups of pupils. This is usually particularly effective for pupils with special educational needs and allows them to make good progress. In one instance, seven parent helpers, carefully briefed, enabled seven-year-old pupils to work very successfully in groups of four or five in the school's woodland, collecting natural materials for planned sculptures. Pupils generally work with commitment and high levels of concentration, and teachers' interventions are appropriately minimal, supporting, challenging and encouraging. The final discussions in lessons are well used to share evaluations and prepare for the following week's work.

111. As a result of the effective teaching, pupils' attitudes to art are good, often very good, and have a beneficial effect on their learning. Having received their instructions, they settle quickly and work industriously, enjoying their work. They discuss each other's problems and difficulties,

generously sharing solutions and appreciating each other's skills. In this way, art and design makes a good contribution to pupils' personal and social development.

112. The subject has maintained the overall standards reported in the last inspection but improvements are indicated as pupils skills develop to a higher level through the school. The subject co-ordinator has only recently begun to develop the role and influence the quality of pupils' work. In addition, teachers appointed since September are bringing improved expertise to the school. The subject is well placed to make progress. Consumable resources for art are in good supply and of suitable quality but there is a shortage of good-quality prints and artefacts to stimulate learning, to promote an awareness of local artists and to help develop an appreciation of art from other cultures.

DESIGN AND TECHNOLOGY

113. Standards of attainment are in line with those expected for seven-year-olds as they were at the last inspection; they are also in line for eleven-year-olds. Pupils achieve well and make sound progress. Those with special educational needs and those for whom English is an additional language make good progress. At the last inspection, pupils did not evaluate their projects sufficiently whereas now they have a firm grasp of the full process of designing, making and evaluating their work. The curriculum includes a good range of activities and caters for all levels of attainment. Teachers choose interesting and relevant projects that lead to high levels of interest and promote pupils' understanding well. In Year 2, for example, pupils made carefully sewn and decorated glove puppets, choosing the shape for themselves and investigating alternative ways of fixing the sides together. They have a good awareness of the purposes for which the artefact would be used, rejecting, for example, the use of staples because they might hurt the user. These pupils persevered well to complete their attractive woven wall hangings that took much longer to complete than they expected.

114. Older pupils made books with moving parts, showing a working understanding of levers. Their projects on designing and making a slipper involved them in looking at a variety of types of slipper, deciding what qualities comfortable slippers had and then selecting appropriate materials. They drew plans from several perspectives before making their colourfully decorated slippers and trying them on for size and comfort. Pupils discussed their projects animatedly. Their evaluations of their own and other pupils' efforts were sensible and showed an understanding of what makes a useable slipper.

115. No lessons were observed so no judgement is made about the quality of teaching. The subject contributes suitably to pupils' literacy, numeracy and ICT skills. The knowledgeable co-ordinator monitors pupils' achievements in the subject and has ensured that projects now include opportunities for pupils' choice and evaluation.

GEOGRAPHY

116. Standards of attainment are in line with expected levels for seven-year-olds, as they were at the last inspection, and above expected levels for eleven-year-olds. Pupils of all abilities, including those with special educational needs and those for whom English is an additional language, achieve well and make good progress. By the time they leave the school, pupils have a confident grasp of how to read atlases, maps, graphs and charts accurately and can interpret them to provide the information they need. They use geographical terminology precisely in discussing, for example, advantages and disadvantages of tourism to a village like Clapham in North Yorkshire. They use their own experience and knowledge of current events to provide insights into farming issues, responding to the skilful questioning of their teachers.

117. Younger pupils have a good level of knowledge about environmental issues and use terms

such as 'recycling' and 'pollution' confidently and accurately; they are very committed to improving their environment and animatedly discuss the best ways to recycle different kinds of litter. The stories they read in English are brought to life by their studies about living conditions in the desert and they understand different lifestyles around the world, comparing life in Keighley, for example, with that in an Indian village.

118. The quality of teaching and learning is good, particularly in the classes for seven to eleven-year-olds. Learning material is carefully chosen to promote good levels of interest and a wide range of resources is used productively. Effective class control is based on positive relationships and leads to good standards of behaviour and good levels of concentration. In the best lessons, the teacher's very high expectations lead to very high standards of effort and behaviour. Well-planned support ensures that less able pupils work productively and make good progress. Teachers generally know their subject well and share their own commitment and enthusiasm for, for example, environmental issues with their pupils. This contributes to the pupils' appreciation of the world they live in.

119. There are many productive links with literacy, numeracy and information and communications technology that enhance the curriculum. The energetic and well-informed co-ordinator has good ideas for the development of the subject.

HISTORY

120. Most pupils' work is of a satisfactory standard, and that of the more able is good, particularly in the upper part of the school. This indicates that pupils' historical skills and understanding are being systematically developed as they grow older and maintains the position reported at the time of the last inspection.

121. Seven-year-old pupils understand the passing of time and know that history is about the past, about people and things and about what happened. They have a good recall of the story of Grace Darling and that of Florence Nightingale, and begin to discuss their motivation. For example, 'I think Grace Darling was brave because she went out in the rain to save some people.' Through the study of Mary Seacole, they learn that not all famous historical characters are white. They know about the Great Fire of London, where it started, how it spread and why it spread, and about Pepys and his diary.

122. Pupils' historical skills and knowledge are further developed as they move between Year 3 and Year 6, helped by the teachers' good knowledge of the subject and the pupils' positive attitudes. Pupils in Year 6 are clearly fired with enthusiasm by their work on England since 1930 and are well informed about it. They give a good account of the Jarrow March, and of events of the Second World War. Letters home from 'evacuees' express the emotions of the children – and their parents. They discuss the phoney war, the Blitz and the persecution of Jews in Nazi Germany. 'I was so interested that I went out and bought The Diary of Ann Frank and read it,' said one, adding, 'It's a book I would read again.' They make comparisons between periods, by studying children at play in the 1930's and comparing their findings with opportunities for play today, for example. They understand that similar material can be approached in different ways. 'Last time we studied the Tudors we didn't study them as explorers.'

123. History contributes satisfactorily to the development of pupils' literacy skills. In Year 6, for example, pupils write notes about what they read and, through the evacuees' letters home, usefully practise writing skills. When younger pupils record the lesson by copying from the board, however, they do not have the same opportunity to extend their writing skills.

124. The quality of the teaching is satisfactory for both the older and the younger pupils. It is sometimes good. At its best, with Years 5 and 6, it is characterised by careful planning and a good knowledge of the topic which enables the teacher to draw on a wide range of reference. As a

result, pupils listen with interest and offer their own ideas to the discussion. Good strategies for managing the lesson and keeping the pupils focused on the topic are supported by well-considered questions which help the pupils to remain involved. Tasks are clearly explained so that pupils can get on at once. Sometimes the pace does not match the needs of higher attaining pupils who are capable of more extension but those with special educational needs are well supported through the judicious use of classroom assistants and make good progress. Homework is set which suitably supports pupils' learning. The marking of pupils' work at its best is helpful, often including a short discussion of history points arising. Sometimes, however, marking is too brief and is not so clearly focused on the history content of the work. Where the quality of teaching is less than satisfactory, it is because there is a lack of clarity about what the pupils are to learn during the lesson and because the style of teaching is unsuited the age of the pupils. This leads to pupils mechanically learning the teacher's material and the skills of enquiry and evaluation are not sufficiently fostered.

125. The newly appointed co-ordinator is at the early stages of subject management, and as yet little monitoring of teaching or learning through the school has taken place. A whole-school system for assessing pupils' learning has been introduced recently and is to be used as a basis for setting targets within the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

126. Standards are below those expected nationally for both seven and eleven-year-olds. Since last September, there has been a dramatic improvement in resources and the school now has its own computer suite, stocked with a suitable number of good quality machines. The technician is a valuable asset to staff and pupils, assisting in lessons to support teachers becoming familiar with new facilities and helping pupils with individual problems. Staff training is in place and improving the quality of teaching. The impact of the much improved resources and staff training has been to establish an appropriate rate of progress for most pupils, but it will take time for pupils to reach the nationally required levels for their age.

127. Pupils throughout the school are still not fully confident in basic skills such as saving and retrieving their work, although by Year 6, this is established. Most Year 6 pupils are able to use a database and present information in the form of graphs. Although its use is not widespread, pupils are beginning to use the Internet for research purposes. Pupils in the Year 5/6 class used websites to support their work on outer space in science. Earlier in the school, younger pupils are developing word-processing skills. In Year 4, pupils are able to produce work using different styles, colour and size of print and can combine text with pictures. Pupils do not generally use computers to draft or improve their written work. Many pupils are still slow in their use of the keyboard. Younger pupils have experience of giving a series of instructions to a programmable toy but there are few resources otherwise to support the control element of information and communication technology and this remains an area for development.

128. Older pupils are able to discuss the advantages and disadvantages of e-mail compared to the postal system. About half the pupils in the Year 6 class say they are able to use e-mail although there has been no opportunity as yet to do this from school. Pupils have a limited knowledge of how computers affect their lives beyond their immediate environment although a high attaining pupil in Year 6 was able to explain the 'millennium bug'.

129. Pupils in Year 2 are able, with help, to save and print their work. They are learning to manipulate text, through highlighting text and using font choices to enlarge print. Pupils in Year 1 are making good progress as a result of good teaching. Lessons are carefully planned and full use is made of the good resources available to help the pupils move forward in small, clear steps. Many are able to access the program they want to use. They can type simple sentences, inserting capital letters and deleting letters and words as necessary. The majority of pupils can now close down their machines without help.

130. Pupils are generally enthusiastic in lessons and this positive attitude helps their learning. They work together well in pairs on a computer, taking turns and helping each other. The careful choice of partnerships in some classes helps pupils progress more quickly, especially those with special educational needs, as higher attaining pupils help and support those less sure. However some pupils, particularly in Year 5, do not help their learning because they are inattentive, talking rather than attending fully to their tasks.

131. The quality of teaching is satisfactory overall. Some teachers are not yet fully confident with their subject knowledge but counteract this by careful and thorough planning of the lesson. They make suitable use of the very good resources available. For example, they are able to project an image of the computer display on to a large screen and this enables them to explain precisely to a class how to perform procedures. In the better lessons, teachers brief the learning support assistants well so that they are able to help individual pupils, particularly those with special educational needs. As a result, pupils with special educational needs keep in step with the rest of the class and make at least satisfactory progress. Due to the good support of the computer suite technician, teachers know that they will not be distracted if there are technical problems and they can concentrate fully on extending the learning of pupils. Pupils become inattentive and make less progress where the teacher's class management skills are weak. Teachers are not making full use of the computers available in classrooms to support the work in other subjects or to consolidate and extend progress made in the computer suite.

132. Although standards are below those expected nationally, the picture for information and communication technology is nevertheless a positive one. Pupils are making at least satisfactory progress and the staff training coupled with the very good resources available to the school indicate a promising future for the subject. The co-ordinator is building a useful stock of computer programs to broaden opportunities for pupils at all levels in the school. The time allocated to the subject requires improvement in some classes where design and technology lessons alternate with computer studies half-termly. This misses opportunities to make full use of available facilities in the computer suite and hinders pupils' progress over the year.

133. Since the last inspection when attainment was said to be similar to that in most schools nationally, standards have reduced and failed to keep pace with the national trend. Good improvements made this year mean that improvement since the last inspection is now satisfactory overall.

MUSIC

134. Standards of attainment accord with those expected for seven and eleven-year-olds. Pupils are achieving satisfactorily, thus maintaining the position reported at the time of the last inspection. Pupils' singing reaches a suitable standard for their age. In assemblies and hymn practice, most sing tunefully and with an accurate rhythm. However, as at the time of the last inspection, tuned instruments, such as chime bars and keyboards are under-represented in the experience of both older and younger pupils.

135. Pupils in Year 1 listen carefully to music and can reproduce the rhythm they hear. In a lesson observed, they enjoyed the mysterious music played to them after the teacher's explanation prepared them well for what they were going to hear. They distinguished between different kinds of sound and the most articulate described how they felt: "When it is long sounds, it is scary." In Year 2, pupils sing in tune, with percussion accompaniment. They compose their own music and play the instruments with skill. In one lesson, for example, they accurately played a piece for percussion on the theme of clock sounds.

136. Between the ages of seven and eleven, pupils continue to develop skills of listening, composition and performance. For example, pupils in Year 3 wrote the words, music and accompaniment of 'The Dragon's Song', which they performed with confidence. By the time they

are eleven, most pupils sing in tune and with a good tone in the middle register. They know the value of a quaver, crotchet, and minim and know how adding a dot to any of them affects their length. Encouraged by their teacher's willingness to discuss his own response to music, they listen with attention to music in different moods. Pupils have worked on 'Bugsy Malone' with energy and enthusiasm. For example, they have learned to manage the syncopated rhythms of the songs accurately. A group of boys have devised, rehearsed and confidently performed a dance sequence to 'Bad Boys'. At its weekly practice, an enthusiastic choir of fifteen girls, mostly from Years 3 and 4, worked hard to learn new songs and improve their performance in material previously learned.

137. The quality of teaching in music depends on the confidence of the teacher with the subject: it is satisfactory overall and helps pupils extend their appreciation of the subject. Carefully planned lessons maintain pupils' interest. Instructions are clear and helpful to the pupils who know what they have to do. As a result, they enjoy the music presented to them, behave well and, as the resulting paintings testify, respond enthusiastically to it. In the upper part of the school the quality of teaching is good. It is strong, for example in Year 6, where the pupils' attitude is one of interest, involvement and enjoyment. For example, in a lesson on 'Bugsy Malone', the variety of planned activity, the different means of presentation and the range of examples and illustrations combined to give the pupils a good musical experience through which they made good progress. Less successful aspects of teaching were seen when learning objectives were too vague, or when teachers controlled the activities too closely so that pupils did not have enough opportunity to make their own exploration of the music.

138. Subject leadership is strong. The co-ordinator has a firm understanding of the subject and a clear view of what is needed to raise the profile of music in the school and so the subject is very well placed to improve.

PHYSICAL EDUCATION

139. Standards meet national expectations for both seven and eleven-year-olds and are similar to those reported at the time of the last inspection. There is no difference between the attainment of boys and girls. Since the re-organisation of the school last September, the majority of physical education lessons are taught by a teacher specifically trained to teach the subject and this has eradicated the 'less effective' teaching noted in the last inspection.

140. Pupils in Year 2 work enthusiastically in gymnastics, devising a series of movements that transfer their weight from one part of their body to another. Many are able to link their movement together into a fluent sequence. The teacher encourages and stresses the quality of movement, assessing individual pupils' efforts and offering suggestions for improvement. By making good use of demonstrations by pupils to highlight good technique, she suggests ideas for others as well as helping and building the confidence of the pupil in focus. Pupils generally have a good understanding of the effects of exercise on the body and the reasons for warming-up muscles before strenuous activity. Pupils in Year 4 know that oxygen is carried in the blood and the heart beats faster during exercise, so that more oxygen is carried to the muscles. Pupils in Year 6 use body terms, such as *groin* and *quadriceps*, when explaining movements.

141. Overall the quality of teaching is good, but this is a recent development in the school and has yet to establish a full impact on standards throughout the school. Teachers dress appropriately for lessons, setting a suitable example for pupils and emphasising its importance to the subject. It is an example followed by the pupils and no pupil was seen incorrectly dressed for lessons nor did any miss lessons through the lack of suitable kit. The effective class management skills of the teacher ensures that pupils maintain their concentration and physical effort in games sessions which take place on the spacious school field. Pupils in Year 6 improve their throwing and catching techniques, and some, particularly girls, show a good throwing ability. Their skilful technique means that many are confident enough to catch a rounders ball thrown from a distance of up to twenty metres. Pupils achieve well because the teacher has sufficient knowledge to offer helpful

coaching points to individuals and because she structures the lesson with activities of increasing challenge, stretching the capabilities of the pupils. Some pupils in Year 6 have good striking skills and are able to play a team game competitively, yet fairly. In the better lessons, teachers use techniques for selecting teams that are fair to all pupils.

142. Pupils in Year 4 are already able to throw and catch well for their age. Although the pupils are taught skills well, for example, using the fingers rather than the palm of the hand to manoeuvre the ball, they practise these skills in relay situations, rather than individually, thereby reducing the time and opportunity to develop the skill further.

143. In Year 5, pupils learn to swim at a local pool and standards reach those expected nationally. They benefit from instruction to small groups of similar attainment and pupils are enthusiastic about the lessons. They have the opportunity to practise survival and lifesaving techniques as well as developing their style in the various swimming strokes.

144. The school now has good facilities and pupils' progress is no longer hindered by the restricted hall space reported in the last inspection. The size of the grounds allows a good range of activities. The resources for teaching are now good and include items such as junior javelins, which means that pupils can now be offered tuition in a wide range of games and athletic activities. These opportunities include a selection of adventurous activities. Each class spends a day at an outdoor education centre where pupils engage in a series of activities, such as orienteering and river crossing, at a level suitable for their age and attainment. The school has adopted the national scheme of work and this, together with the skills of the specialist teacher, has enabled successful incorporation of the two additional year groups of pupils added to the roll since the last inspection.

145. Although the time allocated to the subject is adequate overall, from Year 2 onwards, pupils have only one lesson each week. This means that pupils do not have sufficiently frequent exercise or opportunities to consolidate and practise skills. Pupils in Year 5, for example, have swimming lessons but little other form of physical education for half of the year. Physical education lessons are usually over an hour in length and younger pupils have difficulty in sustaining concentration and physical effort for this extended period. However, there are arrangements to help the learning of pupils with special educational needs in Year 6, who are taught as a small group and benefit from the good quality, individual and sensitive tuition they are given. These pupils look forward eagerly to this session and the good impact on their learning and self-esteem is palpable.

146. The curriculum is supported and extended through after school activities, some of which are organised by the subject co-ordinator and some by outside agencies such as local professional football and rugby clubs. These activities are enthusiastically supported but are open only to pupils from Year 4 onwards. The school is working to establish further links with other new primary schools locally to provide additional opportunities for pupils to develop their skills in competitive sporting situations.

RELIGIOUS EDUCATION

147. Standards are in line with those expected by the locally agreed syllabus and pupils' achievement is satisfactory, although pupils are more secure when discussing facts about religion than describing what they have learned from religion.

148. Younger pupils have a good recall of Bible stories recently studied. They recount the main points of the story of Joseph. They know that a parable is a story Jesus told, and understand that there is an underlying meaning. Older pupils know the same stories but go much further in their interpretation. For example, the story of the Prodigal Son, to them, is about the relationship of the individual to God.

149. Seven-year-olds have studied Judaism and Islam in detail. They know the Star of David is a Jewish symbol and name the Torah as the Jewish scripture, adding that it is traditionally a scroll. They know that Muslims worship in a mosque and Christians in a church. They are, however, vague about the Easter story and its significance. Eleven-year-olds have studied world religions in more detail. For example, they can recount the story of Mahomet, and know about Sikh symbols. In talking about Judaism, they make suitable links with their work on history since 1930. When discussing Christianity, eleven-year-old pupils name Christian symbols and know what the Communion service represents for Christians. They are knowledgeable about the Easter story and its significance.

150. Although the overall quality of teaching and learning is satisfactory, it is inconsistent across the school. There are poor features to the teaching in Year 2, for example, where the methods employed are unsuitable for the age group and the pace of the teaching is too slow, with the result that a significant number of pupils are not engaged by the lesson and do not make the progress they should. Much of the written work is copied at the teacher's direction, so that pupils do not record their own understanding of what they have learned, and the teacher is without an important means of assessing the effectiveness of the lesson. In the upper part of the school, the teaching is satisfactory in quality. In a lesson on Hinduism in Year 4, the teacher had an effective strategy for preparing pupils for the lesson so that they were attentive, and focused on the topic. The presentation of the material was carefully planned and the pupils' tasks suitably graded in different levels of difficulty. This meant that they could start at once and they worked conscientiously as a result. In Year 6, the work is thoughtfully marked with an assessment of the pupils' understanding of the underlying religious concepts as well as the quality of their English.

151. Accordingly, pupils' attitudes to religious education are generally positive and individual pupils often think deeply about the subject matter: pupils in Year 6 have written a thoughtful 'Prayer for a child' for example, and have carefully compared Muslim and Christian customs in worship. Supported by good strategies for managing their behaviour, most pupils conduct themselves well in lessons, although on occasions when they are expected to sit and listen for a long time the behaviour of some deteriorates.

152. The subject does not yet contribute to pupils' literacy as well as it should but, through the study of world religions, makes a satisfactory contribution to their cultural development. The opportunities for reflection, seen working well with Year 4, and frequent discussions of the differences between right and wrong, make a good contribution to the pupils' personal and moral development.