

INSPECTION REPORT

CLOWNE JUNIOR SCHOOL

Clowne, Chesterfield

LEA area: Derbyshire County Council

Unique reference number: 112532

Headteacher: Mr M Edge

Reporting inspector: Andrew Clark
21596

Dates of inspection: 29th April – 2nd May 2002

Inspection number: 192648

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	King Street Clowne Chesterfield Derbyshire
Postcode:	S43 4BS
Telephone number:	01246 810416
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr S Law
Date of previous inspection:	24 th February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21596	Andrew Clark	Registered inspector	Geography; music	How high are standards? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
9306	Barbara Moore	Lay inspector		Pupils' attitudes, behaviour and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
20326	Peter Clark	Team inspector	Mathematics; physical education	How good are curricular and other opportunities?
2893	John Manning	Team inspector	English; history; religious education; special educational needs	
25623	Ted Cox	Team inspector	Science; art and design; information and communication technology; design and technology; equal opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves the former mining village of Clowne in north-east Derbyshire. The school is larger than average with 336 boys and girls on roll aged between seven and 11. Families are largely employed in the nearby towns of Worksop and Chesterfield in a range of occupations. About 19 per cent of pupils are eligible for a free school meal, which is close to the average. The percentage of pupils on the school's register of special educational needs is average at approximately 20 per cent, although the percentage of pupils with a statement of special educational needs, five per cent is above average. The vast majority of pupils are from white United Kingdom backgrounds. The attainment of pupils starting the school is now broadly average although it was below average when the Year 5 and 6 pupils started this school.

HOW GOOD THE SCHOOL IS

This is a very good school. Standards in mathematics are high and in many subjects they are above average. The pupils' attitudes and behaviour are very good as a result of consistently good teaching. The school has improved significantly because of the very good leadership of the headteacher and strong management. The school gives very good value for money.

What the school does well

- Standards are high in mathematics and above average in many other subjects. Pupils of all abilities make at least good progress.
- The quality of teaching and learning is good throughout the school.
- The school is very well led and managed by the headteacher, senior management team and governing body. The headteacher leads with exceptional enthusiasm and provides a very clear direction for improvement. As a result the school is continually improving and developing.
- The school is very caring and inclusive. The provision for pupils with special educational needs is very good.
- The pupils' personal development is very good. They are given strong moral guidance and opportunities for spiritual, social and cultural development. As a result the pupils have very positive attitudes and excellent behaviour.
- There is an excellent partnership with parents. They support learning in the classroom and at home and raise very significant funds for the school.

What could be improved

- The opportunities pupils have to think for themselves and make choices in lessons using their skills, knowledge and understanding.
- The care and accuracy a few pupils show in their spelling and general presentation of their work.

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 made very good improvement since it was last inspected in February 1997. Standards have risen at a faster rate than they have nationally in that time. The quality of teaching is very much better. The leadership and management is now a strength of the school. The steps taken to measure pupils' progress are very good in English and mathematics and at least satisfactory in other subjects. There are good planning procedures in place.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	C	C	B
Mathematics	C	B	A	A
Science	E	C	C	B

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

The table does not fully indicate the strength of improvement since the last inspection. Standards have risen faster than they have nationally, particularly in mathematics. In all subjects pupils of all abilities achieve well including those with special educational needs and the most able pupils. They make at least good progress from their attainment on entry to the school. In English standards of writing have improved from well below average to average. In mathematics the standards are well above the national average. Standards have also improved significantly in science. The rise in standards are a direct result of the quality of teaching and the thorough process of target setting based upon accurate measures of pupils' attainment throughout their time in school. Pupils with special educational needs make good progress because of careful planning and good collaboration between teachers and support staff. There is no significant difference between the attainment of boys and girls, which varies from, year-to-year.

In the work seen standards of speaking and listening are above average. They listen attentively and use an apt vocabulary in discussions. Standards of reading and writing are average. Pupils read fluently but the older pupils often have difficulty understanding less obvious stories. Writing is let down by standards of spelling and presentation by a minority of pupils. Teachers often correct the spellings for pupils rather than letting them do it. Standards of numeracy are high. Pupils calculate quickly using a range of strategies. However, pupils do not use and apply their mathematical skills often enough, particularly the high attainers.

Standards in information and communication technology, geography, history and religious education are above average. They are average in art, design and technology, music and physical education. In all subjects pupils make good progress and improvement since the last inspection has been at least good.

The school sets itself challenging targets for future attainment based on realistic information. They are well placed to achieve them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are eager and enthusiastic and enjoy their lessons.
Behaviour, in and out of classrooms	This is excellent. Pupils are polite and considerate. Their conduct around school is consistently good even though there is a lot of movement between lessons.
Personal development and relationships	Very good. The school provides a strong moral framework and many opportunities for pupils to take responsibilities. Acts of collective worship are very good and make an important contribution to spiritual development. Relationships are excellent.
Attendance	This is satisfactory and slightly above average. Pupils are punctual.

The personal development of pupils' is a strength of the school is very good and leads to exemplary behaviour and eagerness to learn. It is built upon teachers' consistent and high expectations.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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.

A key strength to the teaching and learning is the consistently high expectations of the teachers and thorough planning. Almost all lessons observed were good or better. This is a good improvement since the last inspection when a significant proportion of lessons was unsatisfactory. The good teaching is based upon thorough, regular team planning. The needs of all pupils are met through a range of strategies including; teaching in sets of different ability for English and mathematics; work for different groups within the sets; carefully structured tasks for pupils with special educational needs and very good involvement of teaching assistants and parent volunteers. The pace of lessons is such that pupils are kept interested and motivated. Teachers' questioning skills are good and this has a positive effect on pupils' speaking and listening. Overall, English and mathematics teaching is good and literacy and numeracy skills are developed effectively. However, teachers do not always encourage pupils to be as neat and accurate in their work as they could be. Sometimes teachers over direct the pupils. For example, pupils do not decide for themselves how to record an experiment in science based on their previous experience. Teachers make good use of computers to involve the pupils in their learning in many subjects and pupils use them with a good level of independence. The management of behaviour is very good. As a result pupils settle quickly to work and are productive and hard working. A further strength of the teaching is the effective use of teachers' specialist skills in many subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There is a good balance between subjects and effective links are made. The range of out-of-school activities is very good.
Provision for pupils with special educational needs	This is very good. There are detailed individual learning plans which teachers and support staff make good use of these. There is very good co-operation between all staff and outside agencies.
Provision for pupils with English as an additional language	Not applicable to this report.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Spiritual development is good and acts of collective worship challenge pupils to think. Pupils' cultural development is very good as they learn about their own environment and other cultures through first-hand experience.
How well the school cares for its pupils	This is a very caring school. Procedures for health and safety and child protection are managed very well and pupils' progress is very carefully monitored.

The school works extremely well with parents. They appreciate the commitment of the headteacher and other staff and commit time and effort to supporting the school well. The curriculum fully meets statutory requirements so the pupils receive a broad and balanced education. The co-operation between all staff means all pupils are known well and given good support.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership is excellent. He motivates and guides the staff with very good support from senior management and all subject leaders. They take clear and strategic steps to improvement.
How well the governors fulfil their responsibilities	Very good. The governing body is well organised and thorough. They are fully involved in the development of the curriculum and work closely with the teachers.
The school's evaluation of its performance	This is very good. There is detailed analysis of data from national and school-based tests which is used to plan further improvements. The views of all concerned with the school are included in school improvement planning.
The strategic use of resources	Very good. The headteacher and governors work closely together to ensure the school makes effective use of available resources. They are careful to ensure they provide best value in all aspects of their work.

There are appropriate levels of teaching and support staff to support the curriculum. The accommodation is adequate for the number of pupils on roll, although the staff have to work hard to make effective use of the open-plan space. Learning resources are good. The school makes very good use of information and communication technology in managing the school.

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.• Their children enjoy school.• The quality of teaching and learning is good.• The pupils become mature and responsible.	No concerns were expressed

The inspection team fully supports the positive views of the parents. Over half the parents responded to the questionnaire and many were spoken to during the inspection. No significant concerns were expressed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 The school has made a good improvement to standards since the last inspection. Standards in English and science are at the national average and in mathematics they are well above. They are above the standards for schools in similar circumstances. Over the last three years standards have improved faster than they have nationally. The school has had particular success in raising the attainment of pupils with special educational needs and those of lower ability. Pupils, including those with special educational needs, make good progress in these and many other subjects. The higher attaining pupils also make good progress, but there is still room for further improvement here by allowing the pupils more opportunities to take some responsibility for their learning and to use and apply their knowledge and understanding. Although standards of neatness are generally good, there is a small minority of pupils who could improve the accuracy and care they take in presenting their work and spelling correctly.
- 2 The main reasons for the positive standards are the very effective leadership and management which have led to high levels of consistency in the quality of teaching and learning and pupils' very good attitudes to work and school. A very high proportion of pupils has a statement of special educational needs and the management of their learning is very good.
- 3 By Year 6 attainment in English was broadly in line with the national average in 2001. The attainment of these pupils when they came to the school was below average and so they had made good progress by the time they left. This is true also of pupils with special educational needs. Their levels of attainment had risen over time. In recent years results in English tests have steadily risen and there has been particularly good improvement in writing. This was well below average at the last inspection. The percentage of pupils attaining the higher levels is average.
- 4 The attainment of the current Year 6 pupils is also average overall and show good achievement through their time in school. Standards of speaking and listening are above average. Pupils listen very attentively to their teachers and give very good answers to the teachers' challenging questions. They are confident to discuss their ideas with each other and often use a rich vocabulary. Teachers skilfully draw pupils with special educational needs into conversations and opinions are valued. Standards of reading are sound. Pupils read fluently and expressively. They pay good attention to punctuation. However, the Year 5 and 6 pupils are not very good at understanding the deeper meaning in stories. This is improving lower down the school. Standards of writing are average overall. There has been a significant improvement in the range of purposes for which pupils write. However, standards of spelling are not as high as they could be and teachers are not consistent enough in how they direct pupils to find and check their spellings. Handwriting is generally neat but some pupils are careless in their presentation.
- 5 Standards in mathematics are above average at the end of Year 6. There has been an upward trend in the school's statutory assessment test results since the previous inspection, when standards were judged as satisfactory. The latest results in May 2001 showed a significant improvement over four years, with standards against all schools and similar schools to be very high. These pupils entered school in Year 3

with attainment above average and, therefore, overall making good gains in their learning. The present pupils in Year 6 entered school with below average attainment, therefore also making similar gains in their learning. Pupils' skills in mental calculation are very good and they use a wide range of good strategies to work out their sums. They thoroughly learn and consolidate their multiplication tables. Pupils' understanding of shape, measure and data handling are good and they are given opportunities to work through real-life problems. The standards attained by pupils with special educational needs are very good because work is carefully planned for them and support staff are very effective. However, older pupils, especially the high attainers, do not devise their own problems enough and record their work in individual ways. Occasionally the pace at the start of lessons is too brisk for pupils to effectively share and so develop the strategies they use.

- 6 Standards in science by Year 6 are in line with the national average for all schools and above those of similar schools. This represents a good improvement since the previous inspection, when standards were below average. The results of national tests remained low until 2000, when standards reached the national average. The rate of improvement has been faster than the national trend. Pupils make good progress throughout the school. The pupils develop a good knowledge of major scientific facts and develop sound understanding of all aspects of the science curriculum. They know how to conduct experiments on sound and vibrations for example and carry out a fair test. However, pupils do not often plan and construct their own investigations or use their knowledge and understanding to devise ways of recording and communicating their ideas. This is because lessons are often tightly structured. Pupils with special educational needs, however, benefit from the small and secure steps in which their learning takes place and the support they are given.
- 7 There is no significant pattern to the attainment of boys and girls which varies each year. The curriculum is inclusive as a balance of tasks are planned to promote learning through non-fiction and practical activities which potentially support better learning for boys.
- 8 Standards in information and communication technology are above average and this is a significant improvement on the low standards at the last inspection. Pupils make good use of computers in many subjects and see it as a natural tool for learning. Pupils thoroughly develop basic skills in word-processing so for example the Year 6 pupils create their own newspaper by creating columns for text, varying fonts and importing pictures and photographs. They are making good progress in using spreadsheets and generating graphs. Teachers make good use of the interactive white board in many lessons.
- 9 Standards are above average in history and geography. In history, pupils are good at interpreting first-hand information and describing their ideas. Pupils have a good knowledge and understanding of physical geography and describe the course of a river, for example, by creating their own relief maps and models. Examples of high standards were also seen in religious education. Standards are average in art and design, design and technology, music and physical education. There has been good improvement in almost all subjects since the last inspection.
- 10 The school makes very good use of available data to set and review targets for attainment. As a result staff and pupils have a clear idea what they are aiming towards. Pupils are on course to attain these standards in the national tests.

Pupils' attitudes, values and personal development

- 11 At the time of the last inspection pupils were judged to have positive attitudes to school. This has now improved as pupils' attitudes are now very good and are a strength of the school. Pupils are very enthusiastic about their school and are keen to participate in school activities and its day-to-day life. This enthusiasm is reflected in the excellent quality of the behaviour. Pupils behave very well in and around school. Although space is limited in some areas of the school pupils move from place to place with the minimum of fuss and with consideration for each other. In assemblies behaviour is exemplary, pupils know what is expected of them and they respond well to teachers' expectations. Pupils are courteous and polite and very welcoming to visitors. They form excellent relationships with one another and with adults and this is a strength of the school. In personal, social and health education lessons, pupils respond well to each other, they listen to each other's ideas, and co-operate well. Through these lessons, pupils develop a very good understanding of the impact of their actions on the lives of others.
- 12 Staff, led by the head teacher, set an excellent example in their relationships with one another and with the pupils. This is reflected in the way pupils relate to one another, without any apparent aggression. There have been no permanent exclusions. There is an absence of oppressive behaviour and a very high degree of harmony exists between all pupils. Pupils talk proudly about the lack of bullying and they were able to show they know the procedures to follow should bullying ever take place.
- 13 The personal development of pupils is very good. Older pupils take on a very good range of responsibilities, for example, organising the music and overhead projector for assemblies. They also work with younger pupils listening to them read as part of the 'buddy' scheme. They take pride in the responsibilities they have been given. They have developed strong skills in working together and their team spirit is encouraged through their excellent assemblies. Pupils are able to give articulate descriptions of their life in the school; they talk about their favourite lessons and their clear understanding of what is expected of them in the day-to-day life of the school.
- 14 Attitudes in English are positive. Pupils are often good at organising themselves, especially in research using information and communication technology. They are keen to contribute to role-play activities in religious education. Many are prepared to work hard even when the work is difficult as shown in a lesson on Ancient Egyptians. They used evidence well and showed perseverance in their learning. Pupils with special educational needs are well-integrated into lessons and on occasions provide lively responses when the work motivates them, as in information and communication technology and in discussions. Social inclusion is a clear priority in the day-to-day life of the school.
- 15 Attendance levels at the school are satisfactory and pupils are happy to come to school. The school focuses well on improving attendance and maintaining a high level of punctuality. Through the daily life of the school, pupils' understanding and respect for others reflects the strong ethos of the school and its expanding links within the community.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 16 The quality of teaching and learning is good. The good quality of teaching is very consistent throughout the school and has improved significantly since the last inspection. This means that pupils now make good progress in most subjects throughout the school and there are none of the significant variations that were evident five years ago. A high proportion of teaching is very good and few lessons are less than good. The improvement is a direct result of very good teamwork and thorough effective monitoring and evaluating by the senior management of the school.
- 17 The quality of teaching and learning is good for English and mathematics. The teachers make good use of the national strategies for literacy and numeracy to guide their planning and match work carefully to the pupils' ability. Pupils are taught English and mathematics in sets of similar ability, which allows teachers to challenge pupils more effectively. Within these sets the pupils are grouped still further. This enables the school to direct teaching assistants to provide very focused support for pupils with special educational needs and for the less able. As a result, pupils are more secure and enthusiastic in their learning and all groups achieve well. The school has also identified small groups of very high attaining pupils; the 'light bulb' groups and activities are regularly focused towards work of a higher level. However, still more challenge could be provided by regularly encouraging these groups to take more responsibility for selecting the way they tackle their work and present the outcomes.
- 18 The basic skills of literacy and numeracy are well taught. For example, computation skills are promoted very effectively at the start of numeracy lessons by the quick pace of teaching. Pupils are given good opportunities to consolidate learning of shape and measure in map work in geography and data handling through science. The range and style of pupils' writing skills are well developed through imaginative and reported writing in history and religious education. There is a weakness in reinforcing pupils' learning of spellings in their writing. This is because teachers vary in the approach they take to encouraging pupils to find spellings out for themselves and proof-read their own or others writing. The pupils' speaking and listening skills are taught well as the teachers regularly ask very probing questions to develop confidence and understanding. However, occasionally the lessons are conducted at such a fast pace that pupils do not have time to respond in sufficient depth. In mathematics, for example, the pupils did not have time to discuss the strategies they used to solve multiplication problems but moved quickly on to the next task, and in history pupils did not have chance to explain the changes in the neighbourhood to the teacher. They did, however, have opportunities to develop this with their friends later in the lesson.
- 19 A significant strength of the teaching is the joint planning of lessons. The lessons are planned weekly as a year group team and closely monitored and supported by the subject leaders. This leads to very high levels of consistency in the expectations teachers have overall and the strategies they use. The teachers also take care to involve the support staff at an early planning stage so that they are very familiar with the main content of the lesson and how it applies to pupils they have particular responsibilities for.
- 20 Another strength of the teaching is the effective use of teachers' specialist skills and interest to teach all classes within a year group and sometimes beyond. This has a very good impact on subjects such as information and communication technology. The music co-ordinator also has a strong influence on pupils' singing skills through the very high quality of teaching in hymn singing and similar collective musical activities. Visiting staff, such as the two clarinet teachers, are also well prepared and

provide very challenging work. The enthusiasm and good subject knowledge of the teachers has a very good effect on pupils' learning. For example, pupils settle very quickly to their work and clearly enjoy activities. The activities chosen often bring subjects to life and this is reflected in pupils' enthusiasm. The Year 6 pupils, for example, showed a very good understanding of how rivers work because of the opportunity to follow the course of a river through videos and build their own models.

- 21 The teachers' expectations for good behaviour are very high and emanate from the headteacher and senior staff. There are unobtrusive but firm guidelines for how pupils should behave in lessons and around the school and they respond well to this. Many lessons involve moving from class to class at the start as teachers make the best use of space. There is no fuss or time wasting and pupils conduct themselves with dignity. Teachers use their voices well to draw pupils' attention and to motivate and interest pupils. In the open classrooms there can often be three or four adults telling stories, giving information or using the interactive whiteboard all operating in quiet harmony.
- 22 The teaching of pupils with special educational needs is very good. The individual learning plans set appropriate targets for pupils and these are used well by teachers and teaching assistants. Teaching assistants also have a good level of training for their roles.
- 23 Teachers make good use of resources. Computers are strategically placed so that pupils have easy access to them. As a result they quickly learn to be independent in using them for research and handling data. This is reinforced by the good use of the interactive white board. For example, it was used in mathematics to develop pupils' understanding of fractions and percentages and in literacy for looking more closely at persuasive writing.
- 24 The teachers mark work regularly and involve pupils in their learning by setting and sharing targets for improvement with them. The use of good marking has been very effectively developed through an intensive project based upon the marking of written work in English. Teachers have created a meaningful dialogue with pupils through the marking. The school is looking at ways of developing this through other subjects without leading to too heavy a burden on teachers and pupils.
- 25 The consistently good teaching has a significant impact on the standards pupils achieve and their attitudes to school and work. It is well placed for continued further development.

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

- 26 The school is socially inclusive, and provides a good, balanced and well-planned curriculum to which all pupils have equal access. Statutory requirements are met in all subjects taught, with particular strengths in art, geography, history, information and communication technology, mathematics and religious education.
- 27 The standards being achieved today in most subjects are better than they were in 1997, and this reflects the good cohesion within the planned curriculum. Pupils with special educational needs, including those with statements, are very successfully integrated into groups within the class, and are appropriately included in any additional activities undertaken by the school. A comprehensive programme has been introduced for the development and monitoring of all areas of the curriculum, resulting

in clear, appropriate action plans that have guided very good improvement since the previous inspection.

- 28 The curriculum has been planned effectively to ensure that all subjects receive sufficient entitlement. Teachers' planning reflects the requirements of the National Curriculum 2000, and is well supported through the use of the national guidelines in most subjects. The school's strategy for teaching literacy and numeracy has been implemented successfully throughout the school. The English curriculum provides well-planned opportunities for pupils to develop their speaking and listening skills. Extra writing sessions have been introduced and are beginning to have a positive effect on the raising of standards across the curriculum. The school's strategy for teaching numeracy is also good, and has an effect in particular on pupils' numeracy skills in other subjects for example, in science where pupils are required to accurately measure the falling temperature of a cooling liquid.
- 29 The school provides very good equality of access and opportunity, with no significant variations noted in the provision for boys and girls or between different ability groups. All the staff know the pupils very well as individuals, and are highly responsive to individual needs.
- 30 The curriculum is enriched by a very good range of extra curricular activities for pupils to develop their abilities, particularly through music and sport. These include football, netball, gymnastics, cross-country, choir, guitar, table tennis, rounders, basketball and information and communication technology. Over recent years, the staff have put their energy into improving standards, which has involved many meetings and training sessions. Nevertheless the provision and range of extra curricular activities has been maintained at a very good level. There is a very good personal health, safety and citizenship programme of work that provides useful experiences for all pupils. There is an agreed policy for sex education, and very good provision for drugs awareness and the dangers of drugs misuse.
- 31 The contribution of the community to pupils' learning is very good. The school's links with the community were reported as a significant strength in the previous report, and remain so. There are strong links with the local church and parish priest, and very effective links with the secondary school to which most pupils transfer at the end of Year 6.
- 32 Overall, the provision for pupils' social, moral and cultural development is very good, reflecting a good improvement in moral and social provision, and a significant improvement in cultural provision since the previous inspection.
- 33 The provision for pupils' spiritual development is good. Religious education makes a very good contribution to pupils' spiritual development through the opportunities planned for pupils to learn about world religions. Assemblies play an important part in successfully promoting spiritual development. Pupils and staff assemble to a background of peaceful music, and share the celebration of being part of the school community. The excellent assembly observed during the inspection which related to people working as a team and the need for people to be given a second chance when a mistake has been made, concluded with an opportunity for pupils to reflect on the choices to be made as a 'team manager'. 'Does one sack the mechanic who failed to tighten the wheel nuts on the racing car, or retrain the whole team?' and how this decision is related to their own lives. Prayers at the end of assembly provided a period of calm, with a good spiritual effect. Clergy from the local church make a very positive contribution by regularly leading assemblies. Within the wider community,

pupils have well planned opportunities to reflect on significant events in the lives of famous people, and the wonders of nature. Teachers utilise many planned opportunities, for example the visit by a group from South Africa retelling folklore stories, prompted pupils in Year 4 to consider how the world was created. Their writing was exciting. 'In the beginning, there was nothing but darkness all around. The darkness was a scary darkness and had no life in it. Then there was a spark of light. It got so big it started to eat all the darkness. Chiguza created a tree of life. On this were all the animals you could imagine.'

- 34 Pupils value the well cared for school grounds, which are made to look attractive with their many shrubs and trees. There is good provision in lessons for pupils to consider, reflect and be amazed by what they are learning, for example in developing their creative talents by studying the work of famous artists. Teachers' high expectations of pupils are matched by much praise, and pupils' work is valued; this is seen in the many attractive displays around school.
- 35 The school makes very good provision for pupils' moral development. The pupils are visibly proud of their skills and achievements, and take their role seriously when opening doors or explaining arrangements for collecting lunch at lunchtime for visitors. All staff set very good examples for pupils in stressing the difference between right and wrong, and the impact of individual behaviour on others in their high expectations of pupils' behaviour, which is excellent, and their care and concern for all pupils. Pupils are provided with rich, well-planned opportunities to discuss issues with a moral dimension through, for example, carefully chosen stories, the study of the parables and learning about life in other countries. A sense of fair play is fostered very effectively in the playground and during all games lessons.
- 36 Social development is very good; excellent relationships are a particular strength of the school. Teachers provide many good opportunities in lessons for pupils to learn to co-operate and collaborate. For example, in a Year 5 games lesson involving teams undertaking a range of ball skills, individual skills were applauded. Adults provide very good role models of co-operation, teamwork and good, mutually supportive relationships, working and sharing ideas in large teaching areas that accommodate three classes. Older pupils are given responsibilities for aspects of school life such as operating the overhead projector to display hymns during school assemblies. The very good opportunities for participation in sporting and musical activities outside the school provide a breadth of experience, and develop pupils' self-confidence.
- 37 The provision for pupils' cultural development is very good. Pupils are introduced to the richness of their local culture in historical work. The art curriculum introduces pupils to work by a range of artists from a variety of cultures and periods. Religious education makes a very strong contribution to pupils' awareness of other cultural traditions, and their preparation for life in a multicultural society. The National Literacy Strategy has successfully introduced pupils to a good range of literature, poetry, authors and illustrators from around the world to develop pupils' cultural awareness. Visits and visitors also make a significant contribution to the enrichment of the curriculum. The school has made good progress in this area of the curriculum during the last three years.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 38 Since the last inspection report the school has maintained and improved its support for ensuring pupils' welfare. This aspect is now a strength of the school. Staff know and understand the pupils very well. They know the procedures to be followed to ensure that pupils are well protected and the level of welfare is very good. The governing body ensures that effective procedures are in place to promote all related matters of health, safety and security. Parents appreciate the way staff care for their children.
- 39 Procedures for the monitoring of pupils' academic performance and personal development are very good. Through the assemblies and the well-established programme for personal, social and health education the school has established very good personal support and guidance for pupils. This is a strength of the school. Staff work hard to ensure that everyone in the school community is valued. In lessons there is a consistent approach, which ensures the good behaviour of pupils and the elimination of oppressive behaviour.
- 40 Social inclusion is a strong feature in the life of the school. This effective support makes a positive contribution to pupils' well being, and enables them to take full advantage of the educational opportunities offered.
- 41 Support for pupils with special educational needs is very good. Their individual education plans are succinct but apt and teachers' plan work in close conjunction with support assistants to match pupils' targets. Assessment procedures are very good. Assessment in English is very good, especially in planning for improvements in reading. Good use of data enables pupils' progress to be measured accurately. They receive regular support from assistants and often parents. Pupils from Year 6 help those in Year 3 and this promotes good relationships and leads to improved reading.
- 42 A key issue from the previous inspection was to develop and implement whole school assessment and recording procedures that would inform and support curricular planning, and ensure appropriate progression in pupils' learning. In terms of assessment and recording procedures this has been achieved to a good level, with the use of data gathered in English and mathematics having a good effect on pupils' achievement. Pupils' progress is tracked as they move through the school to ensure that each pupil reaches their own potential. Target setting shared with pupils and parents in English and mathematics clearly indicates what pupils need to do to improve.
- 43 The best practice clearly demonstrates how pupils are assessed, and how this assessment would inform future planning intentions in order to consolidate or extend knowledge. For example a Year 6 mathematics lesson in area and perimeter indicated that pupils needed to consolidate their knowledge before moving on. Again, greater consistency is needed. As such, aspects of assessment, including greater analysis of results achieved by pupils in science, is a minor issue for the school to continue to address.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 44 The school has maintained its very good relationship with parents, whose views of the school are excellent. Of the returned questionnaires 99 per cent of parents felt the school was well led and managed and their children are expected to work hard and achieve well. A very high percentage of parents also thought their children were

making good progress and that the school was helping children to become mature and responsible.

- 45 The school has very good links with parents to consolidate and extend pupils' learning. Several parents help in school. One morning each week parents of children in Year 3 and Year 4 are encouraged to come into school to listen to their children read. During the week of inspection over eighty parents attended this session, which is valued by pupils, teachers and parents. Parents also contribute to pupils' learning in English and many support them by hearing them read at home, often they record their progress in the reading records. Parents' involvement in the life of the school is greatly valued and is a strength of the school. Parents of pupils with special educational needs attend reviews and some attend consultation evenings, though attendance here could be better
- 46 The quality of information for parents is excellent. Home school agreements are in place. Reports on pupils' progress give a clear indication of what pupils should do next to improve. The school's prospectus and governors' annual report to parents give a clear indication of the life of the school. Newsletters are clear and helpful. The staff in the school office are very welcoming to parents and the head teacher and class teachers keep a close contact with parents. They are able to provide parents with an opportunity to share in the life of the school.
- 47 In addition to the very good support parents give to their children's learning at home and at school. The school has very active friends' association. The funds raised by the association provide many extras to support children's learning. They organise many events both social and fundraising which enhances the life of pupils in the school and places the school firmly as a hub of life in the community.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 48 The quality of leadership and management by the headteacher is excellent and he has made a significant contribution to the improvement the school has made in recent years. The senior management team and other key staff support him very well. The governing body is very effective in fulfilling its statutory duties and fully involved in the life of the school. At the time of the last inspection the development of leadership and management was a key issue. There had been a long period without clear leadership as a result of ill health. The present headteacher was a temporary acting headteacher, seconded from another school. Staff morale was low and this was reflected in the barely satisfactory teaching and low standards in several subjects in 1997. In the years since then there has been a full turn around and staff confidence is very high.
- 49 The excellent leadership and management is a result of several key features:
- Enthusiasm. The headteacher and staff are fully involved in the life of the school. They are readily available to parents to discuss concerns and take part in many events out of school time. This is reflected in the very positive views of the parents.
 - Improvement planning. The school improvement plan is a real tool for development. It is very securely based on considerable in depth analysis of test and other data. For example, year-on-year test data is revisited and assessed against the pupils' achievement on entry to the school. The individual questions of test papers are scrutinised to find common strengths

and weaknesses. The views of parents and other members of the community are sought.

- Very effective monitoring of teaching and learning. Over the past five years the headteacher has developed rigorous and regular procedures for monitoring lessons. He sets a good example in detailed and perceptive observations that have addressed weaknesses in individual teaching and through effective oral and written feedback provided opportunities for staff to address them. This model is used well by other members of senior management and has had a significant impact on teaching and learning especially in English and mathematics. There is room to develop observations of teaching into more subject areas to raise standards still further.
- A very strong senior management team has been created since the last inspection. They have well-defined roles and a clear sense of purpose. For example, the co-ordinator for lower school plays a significant part in the development and promotion of the use of assessment and baseline material. They support the work of the subject leaders and year group teams. The management structure is well-defined but mutually supportive. The performance of all staff is well managed. Teachers are given good opportunities to fulfil their training needs. The procedures to support newly qualified teachers are effective. The staff are part of a team and all contribute to the successful running of the school.
- The monitoring role of governors. There is a core Basic Skills Group consisting of teachers and governors which promotes the development of basic skills for learning. They meet regularly and analyse standards of work and the outcomes of projects. The literacy, numeracy and special educational needs governors have a close active working relationship with the subject leaders. Through reporting back to the full governing body they ensure that strengths and weaknesses of the school are matched to funding.
- The management of special educational needs is very good. The high percentage of pupils with statements is closely monitored and their needs are accurately assessed. The school targets areas of most need. For example, additional staff are focused on a particular Year group with a high percentage of special educational needs pupils so that more classes are created for English and mathematics and, therefore, work can be more closely matched to their needs. The process is closely observed and evaluated.
- Strategic financial management. The school's funding is lower than average. However, the governors have worked hard to maintain positive staffing levels, particularly for learning support assistants. They make very good use of any additional funding such as that for special educational needs. The budget is very soundly based on priorities identified in the school improvement plan. The very good range of information they use in deciding priorities ensures that they are in a good position to compare and challenge any major funding initiatives. As a result of the very good quality of education, leadership and management, good teaching and learning all promoting higher standards the school gives very good value for money.

50 The strengths of the leadership and management are particularly evident in the very positive views of parents and their strong support of the school through fund-raising

and voluntary support. The accommodation is sound overall. It is appropriate for the current number of pupils on roll because of the imaginative and skilful way the open-plan areas are used. Resources are good and are used well. The headteacher and senior staff are very good role models. Their teaching is of a high quality and acts of collective worship are exemplary. They take the lead in establishing good behaviour and the positive ethos. The strengths of the school are recognised in the Investors in People award. The work involved in this and the Basic Skills and Quality Mark awards reinforced the professional development of staff.

51 The school is in a very good position to go from strength to strength.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52 In order to continue to improve the standards and quality of education the headteacher, staff and governors should:

(1) Ensure the pupils have more opportunities to make decisions in their learning so that they use the knowledge, skills and understanding they have.
(Paragraphs: 5, 6, 64, 66, 68, 73)

(2) Improve the pupils' ability to spell accurately and present their work well by:

- Implementing guidance on how spelling should be taught through all subjects
- Providing more chances for pupils to 'proof-read' their own or other children's work
- Raising teachers' expectations for good presentation

(Paragraphs: 4, 18, 55, 58, 61, 72, 91)

53 In addition to the above key issues the school should consider the following, less important, areas for inclusion in their action planning:

- Continuing to raise the quality of marking
(Paragraphs: 2, 4, 74)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	19	24	10	0	0	0
Percentage	0	36	45	19	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll	336
Number of full-time pupils known to be eligible for free school meals	62
Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	15
Number of pupils on the school's special educational needs register	72
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.6

Unauthorised absence

	%
School data	0.5
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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	32	40	72

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	24	29
	Girls	33	33	35
	Total	57	57	65
Percentage of pupils at NC level 4 or above	School	79 (76)	79 (78)	90 (86)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	26	25
	Girls	33	33	37
	Total	58	59	63
Percentage of pupils at NC level 4 or above	School	82 (77)	82 (80)	88 (88)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	330
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	13.5
Number of pupils per qualified teacher	25
Average class size	28

Education support staff: Y3 – Y6

Total number of education support staff	11
Total aggregate hours worked per week	155.3

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.4
Number of teachers appointed to the school during the last two years	2.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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	5	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.

Financial information

Financial year	2000/2001
	£
Total income	548558
Total expenditure	551806
Expenditure per pupil	1672
Balance brought forward from previous year	20539
Balance carried forward to next year	17291

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	336
Number of questionnaires returned	176

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	32	2	1	0
My child is making good progress in school.	63	35	1	0	1
Behaviour in the school is good.	55	39	1	0	5
My child gets the right amount of work to do at home.	43	47	6	2	2
The teaching is good.	66	31	1	0	2
I am kept well informed about how my child is getting on.	51	41	7	1	0
I would feel comfortable about approaching the school with questions or a problem.	76	20	2	0	2
The school expects my child to work hard and achieve his or her best.	78	21	1	0	0
The school works closely with parents.	61	32	6	0	1
The school is well led and managed.	82	17	0	0	1
The school is helping my child become mature and responsible.	63	35	1	0	1
The school provides an interesting range of activities outside lessons.	45	41	6	1	7

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES.

ENGLISH

- 54 By Year 6 standards are average overall and this is reflected in the results of national tests. Pupils have made good progress from their attainment on entry to the school.
- 55 During the inspection standards seen were of a similar order. By the age of eleven pupils are achieving well and have made good progress in the four years they have been at the school. There are significantly more pupils with special educational needs in Years 5 and 6 than in the earlier years. A large proportion of these has statements of special educational need. They make good progress because of the careful planning of their teachers in close collaboration with the support staff. The teaching is a blend of support in the classroom and withdrawal for extra help. Many other pupils achieve above average standards in speaking and listening, and average standards in reading and writing. However, there are examples of carelessness in the spelling of common words and some untidy presentation of work. Fewer than average pupils attain the higher levels in National Curriculum tests.
- 56 By the age of eleven most pupils have developed confidence in speaking. They listen very well to the teachers and to other pupils and learn from them. Standards are above average. In a very brisk session with the top set in Year 3 good direct teaching brought the best out of many pupils trying to compose a letter of complaint. Pupils could list reasons why a purchase from a shop might be unsatisfactory. They used apt vocabulary and, prompted by the teacher, were able to put their ideas in a logical order. Pupils are encouraged to use vocabulary in other subjects that relates to the topic. For example in science they comfortably use words like “translucent” in context. In art they describe the colours used by Clarice Cliff as “vibrant”. Older pupils in Year 5 respond well to role-play sessions on developing the facilities of their town. With the teacher as a reporter, pupils are able to give a reasoned argument why young people need better amenities to keep them off the streets. They use ideas generated in the earlier whole class discussion to formulate their answers. Most literacy lessons are characterised by very good classroom organisation, which enables all pupils to contribute. Boys and girls with special educational needs are carefully brought into the discussions both by teachers knowing how to phrase questions clearly for them and by the subtle urgings of the support assistants. They always behave very well and are keen to take part.
- 57 Pupils achieve satisfactory standards in reading in most classes. They are good at looking for clues in the text and can identify new words. Most of the reading is clear and fairly fluent. Pupils are taught to look at the punctuation to help their understanding of how to read aloud. Many pupils in Years 5 and 6 find it difficult to understand the less obvious meanings in a story or account. Several pupils also cannot go beyond the literal definition of words, even in the top set of Year 6. Here the words “tramp steamer” caused confusion, for example. The school has rightly emphasised the importance of teaching a range of reading techniques to help pupils to think more broadly. Pupils’ research skills are good however. They use a range of resources well such as the Internet, dictionaries and thesauruses. They can make notes unaided from Year 4 onwards and use bullet points, boxes or spider diagrams to help their drafting of ideas. The support for reading is good with a sizeable proportion of parents coming in to Year 3 each week to read with their children. Year 6 pupils give their younger “buddies” regular help with reading also. Reading records

are well kept and they show that many lower attaining readers have made huge gains over their time in Year 3. The supply of books is good and pupils are keen to read.

- 58 The standards in writing are more variable. Overall they are in line with the average expected but there are weaknesses in spelling and presentation. Pupils make too many careless errors of words they know, for example “they where” for “were”. This shows that they do not proof read their stories and letters enough. Often teachers correct the spellings when pupils should do this. Headings and titles are sometimes underlined without rulers and this detracts from the final result. Many pupils have lively ideas and there are examples of very good writing stimulated by thoughtful and demanding teaching, such as the extensive science fiction stories. Pupils write for a range of different audiences and in different styles. This is a vast improvement since the last inspection. Poetry is evocative and shows good spiritual awareness of the emotions. Letter writing displays an understanding of the difference between formal and informal language. More able pupils can hold the reader in suspense and create a mysterious setting with descriptive phrases and hanging questions such as, “the building had an air of being very recently abandoned. Why?” There is also a clever adaptation of a fairy story which sees Rapunzel suffering from dirty hair. For more pupils to gain the higher levels they need to concentrate on the finished product and spend more time checking their work.
- 59 Teachers plan the literacy hour well in all classes. There is a good blend of whole class, individual and group work which encourages variety to ensure that pupils do not become bored with the pattern of the day. Extra time is allowed for pupils to develop and to extend their writing. This is good but pupils would benefit from a regular opportunity each day for quiet, uninterrupted periods to write on their own. There are some good examples of writing across a range of subjects such as history where pupils write imaginatively about a day in the life of a Spartan. In religious education they devise their own creation story based on an African myth. This results in imaginative phrases such as, “the ghostly spirit of the forest breathes fire”.
- 60 The quality of teaching is good. Over a third of the teaching has very good features. Teachers set interesting work and have made careful plans to ensure that the writing element is consistently reinforced across the curriculum. The main strengths in teaching are:
- Teachers are confident and manage their lessons well, encouraging all pupils to take part, even those who find the work difficult
 - Resources, such as information and communication technology and other visual aids are well used to make lessons interesting and to help pupils to become independent researchers
 - Pupils are encouraged by teachers’ questions to think for themselves
 - Support for pupils with special educational needs is good and these pupils achieve well
 - Assessment data is used well to help teachers set pupils realistic targets
- 61 The co-ordinator for English is relatively new but has already set out a clear plan for future developments. There has been good improvement since the last inspection especially in writing. The pupils still do not have enough opportunities to
- improve their proof- reading skills so that their work is more accurate
 - the time to practise their writing in a quiet environment.
- There is close teamwork which supports continuing success.

MATHEMATICS

- 62 Standards in the 2001 national tests were very high compared with the national average and results for similar schools. The standards for the current pupils are above average levels and pupils are making at least good progress during their time in school. The significant proportion of pupils with special educational needs are achieving well.
- 63 The above average standards are clearly indicated in the work pupils undertake in lessons, and from the sample of work that inspectors scrutinised. The maintenance of good standards has been achieved by the effective use of national guidelines linked to the monitoring of pupils' progress, good leadership and consistently good teaching. All teachers clearly identify what they want pupils to learn, and this is always shared with the class at the start of lessons.
- 64 Since the previous inspection the school has rightly focused greater attention on the quality of teaching. One-fifth of lessons observed during the previous inspection were unsatisfactory. During the current inspection no unsatisfactory teaching was observed, with a higher proportion of lessons seen of very good quality. However, pupils are still not given enough experience of using and applying their mathematical skills. There is not enough evidence of higher attaining pupils developing their knowledge and experience through practical activity, exploration and discussion. Pupils with special educational needs make good progress in developing their calculation skills in relation to their abilities. This is because teachers plan work for them, and classroom support assistants give them very good support. They are given praise and encouragement to raise their self-esteem. For example, in a Year 6 lower ability group involving counting and placing numbers into respective groups, pupils used a system that incorporated the use of 'sweets'. Special educational needs pupils were encouraged to share their work with the rest of the class in discussions at the end of the lesson. The support given by the classroom support assistant was of very high quality in supporting real life skills. During shopping expeditions to purchase items from local shops, pupils are encouraged to tender the correct coinage and check the change given. This also positively enhances pupils' communication skills. There is no significant difference in the performance of boys and girls throughout the school.
- 65 Pupils enter Year 3 with broadly average standards in mathematics. However, the level of attainment varies widely between the respective year groups. Teachers know the children well, and they have formed excellent relationships with them. At the start of each lesson, well-planned, quick thinking sessions incorporating a range of numerical skills enhance pupils' interest, motivation and enjoyment. For example in Year 3, the brisk, accurate answers clearly consolidated pupils' understanding of product and quotient in relation to multiplication and division problems. The high quality management of pupils coupled with a sense of subtle humour enriched pupils learning at the highest levels.
- 66 The many strategies that pupils use, for example finding two three digit numbers that, when added together, make four hundred, are a very strong feature of such lessons, enabling all to share and celebrate success. Occasionally, some teachers were observed to rush the opening session as they tried to set a brisk pace and, in doing so, were keen to find quick answers to a range of problems, rather than explore and share pupils' thinking strategies to the benefit of all in the group.
- 67 The good teaching in a Year 4 lesson enabled pupils to accurately record positions on a grid. The very good use of appropriate mathematical language, for example 'space', 'rows' and 'column', enhanced pupils' speaking and listening skills when pupils

described how they had arrived at their answer. Teachers made good use of a variety of visual and practical resources. This has a positive effect on pupils' good learning and the ability to find positions on a grid accurately. However the consistent use of displayed mathematical vocabulary is not employed throughout the school. Overall, the good quality teaching that takes place in Year 3 and Year 4 has a very positive impact on the high standards observed in the upper part of the school. The grouping of pupils by ability certainly enhances learning for the higher and lower attaining pupils.

- 68 Teaching in Year 5 and Year 6 is also good overall. The quality of teaching observed ranged from satisfactory to very good. Two of the lessons observed were of high quality, and this led to pupils rapidly learning a range of challenging skills. As a result of this very good teaching, sometimes within a confined space, pupils' behaviour is excellent, most working with the minimum of supervision and producing a range of work of accurate quality. In the very good lessons observed, the teachers' high levels of energy and enthusiasm, coupled with confident subject knowledge, led to very high levels of pupil motivation and enjoyment. The good range of resources, which clearly illustrated the difference between 'perimeter' and 'area', promoted learning that was fun and well focused. Most pupils' written work is of good quality. Nevertheless, there are limited opportunities for higher attaining pupils to devise and record their own solutions to problems. Lower attaining pupils were very well supported by confident classroom support assistants who often provided the necessary encouragement. In the satisfactory lessons observed, the initial quick thinking mental session was often followed by a slowing of pace, and a lack of sustained challenge for the higher attaining pupils who often undertake the same work as others before moving on to the planned extension work. The suitable use of information and communication technology programs to enhance learning in Year 5 supports learning well, and is displayed effectively, for example suitable homework tasks involving the data collection of attendance at football matches and the contrasting temperatures of nine planets in our solar system. Nevertheless, the planned use of information and communication technology overall to support ongoing numeracy skills is at best satisfactory. This is very evident when reviewing pupils' work and examining displays related to data handling. At present clear links with other subjects, for example design technology and the accurate measurement of materials in order to manufacture a vehicle, are underdeveloped.
- 69 The subject is well managed by the co-ordinator. She has clearly identified the subject's strengths and areas for development using a good range of available data. The governor responsible for numeracy is well-informed and involved in promoting the subject. The school is successfully using a range of tests to track pupils' progress from Year 3 to Year 6. The sharing of individual targets with pupils to move their learning forward is good. In all classes resources are clearly labelled, accessible, of good quality and the range available is very appropriate to the needs of all pupils.

SCIENCE

- 70 Standards are average, and above those of similar schools. Pupils of all abilities make good progress through their time in school.
- 71 In Year 3, pupils sort materials according to their properties. They use the correct vocabulary when they learn that glass is transparent and plastic is flexible. Pupils discover that some metals are attracted to magnets. They magnetise a paper clip by stroking it with a magnet, learning that the magnetic force is transferred to the paper clip. Pupils find out that shadows are formed when objects block the path of light waves, which come from sources such as the sun, electric light bulbs and candles. Pupils in Year 4 conduct experiments with paper spinners to show that air resistance is a force that slows objects moving through the air. Pupils learn to measure temperature using a thermometer when they test materials to find out which are good thermal insulators. This helps them to begin to understand that science has practical applications when they identify the insulation properties of pan handles. In Year 5, pupils learn about the importance of a balanced diet in a healthy lifestyle. They collect information from food packets, such as cake slices to see if they are healthy snacks. However, although they draw graphs of the composition of the slices, many do not draw any conclusion from their investigations. Pupils learn that sound is caused by vibrations and that loud noises, such as the beating of a drum, are created by large vibrations. Pupils in Year 6 build on work about gravity from earlier classes by testing what happens when more weight is added to a paper spinner. They carry out fair tests, making sure that the spinners are made from the same size and weight of paper, the same size of paper clips are used for weights and the spinners are dropped from the same height. Pupils use symbols to represent the components when they draw electrical circuits. They understand the difference between parallel and series circuits. Pupils show good understanding of what they have learnt in science lessons. When confronted with the task of separating increasingly complex mixtures of substances, they use their knowledge of magnetism to say they would remove iron filings with a magnet and remove sawdust by putting the mixture in water and skimming the sawdust off the surface of the water.
- 72 Most pupils show a very good level of interest in science activities. Many pupils have sound subject knowledge and understanding and teachers sometimes use this to good advantage. For example, in a Year 5 lesson, the teacher chose three pupils and asked them to move around each other to demonstrate how the sun, earth and moon revolve in relationship to each other. This makes science fun and ensures that pupils' understanding is secure. However, many pupils do not take enough care with their work. They make careless spelling mistakes and do not draw graphs and tables accurately.
- 73 The overall quality of teaching and learning is good and some teaching is very good. This marks an improvement since the previous inspection when teaching was broadly satisfactory. Teachers have good subject knowledge and their planning is good. In a very good Year 5 lesson, the teacher built very well on pupils' knowledge of the relationship between the sun, earth and moon to show why days are longer in summer than winter. He used new and more traditional technology well to make the lesson more interesting. The teacher used a whiteboard connected to a computer very well to teach facts about the movement of the planets. His use of a projector and globe gave a very simple but effective demonstration of how day and night occur. By connecting to the Internet, the teacher was able to show images from a weather satellite showing the position of the sun above the British Isles at the exact time of the lesson. These approaches combined to ensure that pupils made very good progress

in learning about day and night and why days are longer in summer than winter. Teachers make good use of scientific enquiry to support pupils' scientific learning. This enabled pupils to investigate air resistance as a force providing upward pressure to counteract the effect of gravity. However, teachers structure investigations too tightly. Although this means that most pupils learn the main facts of the lesson, it does not give them the chance to think for themselves that a more open-ended approach would provide. Consequently, there is not enough challenge for higher attaining pupils, fewer of whom achieve higher levels in national tests in science than might be expected. Conversations with pupils show that many do have good thinking skills.

- 74 Pupils are managed well. Learning support assistants are used well to help pupils with special educational needs make good progress. Good links are made to some subjects. When pupils investigate friction as a force, for example, they use mathematical skills when using Newton meters to measure the force, record results in tables and produce graphs. Teachers develop pupils' English skills when they use the correct vocabulary such as 'opaque', 'translucent' and 'transparent'. However, although teachers use information and communication technology well to show pupils why days are longer in summer than winter, they do not use it often enough to allow pupils to record the results of their investigations and create graphs. Teachers do not use marking effectively to help pupils learn. While most work is marked and teachers often add congratulations for accurate work, they seldom tell pupils how they can improve their work or show that they expect a high standard of presentation or spelling.
- 75 Leadership and management of the subject are good. The co-ordinator works closely with colleagues to improve the provision in science. She sees planning each term and looks at pupils' work to check progress. The co-ordinator has successfully introduced a revised scheme of work based on nationally produced guidelines, since which time there has been a significant improvement in national test results. She has made sure that there are sufficient resources to teach all topics. The checking of pupils' performance and the use of the information gained to guide planning is satisfactory. By checking pupils' work, the co-ordinator has identified the need to provide work that is more challenging for higher attaining pupils. However, more rigour needs to be given to assessing how well pupils are doing in science. The co-ordinator has given all teachers a list of skills that pupils require by the time they take national tests at the age of 11. The role of the co-ordinator is not fully developed because the co-ordinator does not, at present, check teaching and learning during lessons.

ART AND DESIGN

- 76 At the previous inspection, standards were satisfactory. Since then, standards have risen so that by the age of 11, attainment is above what is normally expected. This is because:
- teachers' planning is good,
 - they have good subject knowledge,
 - pupils have good opportunities to learn,
 - there is a good level of challenge in the work,
 - pupils are encouraged to refine and amend their work.
- 77 By the end of Year 6, pupils work in a range of media. In their drawings of friends, they achieve a good sense of the position of facial features. They draw and paint in

the contrasting styles of Andy Warhol and Modigliani and build on portraits, done in the style of Picasso, carried out in Year 3. Pupils study the art of Clarice Cliff, learning how she chose from a restricted number of bright colours and stylised shapes such as thatched cottages, trees and sunsets in developing her style. They take turns in using a painting program on the computer to develop their designs. Pupils learn the value of making preliminary sketches before attempting the finished painting. The benefit of this approach was seen when a pupil was able to amend her design to fit the shape of the plate she was designing. Higher and average achieving pupils show good ability in imitating the style of the artist.

- 78 Pupils in Year 3 use card and string to create jewellery in the style used by the Vikings. Although many pupils found it difficult to manipulate the string and glue, most persevered at the task and produced pleasing shapes. Sympathetic help from the teacher ensured that a lower attaining pupil, who was finding the work difficult, overcame his difficulties. Pupils use modelling clay to make 3-dimensional models of African animals. By Year 4, pupils combine work in art and design technology to make colourful African masks. Pupils produce large-scale pictures of sports day using a collage technique. They investigate the role of tomb painting in Ancient Egyptian burials and most pupils show good ability in drawing the proportions correctly.
- 79 Pupils' achievement is good across the school: they clearly improve over time in the detail and sensitivity of their work. They make good gains in their ability to use pencil, charcoal and pastel crayons to provide detail in drawings. From Year 3, where pupils produce still life drawings of fruit, they progress to using charcoal and chalk to show highlights in objects in Year 5 and pencil sketches of friends in Year 6. In Year 5, pupils use pastel crayons and watercolours well to capture the colours of flowers. Particularly noteworthy was work in Year 4 where pupils learnt that leaving out large amounts of detail often makes the artist's message clearer; pupils drew outlines of people and showed feeling and emotion with the angle of an arm or the inclination of a head.
- 80 Teaching is good overall and there is some very good teaching. The very good teaching is enhanced by the teacher's very good subject knowledge, which enables her to encourage pupils to look in depth at the work of Clarice Cliff. Their designs were improved when the teacher used questions well to make pupils look carefully at the techniques used by the artist, concentrating on how the various parts of the design linked together. Pupils were encouraged to experiment with their designs after hearing how Clarice Cliff had 'innovative ideas' and used 'vibrant' colours not in common use before her time. This resulted in pupils producing work that closely followed the style of the artist but contained elements of their own thoughts. Teachers link art well with other subjects such as history. Pupils use tessellating shapes from mathematics lessons to produce patterns: they make symmetrical patterns using a painting program in information and control technology. Teachers pay attention to the needs of all pupils so that those who experience difficulties are given help by the teacher or classroom assistants. In this way, all pupils are able to take in art lessons and produce a finished article.
- 81 The subject contributes well to pupils' social and cultural development. Pupils listen to the ideas of others and adapt them so that the quality of their finished work improves. Large-scale work carried out under the direction of a visiting artist led to everyone in the school contributing to a picture in the style of Henry Rousseau. Similarly, pupils in Year 4 worked together to produce a large picture of sports day. In Year 3 and Year 4, pupils link their art to history when they make drawings of Egyptian

tombs and Viking jewellery. Year 4 pupils reproduce Australian aboriginal art. A visit to India by a member of staff was the starting point for pupils in Year 5 who used a splatter technique with toothbrushes and simple highlighting to depict an Indian skyline. Islamic art and writing is celebrated in displays about Mohammed. A talk by a Nigerian visitor prompted work about Chiguzo, The Creator, and the traditional Nigerian version of the start of the world.

- 82 The leadership of the subject is good. Although there is no portfolio of work, the co-ordinator maintains an album of photographs showing the work covered by each year group. The co-ordinator has provided teachers with lists of skills pupils should be taught and this makes teachers aware of the requirements in all age groups. There is no formal assessment of artwork. Good use is made of visiting artists and the work of a wide range of artists is studied.

DESIGN AND TECHNOLOGY

- 83 Progress is satisfactory and the standards which pupils reach are similar to those expected for 11-year-olds. This is an improvement since the previous inspection when standards in design and technology were reported as being unsatisfactory.
- 84 It is not possible to make judgements about the quality of teaching. Owing to the way the timetable was arranged, only one lesson was observed, in which teaching was satisfactory. The lesson, one of a series on making a Viking long ship, linked work in design and technology with history. The introduction to the lesson was good and pupils were given the chance to think about how they would transfer their original sketch for a sail onto a larger piece of paper. Further discussion prompted pupils to think about the colours that Vikings would have used on their sails. However, pupils spent too much time trying to draw curves on the edges of the sails so that few of them managed to transfer all of their design to the sail.
- 85 Observation of photographic evidence and work on display shows that pupils do produce a good amount of work incorporating many skills. In Year 3, pupils use wood strip and triangular corner brackets to build vehicles such as skateboards and golf buggies. They describe how they made their models, evaluate how well they worked and how they could improve them. Photographs show pupils wearing safety goggles while making the models, and the emphasis the school places on safe working practices was reinforced when Year 6 pupils described the safety rules that they followed. A visit to Bolsover Castle as part of a history topic was linked to work with a visiting puppet maker to allow pupils to make stick puppets. A talk by a visitor from Nigeria led to pupils in Year 4 designing and making masks using a framework of art straws. In doing this, pupils learned how to join the straws and glue on a covering of tissue paper. This gives pupils good experience in joining a variety of materials so that by Year 6, pupils are familiar with a wide range of ways of fastening materials, such as glue, staples, clips, stitching and tying with string. Pupils look at existing products and assess how good they are. For example, pupils in Year 4 assessed pre-packed sandwiches, noting the quality of the packaging and the information contained on the label. They evaluated the sandwiches for appearance, taste and texture then used their findings to help them design their own sandwiches.
- 86 Teachers introduce pupils to the correct vocabulary and good working habits. In a Year 5 project to design fairground rides, pupils were taught words such as 'crank' and 'rotation'. They designed their models, revised the plans and assessed the success of the final model. Pupils are taught how to use linkages to allow parts of models to move. In Year 4, pupils made Christmas cards with moving parts and the

whole school had the chance to take part in an Easter hat competition, one of the rules of which was that part of the hat had to move. Teachers make good links to subjects other than history. In geography, Year 6 pupils cut out layers of cardboard to build up contour models of hills and mountain ranges: they design and build African villages, explaining how they will make the roofs of the huts. A road safety project, 'The Crashed Car Project', is used very well to show pupils how to strengthen their models and to show how car manufacturers have to think about passenger safety. In this project, pupils build models cars and crash them to destruction by running a toy car into them. They note where the weaknesses are and make their own decisions about which areas they will strengthen and how. This project leads to pupils thinking carefully about the task and they learn how to use a box girder to build stronger cars.

- 87 The co-ordinator manages the subject well. There is no formal assessment of work in design and technology and the co-ordinator does not yet check teaching and learning during lessons. However, she has provided teachers with a list of skills that pupils need to learn and this is having a good effect on the quality of work pupils produce.

GEOGRAPHY

- 88 Standards are above average by Year 6 and progress is good. Improvement since the last inspection is good. No lessons were observed during the inspection so it is not possible to give an overall judgement on the quality of teaching and learning. Evidence was drawn from discussions with pupils and teachers and a scrutiny of pupils' work. The discussion with pupils indicates very good attitudes to the subject. Improvement since the last inspection is very good as standards were unsatisfactory and progress was inconsistent.
- 89 By Year 6 the pupils have a good understanding of the mountain ranges of the world. They can name major ranges and describe, in good detail, where they are. They identify them on world maps and know many interesting facts about their formation and the habitat they create. The pupils of all abilities understand how mountains are represented on maps and explain well how contour lines work. Diagrams of cross-sections of the Alps are of a high standard. This good level of knowledge and understanding arises from well-planned practical work linking closely to design and technology in the creation of 3-dimensional relief models from ordnance survey maps. They also have a very good understanding of rivers and their formation. They make good use of the Internet to research the subject.
- 90 Mapping skills are systematically developed through the curriculum and, by Year 5, pupils read ordnance survey maps with a good understanding of the use of keys. They understand the difference between a continent and a country well and are developing a good bank of knowledge. The pupils have a sound knowledge of their local environment and debate issues facing the village such as the planning of a by-pass and its impact on the local community. Their comparative study of an Indian village and work following a visitor from Africa makes a significant contribution to their multi-cultural awareness. Pupils understanding of climate changes and the impact on habitats is sound.
- 91 Pupils enjoy the subject. They take a pride in the knowledge they gain and this is generally reflected in their work. Standards of presentation are good overall, although there are some examples of unfinished work and careless map work and diagrams in all except the Year 6 work. Teachers make good use of interesting resources such

as television broadcasts and the Internet. There are many practical activities for pupils to undertake, although there are not enough opportunities for pupils to plan their own study or decide how to present their work in order to really challenge the higher attainers. The subject makes a good contribution to pupils' literacy and numeracy skills. For example, the Year 6 pupils use bullet points to emphasise ideas and develop effective note-taking techniques. Work is usually marked effectively.

- 92 The subject leader provides strong guidance through the scheme of work and planning for basic skills. There is regular monitoring of plans and work to ensure coverage and general quality. The range of resources is good and effective use is made of information and communication technology. The issues from the last inspection have been systematically and successfully addressed.

HISTORY

- 93 Standards are now above average and this is better than reported in the last inspection. Pupils know how to find out about historical facts. Teachers provide pupils with many chances to think about how people used to live. In Year 3, pupils use source materials well to investigate how the Vikings travelled and what clothes they wore. Most of the class could skim a page to find out key words and use them in their notes. They co-operate well in using a word processor as they discuss ideas although the actual keyboard work is slow. They could see both the good and the bad side of invasions. For example, they knew that Viking warriors robbed places but they also saw how they built up many towns and villages.
- 94 Many pupils in Year 4 achieve very well. Their reading skills and powers of deduction are highly developed. With the minimum of guidance they can interpret detailed and difficult worksheets about the customs of the Ancient Egyptians. Their skills on the computer are also good. One girl was able to use a variety of routes on a program to find out information without help. Even pupils with learning difficulties coped with the demanding exercise because they received close support from the class teacher and support assistants. An example of the high attainment of more able pupils is shown by their confidence in discussing such abstract ideas as the composition of the soul. One girl described it as being "in the brain because it thinks and also in the heart. But a doctor can't see it."
- 95 Older pupils respond well to the variety of teaching approaches used. They can recall and articulate the labours of Herakles and, after seeing a short video programme; many can stand up and put the events into their own words. The teacher sets different work for different ability groups and all make good progress as a result. The pupils with special educational needs are able to contribute to newspaper articles. They copy the proper nouns correctly and retell the story quite vividly.
- 96 The scrutiny of work shows good coverage of the National Curriculum requirements in history. Teachers provide a good mix of writing frameworks such as caption writing and storyboards, while also ensuring that pupils have plenty of chances to write independently. There are some imaginative accounts of the life and times of a Spartan soldier told in a letter home. There is also interesting writing by pupils in Year 6 on the advantages and disadvantages of holding mass meetings to decide government policy. Most pupils develop a good sense of chronology and can see how history teaches us lessons about morality and culture.
- 97 The quality of the teaching seen was good overall because teachers try to engage pupils in their own learning. The lessons are well planned to help pupils develop their

skills in research using a range of different sources. In addition there are visits to museums and role-play such as an encounter with an Anglo Saxon woman. This brings history to life. Teaching is often demanding. Pupils rise to the challenge. They enjoy the practical nature of much of the work and this helps most of them to achieve well in history. The main area for development in the subject is the need to refine the procedures for monitoring and assessing pupils' progress to ensure that they are all doing as well as they should from year to year.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 98 Although only one lesson was seen during the inspection, evidence gained from seeing pupils working independently, looking at work on display and talking to pupils indicates that attainment in information and communication technology is above that normally expected. This represents very good improvement since the previous inspection, when standards were judged unsatisfactory. This is because the school has given high priority to raising standards, the management of the subject is good, resources are good and they are used very well.
- 99 Pupils receive a good, well-balanced curriculum. The youngest pupils learn good word processing skills. They use the mouse to move around the screen accurately and confidently select items from the drop-down menus. They underline words and save their work. Pupils understand the symbols built into the program, for example, those that show they have made a spelling mistake. The arrangement of computers in small bays conveniently placed near teaching groups means that pupils have easy access to computers. Pupils in Year 4 were able to take advantage of this when they carried out independent research on their topic about Ancient Egypt. Higher attaining pupils work confidently and find several different ways to get the information. One pupil showed good knowledge when she indicated to another pupil how to return to his original page after he had become confused.
- 100 Older and higher attaining pupils have good knowledge of how to choose the size and style of font. They have a very good understanding of the impact of colour and styles of print and how decorative borders enhance their work. Pupils combine text and pictures, gathering their images from the digital camera and collections of artwork. A group of Year 6 pupils use their skills to produce a newspaper, setting out the print in blocks and columns and rotating print and pictures to make the paper more interesting. By the age of 11, pupils show sound understanding of how to program a moveable robot to follow a pre-determined course. In Year 5, pupils are introduced to spreadsheets and learn how to make graphs and charts to interpret their findings. They benefit greatly from having access to a large whiteboard connected to a computer, which means that all pupils can see clearly what the teacher is demonstrating. Pupils learn to use the program 'SUM' and a mathematical function to work out the cost of a school trip. They are able to describe the advantages of carrying out the operation using a computer. Pupils have a good understanding of the way we use computers in everyday life. They talk about how computers are used to control operations in cars and household appliances. Pupils understand the benefits of sending messages quickly by e-mail but are equally aware of the dangers posed by viruses, hackers and the need to ensure that work is saved regularly.
- 101 The quality of teaching and learning is good overall. This shows an improvement since the previous inspection. Planning is now good, direct teaching of computer skills takes place and computers are used regularly throughout the day. In the one lesson seen, teaching was very good. The teacher planned and prepared the work about spreadsheets well. The task was explained clearly and the good use of questions kept pupils alert and eager to learn. The good support provided by the

teacher and teaching assistants created very positive attitudes in pupils and meant that most made very good progress. Because half the class carried out the work on paper while the rest used computers, pupils were able to see the advantages of storing their information on the computer. Teachers use classroom support assistants well to ensure that all pupils, including those with special educational needs, make good progress. The positioning of computers in bays around the school means that teachers can easily use information and communication technology to support other subjects. In some subjects, this is used very well. Small groups of pupils carry out research for history topics. In English, pupils set down their writing in the form of a newspaper when they write about the Pied Piper of Hamelin. In art, pupils produce symmetrical patterns using a drawing program and draw pictures in the style of Clarice Cliff. In science and geography, teachers use the Internet to show weather maps. However, teachers do not make as much use of information and communication technology in mathematics and science as they might, missing opportunities to allow pupils to record information and produce graphs of the results of investigations.

- 102 Pupils have very positive attitudes to work in information and communication technology. They handle the equipment carefully. This means that teachers can trust pupils to work on computers unsupervised during lunch hours. Consequently, pupils produce extra work to support their lessons. This was seen when one pupil carried out independent research about the depth of snow in the Alps, for work on mountains. Those pupils who have their own computers willingly use them to help with homework. For example, pupils in Year 5 collected information about the number of goals scored in the Premier Football League during the Easter holiday and presented their work in the form of graphs.
- 103 The management of the subject is good. This is because the co-ordinator is knowledgeable and supports the staff very well. Most teachers are competent users of information and communication technology, having already taken part in national training initiatives. The co-ordinator has produced skills' checklists that will enable pupils to assess their own progress and give teachers an overview of how well pupils are progressing. The school has invested heavily in making sure that pupils have access to good quality equipment and software. The provision of a whiteboard connected to a computer is having a very positive effect on the way the subject is taught and it is hoped to provide another whiteboard shortly. The only area where the school had a weakness, the provision for control technology, has been corrected with the recent arrival of new software. Although teachers use computers confidently, there are no arrangements at present for the co-ordinator to check teaching and learning in lessons. Given its positive approach to developing the subject, the school is in a good position to raise standards in information and communication technology further.

MUSIC

- 104 Standards in music are broadly average by Year 6 and pupils make satisfactory progress. The standard of pupils singing is above average overall. This is because the subject leader has a significant impact through weekly hymn practice and other singing activities. Three lessons were observed during the inspection. It is not possible to make an overall judgement on the quality of teaching as two of the lessons were with the same teacher, the subject leader, with the same age group. These were very good lessons and the other lesson was satisfactory. Observations of collective worship and hymn singing and discussions with pupils contribute to the evidence. A small but significant proportion of pupils receive tuition in musical

instruments from visiting teachers. The quality of teaching in these sessions is very good as the teachers are well prepared and know pupils well. Overall standards have been maintained since the last inspection.

- 105 Pupils sing with accuracy and enthusiasm. They very quickly learn new songs even when there are complicated rhythms or tunes to follow. They sing with clear diction and a good awareness of the dynamics of the music. They learn the words and tune very quickly because the teacher questions them closely on their understanding whilst maintaining a good, crisp pace to the lesson. The pupils concentrate hard as the teacher uses activities such as stopping mid-way through the music to enable pupils to listen. They are able to sing in two or three parts and follow conductors accurately. Pupils appreciate a wide range of music and reflect on what they hear. For example, they describe effectively how the rhythm and pitch in The Planet Suite portrays the character of the different planets.
- 106 The pupils compose their own music on a range of tuned and untuned percussion instruments. They maintain a beat well and the youngest pupils have a good understanding of reading rhythmical notation.
- 107 The very good teaching is linked to very good subject knowledge of the teacher who maintains a fast pace to the lesson while expecting pupils to be accurate and thoughtful in their work. In the satisfactory lesson, the resources were difficult for a non-music specialist to use as there was no clear introduction to the different songs on the CD and they were pitched awkwardly for the pupils to sing. Despite this the teacher was able to emphasise the main teaching points of the lesson and the pupils made satisfactory progress. In all lessons observed the management of pupils was of a high standard and pupils behaved very well. The teachers make effective use of humour to interest the pupils who enjoyed their lessons.
- 108 The subject leader has produced a good scheme of work with an underlying framework to promote pupils' basic skills. There is a wide range of good resources in the school although some, as discussed are not easy for the non-specialist to use. Pupils participate in several school concerts and performances such as a Victorian Music Hall, 'Scooge' and 'Blast Off'. The pupils are currently recording a CD of songs written by local composers. The subject makes a good contribution to pupils' cultural and spiritual development.

PHYSICAL EDUCATION

- 109 Standards in physical education are average by the end of Year 6. Standards have been maintained since the previous inspection. There is no difference in the standards achieved between boys and girls, or pupils with special educational needs. Only a limited number of lessons were observed during the inspection, and they were all games lessons, most taken in the school hall due to inclement weather. At the start of lessons, pupils engaged in well-planned 'warm up' activities. They travelled around the hall in different directions, varying their speed and size of steps. Most pupils followed instructions and used space confidently. They sustained energetic activity well, working at a good level, refining their sequences of shapes and balance, linking movements successfully and smoothly. Pupils have a good understanding of rules for individual small team games, and demonstrated sound skills and techniques when catching and striking. This was well illustrated in a Year 5 games lesson when pupils were playing small sided football games involving dribbling a ball around a set of cones at speed. Teams were of boys and girls and they showed very good competitive play and awareness of space and control. The teacher managed the

lesson very effectively, and enabled pupils to develop their skills considerably. Pupils are confident, and willing to perform in front of their peers. Nevertheless, well developed skills in self and peer evaluation enabling them to refine their performances is inconsistently used. Pupils in Year 4 have regular swimming lessons. They make good progress, so that by the end of Year 6 most pupils can swim 25 metres using a recognisable stroke.

- 110 Overall, the quality of teaching and learning is good. Good teaching is characterised by the teachers' high expectations, setting interesting and challenging tasks which motivate pupils well, and resulting in high levels of enjoyment in lessons. Pupils are keen to participate, and behaviour is excellent because lessons proceed at a brisk pace and pupils are fully involved throughout. Skills are clearly demonstrated by the teacher and systematically developed. Pupils develop a very good sense of teamwork, co-operating and supporting each other in an excellent manner. Teachers consider the needs of individual pupils, targeting adult support appropriately to enable pupils with special educational needs to succeed well. Most teachers are confident in their subject knowledge. Where teaching is less effective, tasks are undemanding and the pace is slow, with pupils spending too long waiting for their turn. There are well-planned opportunities to highlight the effect of exercise on keeping a healthy body, linking physical education to science and the function of the heart muscles. Pupils take responsibility for moving and collecting equipment in a very mature manner.
- 111 The management of the subject is satisfactory. A newly appointed teacher has taken on the responsibility for the subject. The implementation of a new scheme and policy for physical education ensures appropriate coverage and progress in most areas. Pupils compete regularly, and often very successfully, against other schools in football, netball and cross-country. The school is planning to promote outdoor and adventurous activity to aid pupils' personal development by the organisation of a residential experience for pupils in Year 5 and Year 6. The subject makes a very strong contribution to pupils' moral and social development.

RELIGIOUS EDUCATION

- 112 The provision for the subject is good. Progress since the last inspection is good and results from more detailed guidance to support other teachers across the school. Standards observed in lessons show that pupils are meeting the expectations set out in the Agreed Syllabus, and in the scrutiny of work standards are often higher than this.
- 113 In Year 3 pupils find out about the significance of baptism in Christianity through some imaginative role-play activity, which involves them in their learning. Pupils ask interesting questions about why they might have a "Christian name" and the teacher helps them to understand that different religious faiths have different types of ceremonies. Not all pupils understood the full significance of the symbolism of the Baptism ceremony and this is an area to develop in the future.
- 114 Similarly imaginative teaching occurs in Year 4 to introduce pupils to a church visit. Here the teacher asks them to think about what a church might look like inside. She then gives them the chance to investigate for themselves using information and communication technology. All pupils, including those with special educational needs take part in lively discussions around the computers about the possible uses of a font, a pulpit and other features of a church.

- 115 The syllabus covers a range of other faiths, and in Year 6 pupils were very interested in a lesson describing the main aspects of Buddhism. This was a follow up to a visit from two Buddhists. In one lesson the class were discussing the power of meditation and managed to draw a diagram of positive and negative issues in life. This gave them opportunities to reflect on their own situations. A highly motivated group in Year 5 were keen to talk about the posters and video programme showing where Muslims worship. The good visual aids generated an animated discussion and helped pupils to appreciate other lifestyles and cultures.
- 116 The scrutiny of work shows good coverage of most topics in the Agreed Syllabus. The subject makes a good contribution to pupils' understanding of spirituality as they consider special places and occasions in their lives and relate them to religious and humanitarian issues. They also look at moral questions raised in Bible stories and by exploring the work of Mother Teresa. In personal, social and education lessons they talk about conservation and whether drugs should be tested on animals or not. Standards of writing are often high especially in the knowledge that pupils show of other cultures and beliefs. There are some careless spelling errors such as "chruch" for "church" but generally pupils achieve well.
- 117 The quality of teaching is good and involves pupils of all abilities. Teachers use resources imaginatively. This aspect is a big improvement on the last inspection findings. Pupils enjoy the subject because it is presented in a sincere manner and their views are respected. Teachers also help pupils to see the real issues that will confront them in their lives in a way that is accessible to them. The new co-ordinator has done a good job in giving teachers the confidence to teach well by providing clear guidelines and resources for other colleagues to plan a structured programme of lessons. There is still more work needed to track the progress that pupils are making in religious education, however.