

INSPECTION REPORT

ST JOHN'S C of E PRIMARY SCHOOL

Worksop

LEA area: Nottinghamshire

Unique reference number: 122748

Headteacher: George Flint

Reporting inspector: Michael J Cahill
19623

Dates of inspection: 11 – 15 March 2002

Inspection number: 194643

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

© Crown copyright 2002

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior
School category: Voluntary Controlled
Age range of pupils: 4 - 11
Gender of pupils: Mixed

School address: Raymoth Lane
Worksop
Nottinghamshire

Postcode: S81 7LU

Telephone number: 01909 481540

Fax number: 01909 481540

Appropriate authority: Governing Body

Name of chair of governors: Tom Corbett

Date of previous inspection: 19 May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19623	Michael Cahill	Registered inspector	Science Information and communication technology	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
13459	Eva Mills	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20877	David Pink	Team inspector	Geography History Religious education Equal opportunities	How good are the curricular and other opportunities offered to pupils?
30559	Jenny Taylor	Team inspector	English Art and design Design and technology Special educational needs English as an additional language	

11901	Pat Lowe	Team inspector	Mathematics Music Areas of learning for children in the Foundation Stage	How well is the school led and managed?
-------	----------	----------------	--	---

The inspection contractor was:

Nord Anglia School Inspection Services

Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS	28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St John's is a Voluntary Controlled CE Primary School on the northern outskirts of Worksop providing education for pupils from 4 to 11 years of age. It was built to serve local estates, including one owned by the former National Coal Board. Much new local building over the last few years has meant that the school had to grow beyond its capacity. When a new school was built a short distance away there was a reduced intake for St John's (the present Years R and 1); the new school is now full and St John's is again experiencing some pressure. Pupils enter at the beginning of the term in which they are five years old. In recent years the attainment of most pupils on entry has been below the average for the local education authority. Almost all pupils are from white UK backgrounds, none are learning English as an additional language. The proportion of pupils on the school's register of special educational need is below the national average. The percentage of pupils who claim free school meals is below the national average. There are 13 classes, two in each year group apart from Year 1 where there is only one. There are 394 pupils on roll (204 boys and 190 girls) making it bigger than the average size for primary schools.

HOW GOOD THE SCHOOL IS

St John's CE Primary School is effective in enabling most pupils to make good progress from a below average starting point and to believe in their ability to learn. The school is very well led and managed, with a very evident focus on individual and team achievement. All teaching is at least satisfactory; a high proportion is good, very good or excellent. Headteacher, staff and pupils maintain a pleasant, welcoming and purposeful working atmosphere in which all are fully included. Relationships are excellent and pupils love coming to school. The school provides good value for money.

What the school does well

- Pupils' achievements in music by the age of eleven are well above average; in religious education they exceed local expectations and in science they exceed national expectations.
- The leadership and management of the school are very good and clearly focused on raising the level of pupils' achievements.
- The school is very successful in promoting very good attitudes to learning, very good behaviour and personal development and excellent relationships.
- The quality of teaching is often good and frequently very good and as a result pupils make good progress as they move up the school.
- The Foundation Stage provides pupils with a good start to their full-time education; there is good provision for pupils with special educational needs and a very good range and quality of extra-curricular activities.
- Staff know pupils well and provide a very good standard of care; the school maintains very good relationships with parents.

What could be improved

- Pupils' attainment in art and design throughout the school.
- The use of information and communication technology to support and extend learning across the curriculum.
- The overall effectiveness and co-ordination of the work of teachers with responsibility for subject development.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been a good level of improvement since the school was last inspected in 1997. The school has dealt effectively with the issues identified at that time, including improving the overall quality of teaching and the planning of the curriculum. The overall trend in National Curriculum test results at both seven and eleven has been upwards. Pupils' attainment at eleven in science, design and technology, geography, ICT, music and religious education has improved. The very strong partnership between the headteacher, staff, governors and parents provides a very good foundation for further improvement.

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	B	B	E	E
mathematics	B	A	C	B
science	B	A	D	D

Key

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

Schools are described as similar when they fall into the same band for free school meals, in this case between 8 and 20 per cent. At present 11.4 per cent of pupils claim their entitlement. Caution should be exercised in interpreting National Curriculum results; each pupil represented two per cent of the last Year 6 and this percentage can make the difference between well below average and below average or between below average and average.

Children in the Reception classes make good progress and improve to a level around national expectations before they move into Year 1. The progress of pupils, including those with special educational needs, continues to be good as they move through the school. The overall trend in the school's results in the national testing programme for seven-year-olds over the last four years has been consistently upwards; in 2001, results in English, mathematics and science were in line with national averages. Test results at eleven had improved substantially since the last inspection until 2001 when results dropped (see the table above). The reasons for the drop include the higher than usual proportion of boys in the year group (boys perform less well nationally than girls) and the large amount of movement into and out of the year group over the final two years. The school has generally set realistic targets and has been largely successful in meeting them, although the 2001 English results were nowhere near as good as aimed for. In the view of the inspection team, present standards are as shown in the following table, indicated by *above*, *well above*, *in line with* or *below* national or, in the case of religious education, locally agreed, expectations. An asterisk (*) indicates that standards are higher than at the time of the last inspection.

Subject	Year 2	Year 6	Subject	Year 2	Year 6
English	<i>In line</i>	<i>In line</i>	Mathematics	<i>In line</i>	<i>In line</i>
Science	<i>In line</i>	<i>Above*</i>	Religious education	<i>Above*</i>	<i>Above*</i>
ICT	<i>In line</i>	<i>In line*</i>	Design and technology	<i>In line*</i>	<i>In line*</i>
Art and design	<i>Below</i>	<i>Below</i>	Music	<i>Above*</i>	<i>Well above*</i>
Geography	<i>In line</i>	<i>In line*</i>	History	<i>In line</i>	<i>In line</i>
Physical education	<i>In line</i>	<i>In line</i>			

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very well motivated and take pride in their work. They are keen to learn and involve themselves enthusiastically in all that the school offers.
Behaviour, in and out of classrooms	Pupils behave very well. They are polite, well-mannered and show consideration for others.
Personal development and relationships	Relationships are excellent. Pupils co-operate well and show high levels of confidence, maturity and initiative.
Attendance	Attendance is satisfactory. The school has good systems for promoting attendance and there is very little unauthorised absence.

Relationships are a strength of the school. Pupils develop very good attitudes towards each other and their learning. This owes much to the very good example set by the adults in the school community.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

On the evidence of the work seen and lessons observed, the quality of teaching is good. During the inspection there was no unsatisfactory teaching and a substantial proportion of lessons were judged to be very good or excellent. The teaching of English, including literacy, is good; in more than half of lessons observed it was very good or excellent. The teaching of mathematics, including the skills of numeracy is also good; half of the lessons observed were judged to be very good.

The teaching has many strengths, including teachers' very good relationships with pupils and their management of them. Teachers have high expectations of work and behaviour, and very good teamwork between teachers and teaching assistants makes sure that the learning needs of all pupils are met. An area for further improvement is the use of pupils' skills in information and communication technology to support and extend their learning in other subjects.

From the Reception classes onwards, pupils are actively and successfully encouraged to become confident learners and to work independently where that is appropriate. Pupils work hard, with interest and a good level of concentration on their tasks. Most take care with the presentation of their written work and willingly offer answers to questions and contribute to discussions. The quality of pupils' learning and the progress that all, including those with special educational needs, make are good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good range and quality of learning opportunities in the Foundation Stage and makes good provision for teaching the subjects of the National Curriculum and religious education. The provision for pupils to develop basic learning skills is good and there are very good extra-curricular opportunities, especially in sport, the performing arts and residential visits. The school works closely with other educational establishments and maintains good links with the local community to enhance pupils' learning.
Provision for pupils with special educational needs	Good; pupils are supported well by teachers and teaching assistants and make good progress towards their learning targets. All are fully involved in all school activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good, overall; the distinctive atmosphere of a church school permeates all aspects of school life. There is a very strong emphasis on moral and social responsibility and on the maintenance of very high quality relationships. Provision for cultural development is satisfactory.
How well the school cares for its pupils	The school is a happy, safe and secure place for pupils to learn in. Staff know their pupils well and give them good support in their personal and academic development.

Links with parents are very good. Parents are very supportive and appreciate the commitment of the staff to the education of their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's excellent leadership provides clear educational direction and the school's aims and values are reflected in all its work. He is very well supported by his deputy, who takes responsibility for important aspects of the school's development. All staff with senior management roles share a strong commitment to the school and contribute significantly to its smooth running and continuing improvement.
How well the governors fulfil their responsibilities	Governors have a good understanding of the strengths and weaknesses of the school and help to shape its further development. They give generously of their time in its support. All statutory responsibilities are fully met.
The school's evaluation of its performance	The results of assessments of pupils on entry to the school and of National Curriculum tests are carefully analysed and used to set targets for improvement. Monitoring and development of teaching by the headteacher and other senior staff has led to a significant improvement in its overall quality. Most co-ordinators now need opportunities to directly observe the quality of teaching and learning in their subjects.

The strategic use of resources	Development and financial planning are good. The headteacher and the governing body manage the budget very well. The school makes good use of specific grants to raise standards and actively seeks to obtain best value for the monies allocated to it.
--------------------------------	--

Staffing, accommodation and learning resources are satisfactory overall, with the strongest feature being the expertise and commitment of all the staff. Particular strengths of the school's leadership and management are the headteacher's leadership and the very strong partnership between him, the staff and the governing body.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

The views of the 234 parents who returned completed questionnaires and of the 21 who attended the pre-inspection meeting with the registered inspector were taken into account. Percentages refer to questionnaire returns.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress; they are set the right amount of homework. • Teaching is good and the school has high expectations of children. • Behaviour is good and the school helps children to become mature and responsible. • The school is well managed and led and works closely with parents, who are comfortable about approaching it with questions or problems. 	<ul style="list-style-type: none"> • A small number of parents felt that the range of extra-curricular activities was not wide enough and a few felt that there was either too little or too much homework.

The inspection team agrees completely with the positive views expressed by parents. The range and quality of extra-curricular activities, particularly sporting and musical, are very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The overall attainment on entry to the Foundation Stage of most children has generally been below the standard expected for children of this age, although the attainment of the pupils at present in the Reception classes is close to the standard expected. By the time they enter Year 1, the majority of children reach the nationally agreed learning goals in all areas of learning. This good progress is the result of the high quality planning, teaching and organisation and the good use of assessment in the Reception class. There is no significant difference in the attainment of boys and girls.
2. In the National Curriculum tests and assessments for seven-year-olds in the summer of 2001, results show that pupils' attainment was close to the national average in reading, writing, mathematics and science. In respect of the proportion of pupils who achieved the higher National Curriculum Level 3, the school's results were below the national average in mathematics, close to it in reading and above it in writing and science. The overall trend in the school's results in the national testing programme for seven-year-olds over the last four years has been upwards. When compared with those of schools with a similar take-up of free school meals, results are below average in reading and writing, and close to the average in science and mathematics. Over the three-year period 1999-2001, boys performed less well than girls. The school has been addressing this and no significant gender differences were noted during the inspection in work sampled or lessons observed.
3. The Year 2001 national test results for eleven-year-olds were well below the national average in English, average in mathematics and below average in science. When compared with those in schools nationally with pupils from similar circumstances, results in 2001 were well below average in English, above average in mathematics and below average in science. Until last year test results at eleven had improved substantially since the last inspection to a level that was above the national average. Last year's poorer results can be attributed to two main factors. These are the high proportion of boys in the year group (60 per cent, boys perform less well than girls, nationally) and the fact that a quarter of the year group had changed schools in Years 5 or 6. The school narrowly failed to meet its target in mathematics and fell substantially below it in English. However, analysis of pupils' records shows that 98 per cent of the 42 children who took both the Year 4 and the Year 6 national tests progressed by at least one level; 71 per cent achieved an average improvement of more than one level. Overall, the school's results since the last inspection represent an improvement in line with the national trend. On average over the last three years, girls have performed better than boys in English and mathematics. Last year's results taken on their own showed a low level of difference in English and science but a substantial difference in mathematics. The school recognises the need to continue to monitor progress and performance carefully. (Caution should be exercised in interpreting National Curriculum results; each pupil represented two per cent of the last Year 6 and this percentage can make the difference between well below average and below average or between below average and average).

4. Pupils with special educational needs make good progress towards the targets set in their individual education plans. They are effectively supported in lessons and in small group work by teaching assistants who work closely with class teachers; pupils' progress in both literacy and numeracy is good.
5. The inspection team judged that the attainment of pupils currently in Year 2 is above expectations in both music and religious education. This represents an improvement compared with the situation at the time of the last inspection. There has also been improvement in design and technology, where standards have improved from below national expectations to in line with them. In most of the other National Curriculum subjects, standards have been maintained at the satisfactory level reported at the last inspection. Pupils have built well on their attainment when they entered Year 1. In art and design, however, standards remain below what is expected. The subject has not been a priority for development and standards are also unsatisfactory at the end of Year 6. There is too little emphasis on the progressive development of skills and too few opportunities for pupils to work creatively or imaginatively with a wide range of materials.
6. Standards in religious education at the end of Year 6 are above the expectations of the locally agreed syllabus; an improvement since the last inspection. In science, pupils' knowledge and their understanding of the experimental approach are above average. This also represents a great improvement since the last inspection, when standards were judged to be below average. This has been achieved as a result of very good leadership by the co-ordinator and an extra emphasis by all staff on developing practical and recording skills as well as teaching facts. The attainment of pupils in Year 6 is well above national expectations in musical knowledge, understanding and performance; this is a big improvement since the last inspection, when standards were judged to be in line with expectations. Very good leadership and teaching by the co-ordinator, combined with the high profile given to the performance arts in the school have brought about this improvement. There has also been improvement in standards in design and technology, geography and information and communication technology (ICT) as a result of improved time allocations to these subjects and the adoption of national guidance. In the case of ICT, staff training and greatly improved facilities have contributed significantly to the overall improvement in pupils' standards. In English, mathematics, history and physical education, pupils' standards of attainment are in line with expectations overall, although in aspects of physical education, especially swimming, gymnastics and outdoor education, standards are above average. (For further details of pupils' achievements and progress in the Foundation Stage and in the subjects of the National Curriculum and religious education, see paragraphs 59 - 148).

Pupils' attitudes, values and personal development

7. Pupils of all ages enjoy coming to school. Their attitudes to work and behaviour are strengths of the school. From the Reception classes onwards, children's personal, social and emotional development are good. Pupils are very enthusiastic and keen to answer questions and to learn. They concentrate very well; listen very well to their teachers and work hard. Even when not directly supervised, pupils settle well to their work, and persevere even when tasks are difficult.
8. The school encourages pupils to be polite and listen carefully to each other. Pupils respond very well to this and show respect for their teachers and for each other.

They work very well together, taking turns and helping each other when necessary. Pupils spontaneously support their peers and this helps to ensure that those pupils with special educational needs are fully included in the life of the school. Pupils take pride in their work and celebrate the achievements of others.

9. Behaviour in and around school is very good. There have been no exclusions in the history of the school and few instances of misbehaviour of any kind. In classrooms, the very good behaviour of pupils helps to ensure that they learn effectively. Pupils know that teachers have high expectations of the way they behave and in all activities observed, in and out of lessons, pupils were considerate to each other and courteous to adults. They are happy to talk about their work and show confidence and maturity when presenting their ideas.
10. Pupils' response to opportunities to take initiative and show responsibility is very good. They set up equipment for assemblies and prepare the computer suite for use. In lessons they organise their resources well and show initiative as independent learners. Pupils are trusted in school and this trust is not misplaced. Relationships throughout the school are excellent, with all adults providing very good examples. Mutual respect is evident and the school produces responsible, independent and well-mannered children. Boys and girls mix well and older children look after younger ones, with good examples in the paired reading sessions where Year 5 pupils spend time sharing books with Year 1 pupils. Overall, personal development is very good.
11. Attendance is satisfactory. After improvements since the last inspection, rates fell in the last academic year, partly due to family holidays taken in term time. Unauthorised absence is rare and pupils arrive in school promptly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. On the evidence of pupils' work and the lessons observed during the inspection, the overall quality of teaching is good. During the inspection it was good or better in more than 80 per cent of lessons, including 37 per cent that were very good and 5 per cent that were excellent. There was no unsatisfactory teaching. This represents a considerable improvement since the last inspection, when only six per cent of lessons were judged to be very good and 13 per cent were unsatisfactory. Criticism of some teaching in Key Stage 1 at that time was that it was not well matched to pupils' prior attainments, the more able pupils were unchallenged and day-to-day informal and other assessments were not used properly to plan lessons. The school has dealt effectively with these weaknesses, although there is further scope for developing ways of challenging more able pupils. Other reasons for the overall improvement include the successful adoption of the national strategies for literacy and numeracy and increased emphasis on monitoring by the headteacher. Lessons are carefully planned so that work is matched to the needs of individual pupils and no child is disadvantaged.
13. The quality of teaching in the Foundation Stage was always at least good and frequently very good; it was good or better in the vast majority of lessons observed in the infant classes, including 40 per cent that were very good or excellent. In Years 3 to 6, three quarters of lessons were judged to be at least good, including 35 per cent that were very good or excellent. The teaching of English, including literacy, is good;

in more than half of lessons observed it was very good or excellent. The teaching of mathematics, including the skills of numeracy is also good; half of the lessons observed were judged to be very good. There is considerable strength in the quality of religious education teaching as befits a church school.

14. Teachers successfully employ a wide range of strategies to meet the needs of pupils with special educational needs. Pupils are usually supported in class to enable them to be able to participate fully in lessons. Teaching assistants, many of whom have received additional training, work closely with teachers in both planning support and reporting progress. Targets are set and work is planned to match the pupils' individual needs, although this does not usually feature in teachers' short-term planning. Some of the targets set need to be more precise to allow pupils, parents and teachers to judge whether they have been met successfully.
15. Particular strengths of the teaching include the very good way in which teachers manage pupils and the very good teamwork between teachers and their assistants. The pleasant and purposeful working atmosphere in the school is securely based on very good personal relationships and has been built up and maintained by the headteacher and his staff. It is an essential underpinning of the improvement in the quality of teaching and in pupils' achievements. In this atmosphere, pupils show a high degree of interest in their work, applying themselves well to their tasks. They grow in confidence and work well independently when offered the opportunity. They develop a good level of knowledge of their learning and increasingly see themselves as successful learners. This was very evident, for example, in a Year 6 music lesson in which pupils responded very well to the teacher's very good skills, organisation and enthusiasm by working together very productively to record a multi-track performance (see paragraph 132).
16. The inspection of this school included a focused view of the contribution of teaching assistants to teaching and learning in literacy and mathematics. Teaching assistants work very effectively with class teachers and with the pupils for whom they are responsible. Small group work with pupils withdrawn from literacy or numeracy lessons is very effective in providing extra well-planned and focused teaching. As well as using project materials designed to support pupils, teaching assistants also work very effectively with pupils in the computer suite, developing literacy skills (see paragraph 128). Teaching assistants also give good support in other subject lessons where necessary. They represent a very important part of the school's provision for meeting the needs of all pupils.
17. **Other features common to the good or better teaching seen during the inspection included:**
 - teachers were clear about what they intended pupils to learn in the lesson and told them;
 - very good use of questions at the start of the lesson to revise what had been already learned, and at the end to consolidate learning and to check for understanding;
 - very good pace, with changes of activity to promote and maintain interest.

18. **Where teaching was less successful although still satisfactory, the reasons included:**

- the learning intentions were not specific enough to the lesson;
- there was insufficient attention to challenging potential higher attainers;
- opportunities for the use of ICT to support and extend learning were not taken.

Learning and progress

19. Pupils of all abilities are being successfully helped to become confident in their ability to learn and to work independently where that is appropriate. In all lessons in the Foundation Stage, and in three-quarters or more of those in Years 1 to 6, learning was judged to be at least good. Pupils' attitudes to their work, and their behaviour, were never less than satisfactory; in nearly 90 per cent of lessons they were judged to be at least good, including nearly 60 per cent where they were very good or excellent.

The quality of marking

20. The quality of teachers' marking of work in books varies between classes and subjects. At best it includes comments that clearly show pupils what is good (or not) about their work and how it can be improved. In a few instances work had not been marked and in other cases teachers have not insisted that pupils correct work that was wrong, or they have not made clear what is wrong or how it should be put right. Opportunities for giving pupils more control over their learning and for involving parents more fully are missed. Homework is making a satisfactory contribution to improving pupils' achievements. (For further details about the quality of teaching and learning in the Foundation Stage and in the subjects of the National Curriculum and religious education, see paragraphs 59 - 148).

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

21. The overall quality of the curriculum is good; the school teaches all the subjects of the National Curriculum and religious education. The opportunities for pupils to take part in sporting and musical activities are very good and contribute significantly to the overall quality of the curriculum offered. There is a weakness in the quality of the art and design curriculum, where the lack of planned development of skills from year to year and the limited breadth of creative expectations limits pupils' opportunities.
22. Improvement since the last inspection has been good. All subjects of the National Curriculum and religious education now have appropriate time allocated to them and the governors now have a policy on sex education. The quality of the curriculum has improved although art and design is still not planned sufficiently well to enable the pupils to develop their skills and creativity. The planning for teaching the curriculum is satisfactory and overview by the senior management team ensures curriculum coverage. However, detailed planning is left to year group teams. Whilst this is satisfactory, it does not always ensure that skills within subjects are built upon sufficiently from one year group to the next, nor does it ensure that the allocation of teachers and time is always as effective as it could be in raising pupils' attainment.

23. The support given to pupils with special educational needs is good. Pupils are assessed and identified early in their school lives. Their individual needs are met well by teaching assistants, working under the general direction of class teachers. The opportunities provided for children in the Foundation Stage are good and clearly based on recent national guidance. Whilst the outstanding performance of some pupils is recognised in sporting activities there is no formal system for identifying gifted and talented pupils in other areas.
24. There are effective strategies for teaching literacy and numeracy skills in designated lessons and in other areas of the curriculum. In geography, pupils develop their numeracy skills through using co-ordinates in mapwork. Pupils in Year 2 in history develop their use of number by sequencing dates in the lives of famous people. In religious education pupils in Year 5 write extensively. In Year 3, in history, pupils gather information from pictorial evidence and make notes. In Year 6, pupils gather historical information in order to produce longer pieces of writing. Good opportunities for speaking and listening occur in religious education lessons.
25. The opportunities for pupils to take part in extra-curricular activities are very good. The range of sporting activities is wide - athletics, cricket, football (boys and girls), swimming, cross-country running and gymnastics. Pupils enter local and national competitions in football, gymnastics and swimming and achieve considerable success. There are sufficient opportunities for both boys and girls to take part in these activities. The choir consists of about 70 pupils, and while standards of singing are maintained at a high level, pupils who are beginning to sing are not turned away. The annual musical productions are of a high standard. The geography, physical education and social curriculum is well supported by residential visits, which are available to pupils from Year 4 onwards.
26. The access to the curriculum for all pupils is very good. The high quality of relationships in the school means that all pupils are welcomed. The school is developing strategies for improving the performance of boys following the dip in standards last year.
27. The contribution of the community to the learning of pupils is good. Pupils achieve success when competing with other schools in sporting competitions. The well-established choir visits local housing projects to give concerts. Local businesses have supported the school by giving prizes and other incentives to pupils. A local firm sponsors one of the football teams in the school. The choir sings regularly in the local church. Collections are made for charities. The relationships built by the headteacher in the community are considerable. These relationships with parents and ex-pupils have a direct impact on the successful teaching and learning in the school.
28. The school maintains good relationships with other schools and colleges in the area. The headteacher is an active member of the local schools "family" group. There is a joint literacy project with a local secondary school, and this helps pupils in their transfer to that school. A local "family" group meets regularly for parents with pupils who have special educational needs. Local colleges use the school to place students on work experience. Currently, a significant number of parents are undertaking experience under this arrangement.

29. The overall provision for spiritual, moral and social development is very good. Pupils are given very good opportunities to reflect upon their lives and those of others in high quality assemblies and in religious education lessons.
30. The opportunities for moral and social development are very good. Teachers and pupils share a common sense of community. Pupils approach the headteacher and staff freely with their problems and are given a very sympathetic hearing. The quality of relationships in the school is very high, because pupils are expected to listen to and accept the views of other people. By doing this, pupils are helped to develop their own moral and social sense. Pupils in Year 5 regularly help younger pupils with their reading. The high quality of social and moral learning is evident in most lessons where pupils and teachers relate to each other in a polite and sensitive way. Opportunities to discuss major issues are provided effectively through a satisfactory programme of personal, social and health education, although there is no whole school scheme in this curriculum area. There is sound provision for promoting drug awareness.
31. The opportunities for pupils to learn about their culture are satisfactory. Pupils have access to a wide range of reading material and the ethos of the Christian church is apparent in the everyday relationships within the school. Pupils take part in musical activities, which are presented to a high standard. Pupils are taught about other faiths in religious education and pupils regularly visit places of worship. An Indian musical group visited the school recently to enable pupils to experience music from a culture other than their own. The inadequate development of art in the curriculum limits the cultural as well as the creative opportunities available to the pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. Very effective measures are in place to promote pupils' welfare and their personal and social development. This is a school in which staff genuinely care about pupils and make every effort to ensure that their individual needs are met. Parents are confident that staff look after their children well. Suitable policies and procedures are in place to ensure the health and safety of pupils and safe practices are observed throughout the school. Full risk assessments for activities and outings are carried out and first aid arrangements are secure. Child protection procedures are effective and contact with other agencies is appropriate. The headteacher is the named person with responsibility for child protection.
33. Excellent relationships permeate the school. Staff lead by example, treating pupils with respect and listening to their views. This attitude is reflected in the consideration shown by pupils to each other. During inspection, staff were seen to deal sensitively with pupils who were unwell or upset.
34. Discipline is based on the expectation of good behaviour, which is recognised, encouraged and praised. Bullying, oppressive behaviour or aggression of any kind is not tolerated. There have been no exclusions from the school. Supervision during breaks and at lunchtime is well organised and of high quality. Procedures for monitoring and promoting good behaviour are very good.

35. Class teachers keep careful records of pupils' attendance and any unexplained absences are followed up. Administrative staff provide very good support and the school is currently monitoring the amount of term time holidays taken by pupils in an effort to address the recent fall in attendance rates.
36. The school has significantly improved its approach to monitoring pupils' academic performance since the last inspection. Procedures for assessing pupils' attainment and progress are now good and the use made of assessment information in planning subsequent work is satisfactory. Assessments on entry to the Reception classes are carried out carefully and the results provide a useful early learning profile in the areas of learning. They are used well to plan work that enables children to develop their knowledge, skills and understanding.
37. There are now clear and workable procedures for keeping track of pupils' progress, particularly in English, mathematics and science. These include monitoring pupils' performance in the optional national tests, and the school has made sound progress towards using such information to set targets for individual pupils. However, there is much more to be done on this, particularly in providing the right level of challenge for potentially higher-attaining pupils. Target setting, as distinct from predicting performance, is at a relatively early stage of development.
38. Analysis of national test results has been successfully used to identify areas where improvement is needed, for example in the use and interpretation of graphs in science. However, the school is not yet getting the full benefit from the assessment data that it holds. This is partly because the assessment co-ordinator's role is limited to making the system work and getting the data to where it should be. This is done well and ICT used well for storing the data. The data has been used to group pupils in literacy and numeracy. However, there is scope for more detailed analysis of the performance of individuals overall and of groups of pupils in different areas of the curriculum, for example monitoring the performance of boys and girls.
39. Assessment in subjects other than English, mathematics and science is less formalised. The school recognises the need to develop further its assessment and marking practice in line with clearly identified learning intentions for lessons or blocks of work. There is evidence of good use of assessment in improving pupils' writing and in monitoring progress in ICT. The use of assessment information to guide future planning is inconsistent.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The school has retained the strong support of parents since the last inspection. Parents take a keen interest in the education of their children and appreciate the commitment of staff.
41. Parents' views of the school are very positive, especially in the key areas of teaching, progress, expectations, behaviour and the management of the school. The vast majority of parents feel that their children enjoy coming to school and say that they would feel comfortable about approaching the school with any concerns.
42. Some parents have reservations about the amount of homework, although views vary between those who feel too much is given and those who feel that their children

should receive more. A number of parents disagreed that the school provides an interesting range of out-of-school activities and some were not aware of the range of these.

43. Parents' positive views are consistent with the findings of the inspection team. Homework is judged to be adequate and relevant. The team also found that the school provides a large number of extra-curricular activities, mainly in sport and music, and more opportunities for residential visits than would be expected.
44. Parents are provided with very good information about the school and its work. Consultations are regular and useful. Annual written reports are detailed and state clearly what pupils can do and how they can improve. Parents are also informed about the curriculum to be covered and reading records contain targets for pupils. Parents are confident that staff work with them and have their children's interests at heart.
45. Support by parents in school and on out-of-school visits is very good and makes a valuable contribution to school life. Parents help with practical work, organise resources and listen to pupils read. This was much in evidence during inspection. A parent brought a baby into a Reception class and this provided a good opportunity for children to ask questions and make observations that successfully promoted their personal development. There is an active and committed parent-teacher association which provides considerable financial support to the school and valuable resources.
46. Overall, the partnership between parents and the school is very effective; it has a positive effect on standards and is a strength of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The leadership and management provided by the headteacher and key staff are very good and are clearly directed at raising pupil achievement. The headteacher's excellent leadership ensures clear educational direction. He has a strong commitment to inclusion, equal opportunities and the all-round development of every child. His commitment to good relationships and equal opportunities is evident in the atmosphere and relationships throughout the school and with parents and the community. He has managed the many recent changes, such as the National Literacy and Numeracy Strategies, very effectively. He has established a very effective senior management team and leads by example. His delegation ensures the effective contribution of staff with management responsibilities. There is a shared commitment to improvement and the school's aims and values are reflected in all its work.
48. The deputy headteacher provides very good support to the headteacher and has led the improvement in some of the areas identified at the last inspection, such as the improvement in planning and assessment, and has been active in the monitoring and tracking of pupils' progress. The deputy headteacher and key stage co-ordinators have clearly defined roles and appropriate responsibilities; they provide very good support for all staff. All work together well for the benefit of the school. Subject leaders make a useful contribution to subject development and are keen to improve provision and raise standards. Through their regular scrutiny of teachers' planning and pupils' work and their action plans, they make a valuable contribution to school

improvement. There is now a need for all subject leaders to have the opportunity to monitor teaching and learning in the classroom, in order to identify and address areas of weakness in their subjects and raise standards further. Responsibility for the co-ordination of the curriculum as a whole is not clearly defined.

49. The governing body fulfils its responsibilities well; governors give generously of their time in supporting the school. They are well informed about the work of the school and are increasingly contributing well to shaping its future direction. Committees and roles and responsibilities are firmly established and governors exercise their roles well; they ensure that the school meets statutory requirements. They have a good understanding of the strengths and weaknesses of the school, through their analyses of National Curriculum test results and comparison of these with similar schools and other schools in the area. The school's priorities for development, namely the improvement in standards, particularly of boys, and the development of assessment and performance management, are very appropriate. Teaching staff are occasionally invited to governors' meetings to give a presentation, for example, on information and communication technology. Some governors are regular visitors to the school and all governors have a link with a subject or aspect.
50. Educational priorities are very well supported through the school's financial planning. The headteacher and the governing body, through the finance and general purposes committee, manage the budget very well. The school makes very good use of specific grants, for example, the standards fund, to achieve improvement. The governing body has successfully reduced the deficit budget and expects to bring expenditure in line with the monies available. The school provides good value for money. The secretary is very efficient in the day-to-day financial administration and control and is ably supported by the clerical assistant. They are an important and welcoming first point of contact for parents and visitors to the school. The school uses new technology well to maintain its administrative and financial procedures. All expenditure is systematically budgeted for and governors regularly monitor expenditure. They know that the systems for financial administration are efficient and responsive to need, through regular updates and reports from the school. They seek to obtain the best value for the money allocated to the school.
51. The monitoring, evaluation and development of teaching is satisfactory. The success of this monitoring is evident in the much higher proportion of very good teaching observed in this inspection. It is carried out by the headteacher and senior staff and has not been devolved to most subject leaders. It is not clear who is responsible for raising standards in each subject area; the allocation of teaching time and responsibility is decided between teachers in a year group. One result of this is that there is no common scheme for personal, health and social education. A clearer role for subject leaders is crucial to the further raising of standards. There are good procedures for checking on standards in English and mathematics and they are used very well to effect improvement. Subject leaders and the headteacher regularly check samples of pupils' work.
52. The leadership and management of the provision for special needs are good. The provision is a significant factor in the good progress made by these pupils and reflects the school's policy for meeting individual needs. The requirements of the Code of Practice for special educational needs are fully met. The specific grant for special educational needs is used very effectively for its designated purpose. The

governor with responsibility for special educational needs is well informed and meets regularly with the co-ordinator for special educational needs. Regular reports are given to the governing body regarding special needs' provision.

53. The school's strategy for performance management is good. The national requirements for performance management and professional development are properly met; individual targets reflect whole school priorities and are having a positive impact on pupil achievement. Arrangements for the induction of new staff to the school are good. Newly-qualified teachers are well supported by an induction mentor. Other staff, who are new to the school and to a year group, are well supported. Students on work experience placements in the school and the school staff involved in the placements are clear about their roles. Teachers and pupils are very effectively supported by teaching assistants, who make a valuable contribution to ensuring that all pupils have full access to what is offered by the school. The overall effectiveness of the school is good and there has been a good level of improvement since the last inspection. The shared commitment to improvement and the capacity to succeed are good.
54. The school has an appropriate number of suitably qualified staff to teach the curriculum and provide for the needs of pupils. The school is organised in such a way that teachers can co-operate with each other in lessons and share teaching within year groups, which enables teachers to make good use of their expertise, skills and interests. Office staff are very competent and well-organised, ensuring that the administration of the school runs smoothly.
55. The inspection of this school included a focused view of how effectively teaching assistants are managed and trained to contribute to the teaching and learning of literacy and mathematics. Following last year's disappointing national test results at Year 6, the school responded by allocating a teaching assistant to this year group. The evidence to date points to this being effective in raising attainment, particularly of boys. Teaching assistants and other support staff have received appropriate training and are given clear guidance for their work.
56. The school works hard to minimise the problems caused by some aspects of the accommodation. Although there are a sufficient number of classrooms, much of the school is open plan, which causes some distraction. Leaks from the flat roof have seriously damaged some ceilings. The low ceiling in part of the hall inhibits some of the apparatus work in physical education and the school lacks adequate storage areas. Outside hard play areas are insufficient when all pupils are in the playground and when the grassed areas are not available for use due to the weather. The school is, however, clean and welcoming; the caretaker and his staff make an essential contribution to making sure that this is so. There are high quality displays and the accommodation is used well.
57. The school has adequate resources to meet the needs of pupils. There has been an increase in the number of computers since the last inspection and these have been centralised in the new computer suite. In some subject areas such as music, physical education, science and religious education, resources are good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In accordance with the existing agenda for school development, the headteacher, with the governing body and staff, should plan to:

Raise the level of pupils' attainment in art and design by:

- making sure that the scheme of work matches National Curriculum requirements and the school's circumstances and that it is followed;
- providing pupils with opportunities to experiment with a wide range of two- and three-dimensional materials;
- enabling pupils to build progressively on their skills as they move up the school;
- providing regular planned opportunities for pupils to use their developing skills creatively and imaginatively;
- helping pupils to develop and use the critical language of art.

See paragraphs 101 – 108

Increase the use of information and communication technology to support and extend learning across the curriculum by:

- developing the present use of the computer suite for this purpose;
- improving the range of software that supports teaching and learning in the different subjects of the curriculum;
- incorporating the classroom computers more fully into the daily teaching and learning.

See paragraphs 91, 100, 108, 124 - 130

This area for improvement is included in the school's development planning.

Improve the overall effectiveness and co-ordination of the work of teachers with responsibility for subject development by:

- building on, formalising and extending current practice in monitoring teachers' planning and pupils' work, with particular reference to assessment and marking;
- providing regular opportunities for co-ordinators to undertake the focused monitoring of teaching and learning in their subjects;
- effectively co-ordinating the work of subject leaders within the whole-school curriculum development framework.

See paragraphs 48, 51, 85, 114

In addition, the governing body, with the headteacher and staff should consider the following points for improvement in their action plan:

- Identify gifted and talented pupils across the curriculum and make sure that there are appropriate expectations of their levels of achievement;

See paragraph 23

This area for improvement is included in the school's development planning.

- where necessary, sharpen the focus of what is to be learned in a lesson or unit of work, particularly with respect to what potentially higher-attaining pupils should achieve;

See paragraphs 18, 90, 114

- make sure that the targets for pupils with special educational needs are clear, sharply focused and short term.

See paragraph 14

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	78
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	30	29	15	0	0	0
Percentage	5	38	37	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 per cent

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	394
Number of full-time pupils known to be eligible for free school meals	45
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	45
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	13
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	7.3
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	24	26	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	24
	Girls	23	24	26
	Total	40	41	50
Percentage of pupils at NC level 2 or above	School	80 (83)	82 (83)	100 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	23	23
	Girls	23	26	24
	Total	39	49	47
Percentage of pupils at NC level 2 or above	School	78 (83)	98 (89)	94 (90)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	33	22	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	21	28
	Girls	17	19	19
	Total	33	40	47
Percentage of pupils at NC level 4 or above	School	60 (77)	73 (92)	85 (98)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	31
	Girls	18	17	20
	Total	38	37	51
Percentage of pupils at NC level 4 or above	School	69 (80)	67 (79)	93 (85)
	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	1
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	379
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14.7
Number of pupils per qualified teacher	26.8
Average class size	30.3

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	193.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.0
Number of teachers appointed to the school during the last two years	0.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.0

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	746,698
Total expenditure	781,714
Expenditure per pupil	1,935
Balance brought forward from previous year	51,589
Balance carried forward to next year	16,573

Results of the survey of parents and carers

Questionnaire return rate

59.4%

Number of questionnaires sent out

394

Number of questionnaires returned

234

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	35	3	0	0
My child is making good progress in school.	59	40	1	0	0
Behaviour in the school is good.	55	44	0	0	0
My child gets the right amount of work to do at home.	44	49	6	1	0
The teaching is good.	70	29	0	0	0
I am kept well informed about how my child is getting on.	62	35	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	26	0	0	0
The school expects my child to work hard and achieve his or her best.	77	23	0	0	0
The school works closely with parents.	55	41	3	0	1
The school is well led and managed.	75	22	1	0	1
The school is helping my child become mature and responsible.	62	36	1	0	0
The school provides an interesting range of activities outside lessons.	46	40	6	0	7

Other issues raised by parents

Concern that new housing in the area could lead to further overcrowding.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

59. Overall attainment on entry to the Reception classes has generally been below the standard expected for children of this age, although the attainment of the current 38 pupils in the Reception classes is close to the standards expected. Provision in the Foundation Stage is good and children make a positive start to their full-time education. By the time that they leave the Reception classes, the majority of children reach the nationally agreed goals in all areas of learning. A significant number of pupils exceed them and are working in the early stages of the National Curriculum, particularly in social development, communication, language and literacy, mathematical development, knowledge and understanding of the world and physical development. Children are well aware of their own learning as, for example, when a group of children explain how a chicken is born.
60. The quality and range of learning opportunities are good. The new curriculum for children in the Foundation Stage has been introduced and implemented well, due to very good leadership. Adults work very well together in planning a consistent and progressive approach to teaching and learning. Good links are made between the six areas of learning. Care is taken to ensure that children who enter the Reception classes in different terms have equality of access to the curriculum. The staff have a very good understanding of the needs of young children; they know their children well and as a result, all children achieve well. Children with special educational needs make good progress in relation to their individual targets because of the good support that they receive.
61. Teaching is always at least good and leads to good learning. In many cases, teaching is very good. Basic skills, such as reading and handwriting are taught particularly well. Planning is detailed and is closely linked to the early learning goals. It centres on specific topics for each term and all activities have a clear focus. Parents are kept fully informed about what children will learn each half-term. Assessment takes place on entry to the Reception classes and work is planned accordingly. Good records are kept of pupils' academic progress and personal development. These are used to inform the planning of future work and are shared with parents and the teachers of the classes to which pupils progress. The management of children is very good and time, support staff and resources are used very effectively. Staff expectations are high and children apply considerable effort to their work. They are very interested in all activities and develop concentration and independence.

Personal, social and emotional development

62. The overall attainment of children in personal, social and emotional development matched expectations for their age on entry to the Foundation Stage and many are on course to exceed expectations by the time that they enter Year 1. The quality of teaching is very good and children make good progress and achieve well in relation to their potential. They settle quickly into the routines of school and soon begin to feel confident and secure, being familiar with the classrooms from their visits prior to entry. Very good relationships develop between staff and children. Children who

exhibit signs of special educational needs are carefully monitored and supported. All children learn to work together and play co-operatively, for example in role-play in the office or the shop, in sharing toys and equipment and taking turns on the computer. They are keen to try out new activities. Children are encouraged to carry out small tasks throughout the day. They record when they have had a turn on the computer. They hold doors open for one another without being asked. During a joint session in the school hall, children co-operated very well with each other in a parachute game and considered their actions in relation to others. A pupil with special physical needs was fully included in the programme. Through such sessions and in religious education, children gain increasing self-control and begin to understand the difference between right and wrong and the need to show consideration towards others. Resources are readily accessible and adults insist that children put them away after use. This helps them to develop respect for their environment and the property of others. Children gain confidence in expressing their feelings, as they take part in discussions. Adults lead by example; they use every opportunity to reinforce appropriate language and behaviour. High priority is given to children's social development. Adults ensure that children say 'please' and 'thank you', listen respectfully when others are speaking and celebrate the achievements of others.

Communication, language and literacy

63. The attainment of most children in communication, language and literacy matched expectations for their age on entry to the Foundation Stage. They are making good progress and achieving well in relation to their potential; by the end of the year, many are on course to exceed the early learning goals. Teaching is very good and there are many formal and informal opportunities to develop language skills as, for example, when children talk about things that are important to them. Adults use questions effectively to encourage children to contribute to discussions and express their feelings; most do so freely. There is a very good balance between direct teaching and practical activities to introduce and consolidate the key skills of language. Children become familiar with fiction and non-fiction books. In looking together at a book about the seasons, they identify the title and author and know that it is an information book. They take their reading books home regularly and parents are supportive in sharing books with children and helping them to learn new words.
64. Children gradually begin to understand the significance of letters and learn to form recognisable letters themselves. They use a pencil with increasing confidence and begin to write words and phrases independently. Concentration is developed through listening to stories and contributing to discussions about what they hear. Adults help children to develop their listening skills by insisting on full attention when they are talking and ensuring that children listen carefully to each other. They listen carefully to children and extend discussions so that children become increasingly confident speakers. Children enjoy traditional rhymes and stories and join in repetitive phrases with enthusiasm. They begin to blend sounds together to form words, and higher attaining pupils read simple books with repetitive texts. Children benefit from the school's early teaching of letter sounds and shapes. Most children write their names and simple sentences by the end of their time in the Reception classes.

Mathematical development

65. The attainment of most children in mathematical development matched expectations for their age on entry to the Foundation Stage; many are well-placed to exceed expectations by the end of their time in the Reception classes. Children gain confidence in counting as they join in number rhymes and songs. They count by rote to 100, and forwards and backwards from 1 to 20. Children learn to count in 10s and 2s and recognise numerals beyond 10. They write numerals 1 to 10, and count sets up to 20. Their ability to order sets of numbers develops well. Pupils enjoy sorting, matching and ordering items. Through symmetrical patterns, they learn about position and movement. They gradually learn to recognise coins to the value of £1.00 and participate in 'shopping activities', which include giving change. Most children can add and subtract numbers up to 10 and can order a given set of numbers. They begin to understand shape and space and patterns. They know the days of the week and the seasons, in order. They begin to understand the time – using *o'clock*.
66. Teaching is good and there is a strong emphasis on using appropriate terminology, such as *next, after, before, add, one more, how many* etc. Opportunities for practical activities are suitably planned and children begin to develop an appropriate vocabulary to describe colour, size and shape. Most children are able to recognise and name flat shapes, such as a square, rectangle, triangle and circle. They gain some knowledge of capacity and weight through practical experiences with sand and water. Classroom resources reinforce mathematical concepts well. There are displays, books and resources related to number, shapes, games, puzzles, weighing activities and computer programs. Work is matched well to children's previous learning and teachers help children to explain what they have learned. Most children are making good progress and achieve well.

Knowledge and understanding of the world

67. The overall attainment of children in knowledge and understanding of the world matched expectations for their age on entry to the Foundation Stage and most are on course to exceed the early learning goals in this area by the time that they enter Year 1. Teaching is good and the provision of a wide range of practical experiences, linked to the early learning goals, ensure that children gain knowledge, skills and understanding in practical contexts. Children learn about the layout of the school. They explore the school grounds at different seasons and learn about nature. They examine seeds, plant them, and monitor their growth. They study the parts of a daffodil. They discuss the daily weather and the changing seasons. Children talk freely about the features that they like and dislike in the environment. They learn about people in the community who help them, and safety on the road and in the home and school. Children develop some understanding of the immediate past, as they talk about themselves and their families and study items from the past. They learn about belonging to different groups and show a developing respect for people of different cultures and beliefs, as they learn about Christianity and Judaism. They demonstrate a simple understanding of the stories and miracles of Jesus. In answer to the question, 'From where does Jesus get his power?' one child says that it comes from God; several other children add phrases, 'our Father', 'who made us all', 'and the animals', thus demonstrating good learning.

68. Children develop their scientific knowledge through the study of objects and materials. As they pass round an egg and examine it, both before and after it has been cracked open, they talk about how the egg develops into a chicken. The discussion extends to other baby animals, such as lambs. They learn about healthy living, good food and the importance of hygiene. Computer skills are progressively developed and children use a good range of software to support different aspects of their learning. Two boys confidently demonstrated their ability to use the computer independently. They controlled the mouse well and clicked on the ear for listening to the text and the eye for watching the animation. They used the correct keys to turn the pages forward and backward. They used initial letter, picture and context cues to help them read unknown words. There is, however, the potential for much greater use of the computer during each day. Children build and construct with an increasingly wide range of objects, selecting appropriate resources.

Physical development

69. The attainment of children in physical development was in line with expectations for their age when they entered the Foundation Stage. They have made good progress and achieve well; many already exceed the early learning goals in this area of the curriculum and most of the others are on course to achieve them. Regular daily use is made of the outdoor area, but this requires further development in order to provide a safe and secure environment with a range of more appropriate resources, including wheeled vehicles. Teaching is good and the school hall is used well for physical education. Children progressively develop their ability to move with confidence, imagination, control and co-ordination, in safety. Children demonstrate a developing awareness of space and others. They show awareness of body shape in balances and travelling. They learn to jump, and land in a controlled way. After enjoying the story of 'Freda Frog', they imitated the actions of the life cycle of a frog from egg to tadpole to frog. They watched each other perform and commented constructively. During the year, children develop their skills on low apparatus and travel around, under and over balancing and climbing apparatus. They are taught the importance of keeping healthy and the things that contribute to a healthy lifestyle. They recognise changes that happen to their bodies, when they are active during the 'warm up' and 'warm down' sessions. Physical skills in the classroom are taught well. Children are taught to use a pencil and to cut out with scissors, and they develop their ability to handle tools, objects, construction and malleable materials safely and with increasing control.

Creative development

70. The attainment of most children in creative development matches expectations for their age on entry to the Foundation Stage, but a number of children lack experience in using pencils, scissors and paste brushes. Their creativity is developed well and they make good progress in close observational drawings and paintings of flowers and a variety of objects. Of necessity, there is much direct teaching of skills when new children arrive each term, but activities are sometimes over-directed. Children create beach, winter and prehistoric scenes in connection with their learning in other areas. Their confidence develops, as they try out new ideas, with adults working alongside them, talking to them about their work and introducing appropriate vocabulary. They explore colour and texture through a range of resources and sensory experiences and talk about their observations. Children are taught to mix

colours and shades of colours and to colour wash. They experiment with different media to draw themselves and others. Form and shape are explored in two and three dimensions, as they create three-dimensional models of their own choice and extend their knowledge of joining techniques. They contribute to collages and explore printing techniques. Their knowledge of symmetry develops as they paint symmetrical patterns.

71. All children enjoy music. They are encouraged to use their imaginations and communicate their ideas through music. They sing familiar songs and nursery rhymes with enthusiasm and attempt to tap out repeated rhythms and 'compose' music. They are developing their ability to sing tunefully, in unison. They explore a range of musical instruments. During the inspection, they developed their understanding of pitch as they made a wind chime and experimented with high and low sounds. Social skills and imagination are developed as they dramatise stories and participate in role-play in the home corner and in the outdoor play area. Most children are on course to achieve the early learning goals in this aspect of the curriculum.

ENGLISH

72. Results in National Curriculum tests and assessments in 2001 for pupils in Year 2 show that their performance in both reading and writing is close to the national average. The proportion of pupils achieving the high Level 3 is also close to the national average. There has been a steady improvement in standards over the past four years. When compared to similar schools, however, results for reading and writing are below the average expected.
73. In the 2001 National Curriculum tests and assessments at the end of Year 6, pupils' attainment was well below the national average and in comparison to similar schools. The percentage of pupils reaching Level 5 was well below the national average for pupils of this age, and close to the average in comparison with pupils' performance from similar backgrounds. There had been an overall pattern of improvement from 1997 to 2000 but there was a significant fall in 2001. The attainment of girls was better than that of boys in both key stages. Much of the downturn in the 2001 results can be attributed to the high proportion of boys in the year group (boys perform less well than girls nationally). The other major factor was a 24 per cent change in the make-up of the year group during Years 5 and 6. The school has rightly identified boys' underachievement a major cause for concern and the current provision of teaching assistants in Year 6 is making a positive contribution to raising standards.
74. The vast majority of pupils, including those with special educational needs, make good progress. Pupils who have special educational needs are very well supported by the school staff. Nearly all the pupils in this group make good progress and attain levels in national tests similar to their peers by the end of Year 6. The team of teachers, teaching assistants and voluntary helpers work closely together to provide good learning opportunities for those experiencing difficulties. Teachers and support staff work closely to plan work to match the abilities and needs of all pupils.
75. The principles of the National Literacy Strategy are successfully taught throughout the school. Teachers' planning is good and shows that the needs of all pupils are being considered. The teaching of reading is usually part of the literacy hour.

Reading may be taught to the whole class or small groups. Pupils in Years 1 and 2 are eager to read. They enjoy sharing 'big books' and many strategies are used to support their learning. In one class, for example, a small group of pupils retold the story of 'The Three Billy Goats Gruff' through impromptu dramatisation of the story. This captured the imagination and interest of all the class. All pupils have reading record books, which record their individual reading both at home and in school. The reading record books are adapted to the changing needs of the pupils as they progress through the school.

76. Pupils learn to listen carefully to their teachers and to each other. They respect each other's opinions and older pupils can sustain reasoned and mature debate. Teachers make the most of the opportunities that arise in other subjects for pupils to extend their skills in speaking and learning. For example, in physical education and drama pupils were asked to describe the movements of a serpent. The teacher drew out words to describe the movement as strong, powerful and using pushing movements. In science, the teacher used a topic which particularly interested the pupils when they debated the safety, care, use and dangers of medicine.
77. Pupils experience a wide range of texts, including poetry. In a series of lessons, pupils in Year 3 studied Browning's poem 'The Pied Piper of Hamelin'. They analysed the text to identify rhyming couplets and to discuss less familiar vocabulary, for example 'over run'. They used skills they had learned earlier to predict possible meanings of the word, using clues from the meaning of the sentence. The teacher concluded the lesson by having each group of four pupils rehearse a verse of the poem to read together to the rest of the class. The pupils derived great pleasure from this activity and participated with enthusiasm. Pupils confidently use technical language in their study of grammar. They use terms such as *suffix* and *rhyming couplets* with ease. All pupils, including those with more severe speech and language problems, are encouraged to take part in class discussions. Other pupils wait patiently to allow those experiencing difficulties to choose their words and form their sentences to make sensible replies to teacher's questions. By the age of eleven pupils are able to discuss the similarities and differences of main characters in literature. They are familiar with the term *genre* and use this knowledge to study traditional fairy stories and more modern parodies of the same tale.
78. The standards seen during the inspection show that most pupils achieve satisfactory standards in reading by the age of seven. Pupils show an interest in books and the majority read accurately, fluently, with appropriate expression and with understanding. Those pupils who do experience some problems reading more difficult words use their reading skills well to help. They make good use of their understanding of the sounds of letters and make sensible substitutions in their efforts to understand the text. Reading record books show that most pupils read regularly at home.
79. By the age of eleven most pupils are reading with maturity and understanding. They are able to identify significant characters and events within the story. Books and other resources for teaching reading are modern, in good condition and appropriate. There is a wide range of structured reading books as well as many storybooks so that pupils can practise the reading skills they have acquired and enjoy reading. Reading books are stored so that they are easily accessible for all. Pupils use their small class libraries to borrow fiction books to read for pleasure. The majority of

pupils know how to use word banks and dictionaries. In most classes a good range of dictionaries is available to match pupils' abilities and pupils independently consult them. Pupils, including those with special educational needs, make good progress throughout the school.

80. The school library uses a simplified Dewey system to classify books and has a satisfactory range of non-fiction text. It is adjacent to the newly established suite for information and communication technology skills and the two are being developed together to provide a centre that the pupils can use for research purposes. In English, pupils use the information and communication technology equipment mainly for word processing, particularly drafting and re-drafting their work. The facilities are also used well to stimulate and motivate those pupils experiencing learning difficulties.
81. Pupils' attainment in writing is close to the national average by the age of seven. Pupils are able to record from an early age and are encouraged to try to write independently. They are provided with many opportunities to write in different forms. By the age of seven, most pupils write clearly and legibly. They spell words they need with a high degree of accuracy. Pupils are beginning to recognise writing as a form of communication through simple words and phrases. More able pupils write short stories using simple punctuation accurately. By eleven pupils use descriptive language very well. For example one pupil described a swamp as 'this stagnant swamp with its rotting, stale, stench.' Pupils write poetry in various forms, including Haiku. Pupils' workbooks show that they have written for a wide range of purposes, for example, book reviews, poems and character descriptions. Standards at eleven are in line with national expectations.
82. Pupils begin to join their letters from an early age and by the time they are eleven they write using correctly formed letters in a legible, fluent joined style. The presentation of pupils' work is very good, due to the high expectations of the teachers. Pupils' work in English is regularly marked and often includes constructive comments to help pupils to improve the quality of their work.
83. The overall quality of teaching is good, with examples of good, very good and some excellent teaching. Teachers have high expectations of behaviour and pupils have a positive attitude to work and behave well. Teachers have good subject knowledge and this enables them to teach with confidence. Lessons are well planned and a good range of strategies is used, particularly well-focused questioning to challenge, interest and involve all pupils. Lessons usually follow the pattern outlined in the National Literacy Strategy, with most lessons having a good balance of whole-class teaching, group and individual work. When required to do so, pupils work very well in small groups and pairs to share their learning experiences.
84. When teaching is very good or better, teachers communicate their knowledge and enthusiasm in a lively manner, which quickly engages the interest of the pupils. Very good relationships between teachers and pupils help the pupils to deepen their understanding and widen their knowledge. Teachers know their pupils very well, which enables them to challenge, stimulate and motivate them through setting appropriate tasks. Teachers provide additional, different experiences to enable pupils with special educational needs to practise further the basic skills and to

access the mainstream curriculum at a level they understand. Similarly, more able pupils are often provided with additional learning activities to extend and develop their knowledge and understanding.

85. The subject is well managed throughout the school. There is close monitoring of standards and analysis of pupil performance. Pupils have been identified as having the potential to raise their standards further and booster groups have been devised to help them. The role of the subject co-ordinator needs to be developed further to include the direct monitoring of teaching and learning.

MATHEMATICS

86. Standards observed in mathematics in Year 2 match the standards expected for pupils of this age. The attainment of pupils in the 2001 National Curriculum tests at the age of seven matched the standards attained by children of that age nationally and the standards attained by pupils at similar schools. The percentage of pupils who achieved the higher Level 3 was below the national average. The school's performance in the national tests in mathematics is improving at a greater rate than the national trend. The trend of boys' achievement broadly follows the national pattern and is lower than that of girls. The school carefully monitors the gender gap and seeks ways to reduce it. Inspection findings show that the difference in the attainment of boys and girls is not significant at present. Early indications suggest that standards in mathematics in the 2002 national tests will match the standards expected for pupils at the age of seven, despite the fact that the present Year 2 has more pupils with special educational needs than the previous Year 2. There has been a good level of improvement in pupils' attainment since the last inspection. The subject is very well led and managed by two very experienced senior members of staff.
87. Standards observed in mathematics in Year 6 match the standards expected for this age. The attainment of pupils in the 2001 National Curriculum tests, at the age of eleven, matched the standards attained by children of that age nationally and was above the standards attained by pupils at similar schools. The percentage of pupils who achieved the higher Level 5 matched the national average. This maintains the position at the last inspection. Attainment in mathematics has met, or exceeded, the standards attained by pupils of a similar age nationally each year since the last inspection. The gender gap has varied from year to year. Inspection findings show that the difference in the attainment of boys and girls is not significant at present. Early indications show that standards in mathematics in the 2002 national tests will match the standards expected for pupils at the age of eleven. There has been a good level of improvement in pupils' attainment since the last inspection.
88. Pupils make good progress across the mathematics curriculum in Years 1 and 2. During the inspection, pupils in Year 1 confidently ordered numbers to 100, developed their understanding of odd and even numbers and correctly worked out 1 more or 1 less and 10 more or 10 less than a given number. By the age of seven, the majority of pupils recall addition and subtraction facts to 10 and are beginning to understand place value of digits. Many pupils are confident about writing numerals to 20. They use mental recall of 2, 5 and 10 times tables in whole number problems involving multiplication and division. They are encouraged to choose appropriate

methods of dealing with problems, which are then shared with all pupils. During the inspection, pupils in Year 2 made gains in their ability to identify and use quarters in number and area. Most pupils recognise sequences, such as odd and even numbers. They know the mathematical names for common two- and three-dimensional shapes and are developing their ability to describe the properties of these shapes, including the number of sides and corners. They identify squares, rectangles, circles, triangles, cones, cuboids, spheres, cylinders, pentagons and hexagons. Most pupils recognise and are able to use coins to the value of one pound in number problems. They are beginning to use everyday units of measure for length and mass. They make good progress in handling data. After sorting information, such as pupils' birthdays each month, using various classifications, they communicate their findings in tables, block graphs and diagrams. Where teaching is good or better, all pupils are given appropriately challenging work and are encouraged to explain their reasoning, enabling them to make good progress. Tasks engage pupils' interest, such as a problem headed, 'Help! The number robber has been stealing from our sums'.

89. Pupils continue to make good progress in all areas of mathematics in Years 3 to 6. By the age of eleven, the majority of pupils have a good understanding of place value, ordering and rounding of numbers, properties of numbers and number sequences. They are competent in solving simple money problems. They understand positive and negative numbers. They have a good understanding of fractions, decimals, percentages, ratio and proportion. Their understanding of shape, space and measures is developing well. During the inspection, pupils in Year 3 made good progress in sorting numbers from 1-36 into sets. Year 4 pupils were encouraged to look for patterns and make generalisations to help them to solve multiplication and division problems. Pupils in Year 5 drew angles using a protractor and calculated angles on a straight line. Very effective teaching enabled all pupils, including pupils with special educational needs, to make good gains in their use of protractors and understanding of angle, degree and turn, as well as mental arithmetic. An important factor in the good progress made by pupils in Year 6 is the way in which they are encouraged to read questions carefully and consider the operations that they need to use to solve problems. They are encouraged to explain their reasoning. One pupil began with the statement that 'This is a two step operation'. In lessons which are less successful, teachers try to cover too much, for example, fractions, decimals and percentages, instead of concentrating on either equivalent fraction sets or conversion to decimals or percentages.
90. The quality of teaching and learning is good, overall, leading to good learning on the part of all pupils, including pupils with special educational needs. Teaching was good in three out of fifteen lessons observed. It was very good in seven lessons and excellent in one lesson. Four satisfactory lessons were observed. Teachers' knowledge and understanding is good and they teach the basic skills well; as a result, pupils make good gains in knowledge, skills and understanding. Planning is good, but there is not always sufficient variation and challenge in the tasks given to higher attaining pupils. Pupils know what they have to do, because the learning objectives of the lesson are made clear to them. Opportunities are provided for them to assess the extent to which they have achieved the objectives, thus helping them to gain a good knowledge of their own learning. However, they are not always clear about what action they themselves can take to enable them to progress to a higher level. Teachers use methods that help most pupils to learn well, but even higher

expectations of effort, accuracy and presentation are needed if standards are to be raised above national expectations. Most pupils show a high level of interest, concentration and independence and work hard. Teachers manage their pupils very well and pupils' very good behaviour and relationships enable them to develop their knowledge, skills and understanding at a good rate. Teaching assistants give valuable help to pupils with special educational needs. Pupils do their homework regularly, thus consolidating and extending their learning within the lesson.

91. Pupils' speaking and listening skills are developed well through discussion; there is a strong emphasis on the correct use of mathematical vocabulary, such as *digits* and *multiples*. Pupils' information and communication technology (ICT) skills are satisfactorily used for the transfer of information from surveys to databases, and the school plans to increase the use of ICT to support and extend learning in mathematics after the current training programme for teachers is completed.
92. The procedures for tracking pupils' attainment and progress through regular formal and informal assessments are good. The results of these are recorded and are used to build up an academic profile for each child. However, pupils are not sufficiently involved in the tracking of their own progress. They do not note their achievements to date, or know precisely what they should be working towards.

SCIENCE

93. Pupils in Year 2 are on course to attain standards that are in line with those expected for their ages in all areas of the science curriculum, including scientific investigation. In 2001, teachers identified standards of seven-year-olds as around the national average in those areas that were assessed. Pupils in Year 6 have made good progress and overall attainment is above national expectations. This represents a considerable improvement from the time of the last inspection, when standards were judged to be below national expectations. Results in the national tests for eleven-year-olds rose substantially between 1997 and 2000; in 2001 they dipped to below the national average for reasons that are largely to do with the nature of the particular year group (see paragraph 3). There are no significant differences between the performances of boys and girls.
94. Examination of the work of pupils in Years 1 and 2 shows that they have built successfully on their achievements in the Foundation Stage. During the inspection pupils in the Year 1 class successfully carried out practical work designed to help them to learn how to move objects without touching them. The lesson had been prepared well and the teacher effectively supported pupils in their learning. As a result most pupils came to the conclusion that blowing through a straw was the most effective way of moving the paper fish that they had cut out, and recorded their findings in a drawing; a few added recognisable simple words to describe the results. Pupils from Year 2 have studied materials, including detailed study of a wide range of metals. The displays in Year 2 classrooms are of a very high standard and promote learning very well by both celebrating pupils' work and stimulating interest and questioning. For example, practical contexts are used well to encourage problem-solving and investigation: *We have run out of paper towels. Can you think how to test other types of paper in a fair way to find out which could be used?* Pupils' responses show good understanding of the characteristics of a fair test.

95. During the inspection pupils in one of the Year 2 classes made good gains in their understanding of the need for care and safety with respect to medicines as a result of the teacher's skilful questioning and creation of an atmosphere in which the topic was taken very seriously, and there were very good opportunities for discussion. The lesson was used very effectively to promote speaking and listening skills as well as to teach science. Simple resources, packets of pills, tubes of sweets and medicines, were used well to provide a practical focus. The teacher chose a very appropriate form of recording, bullet-pointed lists of how to keep medicines safe, and modelled what he wanted the pupils to do very clearly, subsequently reinforcing this with those pupils needing most support. Pupils' recording skills lag some way behind their scientific knowledge and understanding. Nevertheless most wrote recognisable and readable sentences, and in the final part of the lesson the teacher picked up well on the warning circle that one pupils had included in her account, thereby extending all pupils' learning. In this lesson, as in the others observed, all pupils, including those with special educational needs, were effectively involved in the lesson and made similar progress, in this case good, to the rest of the class.
96. Pupils continue to make good progress as they move through the junior classes, improving their practical and investigational skills and acquiring scientific knowledge. In a very good lesson in Year 3, for example, pupils responded very well to the teacher's very good subject knowledge and enthusiasm as they prepared to conduct an experiment to compare the growth of plants given three different amounts of water. They made sensible predictions and showed a sound understanding of metric measures, some making accurate estimations of the volume of water in containers in millilitres. Their learning was helped by the teacher's insistence on accurate measurement, for example by having the transparent containers horizontal. The lesson was prepared well and was also helped by the ready availability of beakers, pipettes, jugs and other equipment needed. Pupils showed a good level of understanding of the function of parts of the plant and had successfully carried out earlier practical work involving observation and measurement of plants with and without leaves.
97. Pupils in Year 5 have a good knowledge and understanding of the concept of changes of state and correctly recall earlier experiments on evaporation and identify factors such as surface area and the surrounding conditions that affect the rate. The teacher told the class clearly what they were going to learn and so pupils knew exactly what was expected of them. They all extended their knowledge and understanding of condensation and recognised that evaporation normally leaves a residue; most used scientific terms correctly, following the teacher's good lead in this respect. Pupils were well-motivated and behaved well; boys in particular were very keen to answer questions and the teacher took care to include girls as well.
98. Pupils in Year 6 have continued to make good progress and much of their work shows above average knowledge and understanding. Practical and investigative work has been developed well within a well-structured framework, although there was no evidence of pupils posing their own questions and designing experiments to seek answers. Work is undertaken to an appropriate depth, for example in exploring how the size of a shadow changes with the distance from the light source. This work involved useful practice in graph drawing; science is used well to promote the development of both mathematical and literary skills. Pupils' presentation of their work has developed in most cases to a good standard and teachers encourage the

use of diagrams as part of the recording. Marking is often focused well on either literacy or science, for example *No need to start off each sentence with 'and we'; You have muddled up your food chains, remember: sun ® plant ® herbivore ® carnivore.*

99. The quality of science teaching is good throughout the school. It is based well on teachers' good subject knowledge and enthusiasm and supported by their use of recent national guidelines. Teachers usually tell pupils what the purpose of the lesson is and this helps pupils to know what is expected of them. Teachers use questions well to revise and extend learning and, occasionally, to challenge pupils to think more deeply. Teachers are successfully promoting good attitudes to science. There is good development throughout the school of pupils taking increasing responsibility for recording their findings in their own words.
100. The co-ordinator provides very good leadership and support to colleagues and his action plan for the future development of teaching and learning is well considered. In particular, he has rightly identified the need to use the resources offered by information and communication technology more fully for supporting and extending learning in science. Further development of teachers' assessment and marking to make them more directly connected to the learning intentions of the topic being studied is another initiative well chosen to raise standards, particularly in terms of the proportion of pupils achieving the higher Level 5.

ART AND DESIGN

101. Standards of attainment by seven and eleven are below the standards expected of pupils at these ages; most pupils, including those with special educational needs, do not make satisfactory progress throughout the school in developing and using their practical skills or in learning about art and design. There has been no change in the standards achieved since the previous inspection. No art and design lessons were seen in Years 1 or 2 and so judgements are based on discussion with pupils, displays, and art as part of other subjects. In Years 3 to 6 lessons were observed and pupils' work was examined, together with discussions with pupils.
102. The quality of teaching and learning is satisfactory, with one example of good teaching. Teachers have sound subject knowledge. When teaching is good the subject is carefully planned and the introduction includes clear objectives and high expectations. Lessons are well organised and include all pupils; progress in such lessons is good. However, pupils' have little opportunity to select the materials or techniques they will use, consequently their creativity is limited. There is greater emphasis on pattern-making and few examples of the imaginative use of materials. There is insufficient variety in the art and design curriculum for pupils to experience craft or three-dimensional work. There is no evidence to show that visiting artists contribute to the enrichment of the curriculum or that school visits focus on widening the pupils' experience of artists and their different styles.
103. Emphasis is placed on the acquisition of skills but there is little evidence of their progressive developments. There are few opportunities for pupils to experience using a wide range of materials and media and to practise their skills in a creative and imaginative situation. In Years 1 and 2 pupils are introduced to painting. The youngest pupils successfully paint houses and people and older pupils can weave

paper. They are also introduced to observational drawing. They use pencils to draw objects from Egypt and to draw doors. In Years 3 to 6 pupils are made aware of the effects of pattern-making using pastels, crayons and paint. They create patterns to illustrate their ability to control pencils and pastels. In their sketchbooks they practise the technique of shading with pencils and how to use space to enhance pattern design. Similarly their skills in controlling paints and different-sized brushes are demonstrated through pattern making. Older pupils designed and made containers from modelling material and designed patterns to decorate them.

104. There are very few examples of the works of famous artists displayed around the school. In Year 6 some pupils studied the work of Lowry as the basis of a lesson to examine the contrast between urban and rural landscape and to study perspective. In previous years some pupils had studied the particular style of Clarice Cliff. The pupils interviewed from both were unable to discuss the work of any famous artist.
105. Pupils clearly enjoy their work and are keen to improve, showing a good level of interest and enthusiasm. Art and design often supports learning in other subjects such as history and geography. There are examples in the infant classes to show a link with history through the drawings of Egyptian objects. In the Juniors the study of the Greek civilisation provided the opportunity for pupils to design patterns on paper plates similar to the style of Ancient Greek culture.
106. Provision for pupils with special educational needs is good. They are given the opportunity to participate in all class art and design activities. In some classes they receive additional support from a classroom assistant if required and the task is suitably modified to ensure they are successful.
107. Practical activities usually take place within the classroom. Room sizes are variable and in some instances pupils have very little room to move to use the materials they need. The resources for art and design are adequate, but there is a limited range of more adventurous tools and equipment. Resources are in fair condition. Pupils show respect for the paints and brushes they were using. Care has been taken to store resources so that those used more frequently are readily available close to the working area. More specialist resources are available from the subject co-ordinator. Assessment of skills development and progression is not recorded. Pupils do not have an individual record of their achievements so that progress is not formally monitored. Informally, pupils are encouraged to review their work and consider how it could be improved.
108. Management of the subject should be strengthened to allow the co-ordinator opportunity to raise the profile of art and design within the school. The policy and guidelines for art and design have been reviewed recently and a draft policy has been prepared and is awaiting discussion by staff and the governing body. Some elements from national guidance have been incorporated into the school policy when appropriate. A more appropriate balance between the development of skills and opportunities for creative and imaginative work should be struck. Insufficient use is made of information and communication technology in teaching and learning in art and design. Opportunities are missed to use technology as a creative tool as well as a vehicle for research. Improving the range of teaching and learning in art and design, together with increased awareness and improved recording of pupils' progress is needed to develop the subject further. The previous inspection report identified art as a subject to be developed further and this continues to be so.

DESIGN AND TECHNOLOGY

109. Standards at seven and eleven are in line with national expectations. Pupils, including those with special educational needs, make satisfactory progress over time. There has been good improvement since the previous inspection report, when standards were below expectations. No lessons were observed in Years 1 and 2 and so no overall judgement of the quality of teaching can be made. Judgements are based on the observation of lessons in Key Stage 2, the scrutiny of pupils' work, displays and the contribution design and technology has made to other areas of the curriculum.
110. There are some examples of good teaching in the junior classes. Lessons are well planned and there is appropriate support for pupils with special educational needs. Pupils are managed very well and there are additional adult helpers within the classroom if tools are to be used. Resources are adequate to meet the needs of the curriculum and the tools used, mainly scissors, cutting wheels and pliers, are in good condition. Assessment of pupils' progress is informal and there are no formal records to show levels of attainment or to inform future planning. Sometimes homework is used to focus pupils' attention on a forthcoming project.
111. In the better lessons, effective questioning challenges pupils to extend their learning. Pupils work well together to solve problems and investigate the potential of the tools and materials they are using. They share their experiences and show their interest in the subject by concentrating on the tasks given. Opportunities for further learning are missed, however, when pupils do not have the time to discuss their designs and how they could be improved. All pupils are fully included in design and technology lessons and there is additional support available for those who may need help to manipulate tools. There is appropriate emphasis on the health and safety aspects of using equipment sensibly and safely. Teachers' knowledge and understanding of design and technology is variable and is reflected in their confidence in teaching the subject.
112. In Years 1 and 2 pupils have designed sliding and winding mechanisms and studied the importance of healthy eating. As part of this study they planned and recorded the steps necessary to make a sandwich. Younger junior pupils successfully used their knowledge of pneumatics to design an illustration for a book, which included a moving part powered by air pressure. Slightly older pupils experimented with tools and techniques to join and combine materials. They used cutting wheels, scissors, plier punches and paper fasteners to create different effects. They, too, were designing illustrations to complement their story writing.
113. There is a strong emphasis on the importance of design but the ideas of younger pupils are constrained by the need to record them. The accommodation for practical activities limits the opportunities for pupils to experience a wider range of equipment, for example saws, drills and working with other materials such as wood.
114. The leadership and management of the subject are satisfactory. For further development of the subject, pupils need more opportunities to use the skills they are acquiring. Pupils need to be able to prepare and select the materials and equipment they need to complete tasks imaginatively and to a high standard. Greater emphasis

on developing teacher confidence, monitoring teaching, together with the assessment and recording of pupils' achievement and progress to inform future planning is needed to develop the subject further.

GEOGRAPHY

115. Improvement since the last inspection has been good. Since then, sufficient time has been allocated to ensure that the subject is taught in a consistent and appropriate way. Subject guidelines, from a national scheme, have been adopted and this ensures that the curriculum is covered. The development of skills across the age range is promoted appropriately. The co-ordination of the subject has also improved.
116. Standards of attainment are in line with those expected of pupils of a similar age by the ages of seven and eleven. These standards have been maintained since the last inspection, despite the school concentrating on other areas of the curriculum. Standards have been maintained because of the good teaching and the enthusiastic support of outdoor pursuits. All pupils, including those with special educational needs, make sound progress.
117. By Year 2, pupils begin to ask questions about places in the world, using the correct vocabulary. Using a globe and a postcard from an imaginary person, the teacher leads the pupils through a developing specialist vocabulary to ask questions about climate and physical features of Australia. They recognise key human and physical places - Ayres Rock, the Sydney Opera House - and discuss ways of travelling to Australia. Through good use of photographs the teacher maintains the interest of the pupils. Because of the teacher's secure knowledge of the subject, pupils are enabled to discuss aspects of the work and then seek further knowledge from available books. This provides a very good link in supporting pupils in their use of literacy. In English lessons, pupils in Year 2 book places through their computer travel agency and this increases their knowledge of the world. In Year 1, pupils use local information from estate agents to compare housing in the parts of the local area. They begin to ask questions as to why there is a difference in price depending on location.
118. By Year 6 pupils can use a compass to plot a course. They do this practically through orienteering challenges. They know about the route of several world rivers - the Tay, the Danube and the Orinoco - and understand the impact those rivers have on the economy of the surrounding lands. They carry out a small-scale study of rivers in the Peak district. In Year 5, pupils understand some aspects of a village economy in India. They know that the economy in rural India is different from an urban one. They make connections between the wealth created in the community through the cash-crop farming and the provision of services such as health and education. In Year 4, pupils know about early settlement in Britain and see connecting routes develop as a consequence of these settlements. They begin to see the limiting factors of physical features and human choice. In Year 3, pupils begin to recognise symbols on maps and to identify some symbols on an Ordnance Survey map. They can plot four compass points on a map. They use this information to plot a route around the school playground. They become familiar with atlases and identify sources of water and discover the differences between the equatorial and temperate regions of the world.

119. The quality of teaching and learning is satisfactory overall. It is very good in Year 2 and good in Year 6. Teachers plan well to meet the needs of most pupils. Relationships between pupils and teachers are very good and this has a significant impact on pupils' learning. Pupils behave well and are attentive in lessons because teachers have high expectations and establish very good routines for conduct in the class. Pupils are happy in their learning because of the interest generated by their teachers, based on good subject knowledge.
120. Co-ordination of the subject, by the headteacher, is good. There is a well-focused scheme of work, which allows pupils to develop their skills from Year 1 to Year 6. The teaching is well supported by residential visits to the Peak District, Scotland and Windsor. The use of information and communications technology is increasing but this could be further developed as a source of information about the world. An improved system of monitoring the progress and attainment of pupils would allow the teachers to gain a better idea of the success of their teaching and be the basis for more challenge for the more able pupils, in particular, across the full range of skills.

HISTORY

121. Standards have been broadly maintained since the last inspection, despite the school concentrating on developments in other areas of the curriculum. Teaching remains good and the leadership is effective. By the ages of seven and eleven, pupils' attainment is similar to that of pupils their age nationally. Standards have been maintained by good teaching, which creates an atmosphere in which well-motivated pupils enjoy their learning. All pupils, including those with special educational needs, make satisfactory progress.
122. By the age of seven, pupils have developed their knowledge and understanding of the contributions made by people who lived in the past. They listen to the story of Florence Nightingale and how she changed attitudes towards nursing through her work in the Crimea. Pupils can recount the main events of her life in the order they occurred, and over half of them can relate these events to dates. Pupils understand that our knowledge of events is gained from evidence either as artefacts or from pictorial sources. The higher attaining pupils check their work with texts to ensure the correct answers. This work is effective because the teacher has a very good grasp of the subject and has very good relationships with pupils that give them confidence to explore through their learning. In Year 1, pupils increase their knowledge of changing holiday patterns by arranging holidays through the class "travel agent". They compare seaside holidays in the past with people's ideas of holidays now.
123. By the age of eleven, pupils know about the life of children in Victorian Britain. They use dates to set the period and can use written texts and objects to ask and answer questions about the past. They use their literacy skills to collect information from several sources and to produce lengthy written accounts of their research. They compare life in a Victorian school to their experience today. Pupils are well-motivated in their learning because of the interest and expectations of their teacher. In Year 3, pupils collect information, in note form, from pictures of Greek plates and vases. In this way they begin to understand that our knowledge from the past is acquired through the evidence left behind. In Year 4, pupils understand that some

of our knowledge of the Vikings comes from archaeological finds. They also use their map work skills to locate Viking settlements by name and location. In Year 5, pupils develop their historical knowledge by exploring the local area for signs of change. This involves a walk around the town noting the historical features.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. At the time of the last inspection it was judged that pupils' attainments in information technology at the end of Key Stage 1 were in line with those expected nationally while at the end of Key Stage 2 pupils' attainments were barely in line with those expected for pupils of similar age nationally. At that time there was insufficient software and insufficient computers for all pupils to properly develop skills and learning appropriate to the full National Curriculum Programme of Study. The school tackled these deficiencies with considerable energy and success. Standards are now securely in line with the revised national expectations and the school has installed a well-designed 15-station computer suite complete with interactive whiteboard and projector. This represents a very good level of improvement, led by the previous and present co-ordinators. The support of the parents through fund-raising has also been important.
125. No whole class lessons were observed in Years 1 or 2 during the inspection. However, it is clear from work on display and that undertaken by small groups of pupils from Year 2 that the overall quality of teaching and the level of pupils' attainment is at least satisfactory. Pupils who were working in the Travel Agency in Year 2, for example, competently completed booking forms and entered information prior to printing a ticket. Pupils have developed sound skills in word-processing and successfully create a picture using a painting program.
126. The quality of teaching in the junior classes is good and all pupils, including those with special educational needs, make good progress. Because older pupils in the school did not have the benefit of the improved provision for teaching ICT in their earlier years, their standards are broadly in line with national expectations rather than above them. However, there was evidence of above average work in word processing. Pupils are encouraged to support their learning in literacy through the use of the computer. Pupils in Year 6 were seen to be very competent in their use of *find* and *replace* when changing gender and adjectives in a section of Harry Potter text. This lesson, in the computer suite with the whole class, was very well managed and taught. Pupils worked together and supported each other very well. Pupils with special educational needs were enabled to have good access to the lesson because of the support of teaching assistants and made very good progress like the rest of the class.
127. Pupils in Year 4 prepared the computer room for their lesson before school. They were taught as a group of 24 rather than the whole class and this enabled the teacher to give more direct help to individuals. The teacher used the projector and whiteboard very effectively to promote good learning as pupils learned how to create fields in a database. Pupils were confident about logging on and off, entering, classifying and saving information.
128. Pupils in Year 5 have already compiled a simple database and were learning how to use it to answer questions. The electronic whiteboard was used very effectively to make the lesson objectives and the tasks clear so that most pupils understood well

what they had to do. Pupils with special educational needs were fully integrated in the lesson and made good progress. All pupils demonstrated that they could use a database to store and retrieve information and represent it in graphical form. They posed and answered questions and interpreted their findings, and some also printed their work. On another occasion a small group of pupils from Year 5 benefited from the good direct teaching of one teaching assistant and the focused support of two others. These pupils independently prepared the room for the lesson during break and showed a good level of computer competence. The work of the lesson very effectively supported their learning in literacy as they constructed sentences from word lists of nouns, verbs, connectives and adjectives. ICT is used very effectively to support and extend learning in literacy and staff recognise the importance of developing its use in other areas of learning.

129. The computer suite is available to pupils from Year 6 at break and lunchtimes on a rota basis. They display great maturity and responsibility when using the facilities, using them purposefully to develop and practise their skills. They talk readily and confidently about what they are doing. They make good progress in using painting programs and those simulating the movement of a floor robot. Most confidently use word-processing packages to compose their stories at the keyboard and are suitably scathing of the idea of writing the story first and then typing it in.
130. The computer suite is a good resource and is used well. Plans to develop it in terms of networking and improved Internet access are well considered. The teaching of the skills of ICT is planned well and has a secure place in the curriculum for all classes. The school recognises the need to integrate the use of computers more into the daily classroom routine. At present the class-based computers are not greatly used. The purchase of software appropriate to supporting learning in other subjects and the development of the present very good class management routines to include more frequent use of computers would give pupils more opportunities to practise their skills.

MUSIC

131. The attainment of pupils in music at the age of seven is above the standards expected for pupils of this age. This represents an improvement since the last inspection, when standards matched those expected. Pupils, including those with special educational needs, make good progress in lessons and achieve well. Standards have risen due to improved teaching and the introduction of a new scheme of work, which focuses on the development of skills. This has led to improvements in the progressive development of knowledge, skills and understanding. By the age of seven, pupils sing songs from memory, developing good control of breathing, dynamics, rhythm and pitch. They select and explore musical instruments, use sounds to create musical effects and sustain a simple repeated rhythm. They develop their awareness of pitch, through listening to contrasting examples of pitch, as in a piece of music entitled 'The Wild Asses'. They make good progress in recognising changes in dynamics. Pupils enjoy making sounds of different duration on pitched and unpitched percussion instruments and creating simple melodic patterns. They learn to perform with others and develop an awareness of audience. The quality of their work is apparent in their annual Christmas Nativity Musicals. They listen to music from different times and places and respond to musical elements through movement and dance.

132. The attainment of pupils in music at the age of eleven is well above the standards expected for pupils of this age. This represents very good progress since the last inspection, when standards matched those for pupils of this age. This is largely due to the fact that pupils in Years 5 and 6 are taught by a very gifted subject leader. Standards are rising and pupils achieve well. Since the introduction of the new scheme of work, class teachers have become more confident about the teaching of music. Pupils in Years 3 to 6 show a developing ability to use sound expressively to achieve an intended effect. They sing with clear diction and good phrasing. The quality of their work was evident in a lesson in Year 6. The context was 'Stars Hide Your Fires'. Pupils explained the mixture of moods – sad, powerful, and sweet. They were clear about the subject, mood, structure and parts of the song. They were able to explain that the multi-track recording, which they were going to make, would enable different tracks recorded at different times to be played together. A number of pupils played a variety of percussion, woodwind, brass and stringed instruments with confidence and skill. Other pupils sang the song with feeling. They very successfully performed and recorded a multi-track performance and learnt about professional recording techniques. They were encouraged to evaluate their performance and make changes, if necessary.
133. The overall quality of teaching and learning is good; in Years 5 and 6 it is very good. At best, as in the Year 6 lesson referred to above, a combination of very good subject knowledge, high expectations, very good planning, management of pupils and teaching methods, leads to very good learning. Pupils acquire skills, knowledge and understanding very well and are enthusiastic about their learning and progress. They relish the opportunities to perform and meet the challenges presented by the work. By the time that they leave the school they have a very good knowledge of their own learning and very positive attitudes to all aspects of music. Homework is used, where appropriate, to support learning.
134. The school widens pupils' experiences of music by offering additional opportunities outside the normal curriculum. These have included visits to concerts at the Nottingham Concert Hall, music workshops with professional musicians, visits from an expert on Tudor music and a hands-on musical instrument workshop. There are opportunities for pupils to learn a variety of musical instruments. Visiting teachers of brass, woodwind and strings teach a large number of junior pupils on a weekly basis. During the inspection, all pupils enjoyed a concert staged by the local secondary school's stringed orchestra. It focused on music from the countries of the British Isles. Each week, music in assembly focuses on a different composer.
135. The school rightly believes that the performing arts are a very important part of a child's education, developing confidence, self-esteem and teamwork. All pupils, including those with special educational needs, have full access to all the opportunities that the school offers. The school provides annual performing opportunities for every age group. Reception, Year 1 and Year 2 pupils produce the Nativity Musical. Year 3 pupils lead a Christingle Service at Christmas. Year 4 undertakes the Harvest Festival performance. Year 5 and 6 pupils have responsibility for the main musical production. The Year 5 and 6 musical productions are renowned for their quality. In recent years, they have included 'Peter Pan', 'Oliver', 'The Adventures of Mr Toad' and 'Honk', and have been staged at The Regal Theatre, Worksop. Two members of staff and a professional choreographer give generously of their time after school and at weekends, over several months, to enable pupils to perform to such high standards. Many pupils have gone on to

perform in Youth Theatre groups. The school choir has seventy-five members, aged seven to eleven, and lunchtime rehearsals are held twice a week. The choir has strong links with many local organisations and is regularly asked to perform at a variety of concerts and events in a range of venues in the area.

136. The subject is very well led and managed. Procedures for assessing pupils' attainment and progress are good. The co-ordinator monitors National Curriculum coverage, levels and progress, enabling standards to be tracked and improved where necessary. However, he does not monitor teaching and learning in all classes and the school recognises the need for him to do so to promote further development. The school has purchased very good resources and uses them very well. New technology is used well.

PHYSICAL EDUCATION

137. The attainment of pupils by the age of seven and by the age of eleven is in line with national expectations. This is similar to the judgement of the last inspection team. Now, as then, some pupils achieve levels well above expectations for their age in aspects of physical education, for example swimming, gymnastics and orienteering. The vast majority of pupils comfortably exceed the national expectation in swimming. Both physical education and sport have a high profile in the school and the subject is well led by the co-ordinator with the very active support of the headteacher. Pupils benefit from regular opportunities to take part in residential outdoor education experiences.
138. The teaching of physical education is good in both key stages and pupils often make good progress in lessons. There is active encouragement to pupils to get involved in physical education activities outside school. However, a sizeable minority do not and this keeps the overall skill level down, for example in throwing, catching, trapping and passing a ball. Present developments with the community and other providers are a positive step towards providing more safe and secure facilities for pupils, thereby promoting more involvement and higher standards.
139. Pupils in the Year 1 class responded well to their teacher's good preparation and expertise and her high expectations of them. They moved in a co-ordinated way and were sensitive to the music, to which they responded with graceful or spiky movements. The teacher promoted improvement well by drawing attention to the good features of pupils' work. As a result pupils developed a good sense of space, level, direction and speed as aspects of their movements. Pupils in Year 2 were also developing their movement skills, creating and linking movements to make and repeat a sequence. In this lesson, too, there was a strong focus on improvement, using good work by pupils as examples and through direct teacher interventions, for example *insert a little turn in your sequence* and *make a strong (controlled) shape*.
140. Pupils in Year 3 developed their gymnastic skills when they devised simple routines involving forward and backward rolls and headstands; several pupils who attend the after-school gym club showed very good control and performed at a level well above that expected for their age. The teacher promoted good learning and progress through well-organised directive teaching. In another well-organised lesson, pupils from Year 4 practised throwing and catching. Despite the teacher's good subject knowledge and enthusiasm few pupils threw accurately or naturally took up a good catching position; most, however, made satisfactory progress during the lesson.

141. Pupils in Years 5 and 6 were developing dance movements in response to a musical stimulus. Year 5 pupils responded imaginatively to native-Australian music. They were skilfully led by the teacher to develop their ideas from an initial response of a feeling of being underground to a sequence representing a serpent coming out of the ground. Pupils made very good progress in expressive and collaborative movements and learned much from critically evaluating each other's efforts. The lesson had been very well planned, with clear learning intentions that were shared with the pupils and referred back to during the lesson. Pupils' own creativity was also encouraged well in the Year 6 lesson when they started to develop their own weather dance representing thunder, lightning and rain. Attainment in this introductory lesson was in line with expectations, with clear potential for higher achievement as the work is developed.
142. All teachers incorporate good warming-up and cooling-down routines in their lessons and give adequate time to lessons, using them to the full. Although the hall is not ideally suited to physical education lessons by virtue of it having ceilings at two levels, and two different floor surfaces, teachers make the most of the resources. Physical education plays an important part in the life of the school; unfortunately some teachers miss the opportunity of giving a good lead in terms of dressing appropriately for the activities.

RELIGIOUS EDUCATION

143. Improvement since the last inspection has been good. Resources have been improved and are now satisfactory and support effective teaching. The opportunities for pupils to study faiths other than Christianity have been increased and now pupils study five major world religions as part of the locally agreed syllabus.
144. The standards of attainment of pupils in religious education by the ages of seven and eleven are above the expectations of the locally agreed syllabus. The higher attainment is because of the strong purposeful working atmosphere in school, which places high value on the quality of social relationships. Pupils learn from religion effectively because their teachers share common values and impart these well to the pupils in everyday encounters. Teachers encourage pupils to value what they and others do. This is evident in lessons, in assemblies and in the everyday communication between pupils and their teachers.
145. By the age of seven, pupils have a good knowledge of Christian stories. These they relate to their own lives. In Year 1, pupils recognise, in the Bible story, some of the qualities Moses had as a leader when he led the Hebrews out of Egypt. They begin to relate those qualities to their own experiences; through recognising situations which created fear. Like Moses in the Bible, they are encouraged to identify ways in which they can overcome their own fears. They begin to become aware of aspects of Judaism through their celebrations of special meals. They also begin to recognise the artefacts used in those celebrations. In Year 2, pupils develop their knowledge of Bible stories through the story of Joseph and his coat of many colours. They also begin to recognise the importance of Jesus and his disciples in Christian belief. They also know about some the beliefs held in Islam and begin to recognise the significance of authority and the value of worship in that religion.

146. Whilst pupils know about the major world religions, it is in their sense of learning through religion that is above the expectations of the locally agreed syllabus. By the age of eleven, know about the beliefs held by Buddhists. They begin to understand the significance of possessions held by Buddhist monks. They relate the ideas held by Buddhists to their own ideas of possessions. This is used to develop ideas about the importance of developing a personal sense of value. In Year 3, pupils explore the idea of "love" through Bible stories. They begin to recognise the significance of symbols in religious belief. They know about the basic beliefs of Sikhism. In Year 4, pupils know about the events of Easter Week leading to the crucifixion and resurrection of Christ. They link this with personal ideas of loss and rebirth. Pupils further reflect upon the feelings encountered by Peter in those events. They relate those feelings of denial with their own. In Year 5, pupils relate to people who have lived through their beliefs. They know about Gladys Alyward and her life in China, about St Francis of Assisi, and William Booth in the East End of London. Pupils are encouraged to use their literacy skills to develop their ideas and feelings in writing.
147. The overall quality of teaching and learning is good. Teaching is good because there is a clear, shared understanding of how pupils can improve in their dealings with others through the subject. Planning of lessons reflects this view and the activities designed engage pupils. Teachers have good established routines so that pupils feel secure in their learning. Because of this, they are able to enter discussions of complex issues knowing that they will be listened to by their teachers and by other pupils. Teachers are successful in relating specific stories from religious teaching to the wider setting of personal life. Pupils therefore acquire a well-developed understanding of issues of authority, values and belief.
148. The co-ordination of the subject is good. Clear supportive guidance is provided to teachers to enable them to follow the style adopted by the school. The locally-agreed syllabus is effectively supported by the use of material provided by the local diocese. Effective links are made with the personal, health and social learning of the pupils. Pupils' learning is supported by visits to a Gurdwara, the local church and the diocesan minster. The assessment of individual pupils' progress could be improved to enable the school to gain a better idea of its own successes.