

INSPECTION REPORT

WHELDON INFANT SCHOOL AND NURSERY

Castleford, Wakefield

LEA area: Wakefield

Unique reference number: 108236

Headteacher: Mrs Marion J Tricker

Reporting inspector: Margot D'Arcy
23158

Dates of inspection: 10th – 12th September 2001

Inspection number: 195663

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
School address:	Francis Street Castleford West Yorkshire
Postcode:	WF10 1HF
Telephone number:	(01977) 723070
Fax number:	(01977) 723070
Appropriate authority:	The governing body
Name of chair of governors:	Mr D Baker
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23158	Margot D'Arcy	Registered inspector	Science Art and design Foundation Stage Equal opportunities	The school's results and pupils' achievements How well pupils are taught How well the school is led and managed
09928	Alan Dobson	Lay inspector		How well the school cares for pupils The school's partnership with parents
11528	Mike Wainwright	Team inspector	English Geography History Physical education	Pupils' attitudes, values and personal development The quality of learning experiences
27426	Terry Aldridge	Team inspector	Mathematics Information and communication technology Design and technology Music Religious education Special educational needs	

The inspection contractor was:

PPI Group Limited

7 Hill Street
Bristol
BS1 5RW

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a smaller than average-sized infant and nursery school catering for 182 boys and girls aged between three and seven (there are significantly more boys than girls in Years 1 and 2). Throughout the year, the school's roll increases to this level in response to the three admission points for reception and nursery children. At the time of the inspection, 90 children were attending full-time and a further 48 were attending the nursery on a part-time basis. During the inspection, there was one mixed age class of Year 1 and 2 pupils; all other classes contained pupils of the same age. All pupils are of white UK heritage and none speaks English as an additional language, which is low when compared to the national average. The proportion of pupils with special educational needs (26 per cent) is above the national average and has risen since the last inspection. The range of needs includes moderate learning difficulties; speech and communication; physical; emotional and behavioural; and autistic. One pupil has a statement of special need. Most pupils live in the immediate vicinity of the school, which, overall, is socially disadvantaged. Children's attainment on entry to the school is below average.

HOW GOOD THE SCHOOL IS

This is an effective school that provides good value for money. From a below average starting point on entry, by age seven, pupils achieve standards that are mostly average when compared to all schools nationally and much better than this when compared to similar schools¹. Over half the teaching is good or better and most of the rest is satisfactory. Good leadership has played a significant part in raising standards, improving teaching and ensuring that all other aspects of the school's provision are good or better.

What the school does well

- Pupils achieve well in English, mathematics and science. They do particularly well in art and design and physical education where standards by age seven are above average.
- A good curriculum supports pupils' academic and personal achievement. Very good provision for moral and social development results in well-behaved pupils who are learning much about relationships and responsibility.
- Pupils with special educational needs are provided for very well.
- The school is well led and managed by the headteacher, deputy and governors.
- The school had been very successful in developing and maintaining an effective partnership with parents.

What could be improved

- Opportunities for pupils to develop speaking skills are limited.
- Some aspects of teaching could be improved to ensure more consistency in learning for pupils in different classes at Key Stage 1².

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since its last inspection in April 1997. Standards have risen and the quality of teaching is better than it was. Improvements have also been made to the way the school is led and managed. Assessment procedures are better, with the school using the increased information it has from assessment more successfully to guide planning to raise standards. Other improvements include a strengthening of the school's partnership with parents and provision for

¹ Based on the proportion of pupils eligible for free school meals.

² Key Stage 1 includes pupils in Years 1 and 2.

promoting pupils' moral and social development and good behaviour. Significant improvements have also been made to the school building.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	C	C	C	A
Writing	D	D	B	A
Mathematics	D	E	C	B

Key

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

The above table show that in 2000, results in writing and mathematics improved significantly. In particular, more pupils achieved at a level above that which is expected for their age. However, the results showed that boys were underachieving in relation to girls. The school was aware of this and implemented strategies to raise boys' attainment. The most recent test results (2001), as yet unpublished, show that boys' have improved significantly in all areas. They also show a significant increase in the proportion of pupils achieving the higher level in mathematics, continuing the rise depicted between 1999 and 2000. Over time, reading results have remained fairly stable; but writing shows good improvement. Given the below average standards on entry, pupils do well to achieve the results they do in the above subjects. The challenging targets set by the school have supported the rise in standards.

By age seven, standards in science, information and communication technology (ICT) and religious education are broadly average. Most pupils' skills in speaking and listening are average, but some lack confidence and have difficulty expressing themselves verbally. High standards of work were seen in art and design and physical education; in these subjects, achievement is very good. Achievement is good in English, mathematics and science and satisfactory in all other subjects. Children in the Foundation Stage³ make good progress in all areas of learning. They are well on target to achieve the early learning goals expected by the end of the reception year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Pupils come happily to school and are keen to learn. Sometimes their enthusiasm is stifled by some teachers' excessive control of pupils' verbal contributions.
Behaviour, in and out of classrooms	Good. Most pupils behave well at all times. There is no evidence of bullying and pupils of all ages play happily together.
Personal development and relationships	Very good. Pupils are keen to help and take on responsibility. They are tolerant of each other's differences and get on well together. Pupils are friendly with and show respect for adults. They respond well to opportunities to have a say about the type of school they want.
Attendance	Satisfactory. Improved since 1997, but too many pupils take holidays in term time and this disrupts their education. Punctuality is satisfactory.

³ Nursery and reception

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	Good	Satisfactory

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.

Most of the teaching in the Foundation Stage is good. Here teachers and support staff plan activities that stimulate children's interest and use play and practical work effectively to promote good learning. Children's personal, social and emotional development is given a high profile.

Most of the teaching in Years 1 and 2 is satisfactory and there is a significant proportion that is good and better, particularly in one class; there is a small amount of unsatisfactory teaching. The same variation exists in the teaching of English and mathematics, which, overall, are taught satisfactorily. Throughout the school, literacy and numeracy skills are taught well and learning is good in these aspects. Moreover, some teachers are particularly good at promoting these key skills within other subjects. However, too many teachers do not provide enough opportunities to develop pupils' speaking skills. Strengths in teaching lie in the quality of teachers' planning, which takes good account of the range of attainment in classes and generally meets the needs of all pupils well. Relationships, and most teachers' management of pupils are also strengths. Occasionally, work is not challenging enough and lesson time is not used efficiently. Teachers mark work conscientiously, with positive and encouraging comments. However, marking does not tell pupils how they can improve and targets are not shared with them. Both of these factors limit pupils' insight into how well they are learning. Some very good teaching was seen in science, art and design and physical education, where the teacher's very good subject knowledge, high expectations and good management of pupils promoted very good learning. Throughout the school, increased practical work in mathematics and science has enhanced learning and raised standards in the using and applying aspect of mathematics and the experimental and investigative aspect of science.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Legal requirements are met. Learning experiences for children in the Foundation Stage take good account of their ages and stages of development. At Key Stage 1, all subjects are thoughtfully planned and relevant links between subjects are exploited. The National Strategies for Literacy and Numeracy have been implemented effectively. No extra curricular activities are provided.
Provision for pupils with special educational needs	Very good. Detailed learning programmes are constructed for these pupils, which guide teaching and promote learning very well. Pupils are fully included in all lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall, with provision for moral and social development being very good. Adults set a fine example for pupils and have high expectations of their behaviour. Pupils' understanding of right and wrong and of relevant moral issues is promoted in ways they can relate to. In lessons, opportunities are provided for pupils to work together and help each other. Lunchtime is a social occasion where a sense of 'family' is achieved and good manners are promoted.
How well the school cares for its pupils	Good. This is a warm and friendly school where care is taken to ensure that pupils are well looked after at all times. Pupils' academic and personal progress is monitored well.

The school has a very good partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The very effective partnership between the headteacher and deputy has been instrumental and successful in planning for, implementing, and evaluating strategies to improve standards and provision. Co-ordinators' roles are clearly defined and, overall, they too make a good contribution.
How well the governors fulfil their responsibilities	Good. Governors are good friends to the school, supporting and challenging it in its endeavour to improve. They monitor the school's development closely and fulfil all their legal obligations.
The school's evaluation of its performance	Good. The school's management constantly evaluates its performance. They have a clear understanding of what they do well and what has to be done to improve.
The strategic use of resources	Good. Generally good use of resources, although better use could be made of ICT, particularly in mathematics and music. Support staff are used very effectively to enhance teaching and learning for special needs pupils. All monies are used for their intended purposes.

There are a good number of teachers and support staff. Resources are satisfactory, overall, and good in literacy, numeracy and physical education. The accommodation is very good. The school satisfactorily applies the principles of best value in the spending and other decisions it makes.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children like school. • The good standards of behaviour. • The good quality of teaching and the progress their children make. • The approachability of all the staff. • The way the school is led and managed. • The way the school helps children become mature and responsible. • The amount and range of homework. 	<ul style="list-style-type: none"> • The range of activities on offer out of school hours.

Inspectors endorse parents' positive views, although some variability was found in the quality of teaching and learning at Key Stage 1. Inspectors agree that there is scope for the school to review and improve its extra-curricular provision.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children begin school with a range of attainment, but overall, standards are below average. This is most noticeable in the areas of communication, language and literacy and mathematical development. Boys' standards are generally below those of girls. However, all children make good progress in the nursery and reception class, so that, by the time they are ready to begin Year 1, most have achieved the early learning goals expected for their age in all six areas of learning⁴. This is a similar situation to that found by the last inspection.
2. In 2000, seven year-olds at the school achieved results in the national tests that were in line with the national average in reading and mathematics and above in writing. When compared with similar schools, these results were well above average in reading and writing and above in mathematics. Teachers assessed pupils' standards in speaking and listening as below average and their standards in science as average. The 2000 test results in writing and mathematics showed good improvement over the previous year, with a significant increase in the number of pupils achieving the level above that which is expected for their age. Since 1998, reading results have remained fairly stable at the average level, but writing results have improved steadily during this period. Mathematics results have generally been below average until 2000.
3. The 2000 test results showed boys achieving significantly lower results than girls in all the subjects tested and, over time, there has generally been consistent underachievement of boys in reading. The school's good analysis of performance data has made them acutely aware of the differences between boys' and girls' achievement. As a result, strategies have been planned and implemented to raise the achievement of boys and to increase the number of pupils attaining the higher levels in the tests, as the underachievement of higher attainers was raised as a key issue for improvement by the last inspection. The most recent test and assessment results (2001), as yet unpublished, show significant improvement of boys in reading, writing, spelling, mathematics and science. Moreover, these results show a significant increase in the proportion of pupils achieving the higher levels in mathematics, continuing the rise depicted in the tests taken in 2000. In the other subjects tested, achievement at the higher levels has fallen slightly, but the school has been able to explain this in relation to the special educational needs of some of the pupils in that year group. The improving test results provide strong indicators of the school's success in addressing boys' underachievement and tackling the needs of higher attainers.
4. Inspection evidence for the current groups of pupils shows that most are achieving the standards expected for their age in reading, writing, mathematics, science and all other subjects except art and design and physical education where standards are above average. Given that attainment on entry is generally below average, pupils do well to achieve these standards and they achieve very well in art and design and physical education.
5. By age seven, most pupils have average speaking skills, but a few are reluctant speakers, lacking confidence and experiencing difficulty in expressing their views and thoughts verbally. For these, and other pupils, progress in this aspect of English is stifled somewhat by limited opportunities for pupils to speak and some teachers' over-control when managing pupils' contributions during discussions. Achievement in this aspect is mostly satisfactory, but there is scope for improvement. Literacy skills are developing well for most pupils. Seven-year-olds have average reading skills and use strategies such as sounding out words, looking at the illustrations and thinking about whether what they are reading makes sense, to help them. Pupils have learned to produce different types of writing and are beginning to think about the vocabulary they use to make their writing more interesting. Handwriting is neat and well

⁴ Personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development.

- formed. Basic punctuation is used accurately and pupils' spellings show a growing awareness of spelling rules.
6. In mathematics, pupils are developing satisfactory numeracy skills. By age seven, many count accurately to 100 in twos, fives and tens. They know the order of numbers and are gaining skills in doubling and halving numbers up to 100. Pupils' are becoming more proficient in adding, subtracting, multiplying and dividing and are learning to write down number sentences that include the use of symbols, such as the equals sign. Standards in the using and applying aspect of mathematics have improved since the last inspection, as have standards in the experimental and investigative aspect of science. The improvements in both of these aspects have been promoted by increased opportunities for practical work, which have supported pupils' understanding.
 7. Pupils with special educational needs achieve well, because they are given good support from teachers and other adults, so that they can meet the clearly specified targets in their individual education plans. Targets are frequently reviewed and pupils' progress toward them is regularly assessed to ensure that they remain relevant. Adults work hard at promoting the confidence and self-esteem of pupils and this plays an important part in how effectively they learn.

Pupils' attitudes, values and personal development

8. Standards in this aspect have improved since the last inspection and make a positive contribution to pupils' learning.
9. Pupils enjoy school, where they feel secure and are well cared for. Their attitude to learning is satisfactory. In lessons, most pupils are interested and listen well, showing appropriate respect for teachers and other adults. Similarly, most try hard and apply themselves well to work. However, a minority are less attentive, sometimes ignoring or talking at the same time as their teacher. Enthusiasm for learning is more evident when lessons are taught at a brisk pace and the tasks given to pupils are interesting and challenging. However, on occasions, pupils' natural enthusiasm to enter into discussions and share their views is impeded by teachers who are too intent on ensuring that pupils adhere to routines, such as putting up their hands before contributing. This limits the contributions pupils are willing and able to make.
10. Most special needs pupils have a positive attitude to school and are usually interested and enthusiastic in their lessons. They are fully involved in the range of activities that the school provides.
11. Behaviour is good and stems from the high expectations of all adults. The majority of pupils behave sensibly in class and around the school. This is seen also in assemblies and at playtimes. Lunchtime is a pleasant social occasion when pupils show politeness and good manners as they chat happily to each other and the adults who supervise them. There is no evidence of bullying; pupils of different ages play together well. There have been no recent exclusions from the school. Pupils have a good awareness of the difference between right and wrong and of the impact of their actions on others. The behaviour of most special needs pupils is also good, both in lessons and when being taught in small groups. They like and show respect to their teachers and support assistants.
12. Relationships are very good. Pupils work together well, sharing fairly, taking turns and helping each other when necessary. In class, they value each other's contributions. For example, Year 1 pupils sat very patiently and listened attentively whilst each spoke about his or her favourite toy. In the work that followed they made positive comments about each other's work. At playtime, older pupils are kind to younger ones. At all times, when the specific problems of some pupils with special educational needs rise to the surface, other pupils react very sensibly and with a degree of empathy and maturity that belies their age.
13. Personal development is very good. Adults expect pupils to be responsible and pupils rise to the challenge. They eagerly carry out the various duties and responsibilities provided, such as returning registers, being door monitors and helping to set up the hall for assemblies. Often, without prompting, pupils help teachers by collecting or distributing resources. Pupils' involvement in drawing up the 'Children's Charter for Good Behaviour' is a good example of

how personal development has been enhanced. Through this, pupils have had opportunities to reflect on the type of school they want and their own expectations of behaviour and relationships.

14. Children in the Foundation Stage are developing good attitudes to school. Most come happily to school and the quality of their relationships with teachers and other adults is such that most feel secure enough not to become upset when their parents leave. Even at this early stage in the academic year, most are coping very well with the new experiences of nursery or school. Children behave well and are learning to consider others, for example, by sharing and taking turns. They are keen to engage in the range of activities on offer and are proud when they are given jobs to do for the teacher.
15. Attendance has improved since the last inspection. The attendance rate is now close to the national average. However, too many pupils have holidays during term time, with around a third of parents are taking their children out of school for at least a week each year. This interrupts learning and inevitably has a detrimental effect on pupils' progress. Punctuality is satisfactory. Registration is prompt and efficient and lessons start on time.

HOW WELL ARE PUPILS TAUGHT?

16. The overall quality of teaching is satisfactory. However, teaching has improved since the last inspection, with more 'good' and 'very good' teaching than in 1997. Just over half the teaching seen was good or better, with 16 percent being very good; 40 percent was satisfactory and eight percent unsatisfactory. As at the time of the last inspection, the unsatisfactory teaching is located at Key Stage 1, although there is a significant proportion (41 percent) that is good or better at this key stage. Teaching in the Foundation Stage is always at least satisfactory and it is better than this in 75 percent of lessons. Although the unsatisfactory teaching amounted to only two lessons, an analysis of pupils' work for the past year shows that there are inconsistencies in the quality of teaching between classes at Key Stage 1, mostly ranging from very good to satisfactory. During the inspection, the teaching weaknesses noted were related to insufficient challenge in the work provided for pupils, inefficient use of lesson time and some problems with managing pupils' behaviour. It is accepted that because the inspection occurred at the beginning of a new academic year, teachers were faced with the challenge of developing relationships with pupils new to their class and, to some extent, determining their capabilities. These factors were taken into consideration by the inspection team, but still represent an area for development. For the most part, the school's efforts in addressing the last inspection's key issue about improving the quality of teaching at Key Stage 1 has been successful. The increased proportion of good and very good teaching, and the improvement in pupils' test results, are testament to this.
17. Throughout the school, teachers' planning has improved and provides a good structure to support teaching and assessment of pupils. Planning also addresses the issue of inclusion, making references to specific groups of pupils such as those with special needs and higher attainers. Teaching in one of the Key Stage 1 classes is almost always good and often very good. Elsewhere it is mostly satisfactory, but, occasionally, falls short of this minimum standard.
18. Where teaching is good or better at Key Stage 1, there are high expectations, both for pupils' academic performance and their behaviour. This challenges them and ensures that they pay attention and behave well. A good balance of different teaching methods is used to maintain pupils' interest and attention. Direct teaching to the whole class is clearly focused on the key teaching points identified in the planning and is not excessively long or unproductively brief. The teacher ensures that many pupils are involved in the discussion or question and answer sessions and there is good inclusion of those with special needs. Questions are matched well to pupils' needs, challenging them, but allowing them to achieve success; they are given good time to answer questions and to express their thoughts. Moreover, in the best lessons, teaching continues during group and practical work, with the teacher spending productive time with one or two groups whilst maintaining a good overview of the work of the rest of the class, even when some groups' work is being supported by a classroom assistant. The lesson time is used well and learning proceeds at a brisk pace. Sufficient time is built in to provide an

effective plenary⁵ wherein pupils discuss and teachers assess what has been learned. There was good evidence of all of these aspects in a number of lessons in Year 2. For example, in an art and design lesson the teacher shared the learning objectives with pupils, using language they could understand and achieved a very good balance between explaining, questioning, demonstrating and instructing, both to the whole class and to groups during the practical work. Similarly, in the plenary of a science lesson, the teacher provided a model for pupils to describe one of the fruits they had been working with in creating a fruit salad; this activity was effective in reinforcing speaking and literacy skills alongside science skills.

19. Although most of the teaching in English and mathematics is at least satisfactory, some is unsatisfactory. For example, in a mathematics lesson at Key Stage 1, the teaching session to the whole class was too brief, with too few pupils involved in the oral and mental starter. Mental skills were not promoted well. For instance, during the group work, pupils were required to complete a long list of sums in their books; they were encouraged to use calculating aids, such as cubes, to help them, but were not challenged to try and work out even simple sums mentally. The teacher circulated the class, providing occasional support, but mostly marked work and supervised pupils rather than taught them. Some pupils missed the short plenary because they were allowed to leave the classroom to wash their hands for lunch. Similar weaknesses were noted in a literacy lesson, with pupils' attention wandering during the whole class teaching session because it went on too long and because they were restricted from contributing verbally by the type of questions asked and an over-rigorous control of pupil input. Some of the group activities were very low level and, therefore, did little to promote learning.
20. Despite the weaknesses seen in teaching, overall, learning in literacy and numeracy is good, with pupils moving from a below average starting point on entry to one that is in line with, or above, the national average by age seven. The majority of lessons in these subjects are taught at least satisfactorily. In addition, some teachers are good at exploiting the potential of other subjects to promote literacy and numeracy skills. Homework is used satisfactorily to support learning in these aspects. However, although some lessons provide good opportunities to develop pupils' speaking skills, in too many, pupils' verbal participation is suppressed. Specifically, in a number of classes, at both key stages, there is a discernible element of over-control in, for example, insistence on adhering to rules such as putting up hands before speaking. Moreover, too often the style of questioning requires pupils to give little more than one-word answers. In some lessons, including literacy and numeracy, the use of time is not as efficient as it should be. In one class, pupils were noted to be getting their coats on, ready for home, 15 minutes before the end of the school day and some regularly miss important parts of lessons when they are required to leave the classroom to wash their hands before lunch. Some lessons end well before the times indicated on timetables. Teachers mark pupils' work regularly. Comments offer praise and encouragement, but few tell pupils how they can improve; individual targets are not shared with pupils. These weaknesses limit pupils' insight of their strengths and weaknesses in learning.
21. The teaching of ICT is satisfactory. There has been considerable staff training to support teaching in this subject and this continues to be a priority. There is evidence that ICT skills are being developed alongside work in other subjects, although there are still some missed opportunities in lessons. In particular, there is scope for better use of ICT to support learning in mathematics and music.
22. The teaching of children in the Foundation Stage is good. Teachers and support staff have a clear understanding of the learning needs of young children and plan a wide range of interesting activities that successfully promote learning in all areas. Lesson planning is securely based upon the recommended curriculum for children this age and is taught in ways that are relevant to children's stages of development. Much of the work is practical in nature, with appropriate use being made of play as a vehicle for learning. The children are given opportunities to show independence, for example, in making choices about which activities they will work at. Children's personal, social and emotional development is continually promoted, as are basic literacy and numeracy skills. Teachers work well with support staff,

⁵ The end part of the lesson

who make an effective contribution to children's learning. The quality of teaching for children in this phase enables them to make a good start to their education and prepares them well for beginning the National Curriculum in Year 1.

23. Throughout the school, the teaching of pupils with special needs is good. Teachers and support staff use the targets and information in pupils' individual education plans to guide their planning and teaching. For example, in terms of the type of questioning used, the amount of adult intervention given, the choice of resources, and the type and extent of recording required of pupils. Support staff have a good impact on pupils' learning, showing care and knowledge of pupils' needs as they work closely with individuals or groups. These staff and teachers are successful in ensuring that there is good inclusion of pupils in all work. For the most part, teaching and learning occurs in the classroom alongside other pupils, with occasional withdrawal for small group or individual teaching as specified on pupils' individual education plans. This is carefully planned to ensure that pupils are not excluded from following the work undertaken by the rest of the class. As well as good teaching to improve subject-specific skills and knowledge, emphasis is placed on increasing pupils' confidence and self-esteem, which assists the learning process through promoting good attitudes.

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

24. The quality and range of learning opportunities offered by the school is good. The statutory requirements of the National Curriculum and the recommended early learning goals for children in the Foundation Stage are met well. Religious education is taught in accordance with the locally Agreed Syllabus.
25. The school has implemented a relevant and balanced curriculum for children in the Foundation Stage, based upon the recommended six areas of learning. The learning experiences these young children receive are stimulating and appropriate to their age and stage of development. At Key Stage 1, all subjects of the National Curriculum are taught both separately and, where pertinent links exist, as part of topics. For example, a Year 2 literacy lesson, based on following a series of instructions, was linked very well with both design and technology and science, as pupils followed written instructions to make planters for growing cress. There are satisfactory schemes of work for all subjects to support teachers' planning and ensure that learning experiences build on what pupils have already learned.
26. There has been good implementation of the National Literacy and Numeracy Strategies and both are having a positive impact on pupils' achievement. In addition to the basic curriculum, extra activities are constructed. These include visits to educational sites, for example, to support work in geography and history and opportunities to hear musicians and storytellers. The school does not provide any extra-curricular activities.
27. The school provides well for the inclusion of pupils of all attainment. All have equal access and opportunity to succeed and make progress. Children with special educational needs are fully included in all the learning experiences planned. Moreover, the detailed individual education plans provided for these pupils contain achievable and relevant targets, together with guidance for teachers and support staff on how these can be promoted in lessons.
28. Good provision is made for pupils' personal, social and health education. All provision in this area is based on a high level of pastoral care. For example, in specific Circle Time⁶ activities, and incidentally throughout the day, pupils have opportunities to reflect on a range of issues relevant to their lives. Health education is well provided for within the science curriculum. In all physical education lessons, a high priority is given to safe practice and pupils are required to reflect on the impact and importance of exercise. Seating arrangements at lunchtime promote social development as pupils sit in mixed-age 'family' groupings.

⁶ Where pupils sit in a circle, discussing and reflecting upon issues.

29. Learning is enhanced by the school's good links with the community. Visitors such as the nurse, police and lollipop lady help pupils understand about health and safety issues. Regular visits by a church minister and a local Rugby League club support learning in religious education and sport, as well as contributing to pupils' personal and social development. Learning in science has been boosted by the school's involvement with a local business as part of the Astra-Zeneca Project⁷. An active group of local schools provides a good link for sharing experiences and resources to support learning in a variety of curriculum areas.
30. Provision for pupils' spiritual, moral, social and cultural development is good, overall, with provision for moral and social development being very good. Daily opportunities for collective worship in assemblies strike the right atmosphere. Pupils respond to the expectation to assemble quietly and listen carefully to the music that is played as they enter. Items of interest provide a visual focus; it is clear that pupils know this is a special time. All contribute to the singing, moving their bodies rhythmically and joining in with the actions. Songs and hymns are chosen carefully so that the words reflect the children's level of understanding. The words of prayers are also relevant and meaningful, supporting pupils during the time of reflection that is provided. Good opportunities are also found to promote spiritual development in lessons. For example, in an art and design lesson, Year 2 pupils' attention was drawn to the patterns, colours and textures depicted in the cross sections and skins of various fruits. They showed amazement and wonder as they looked at these, with one boy likening the pattern on the skin of a melon to that of a spider's web. Similarly, in a science lesson for Year 1 and 2 pupils, a hush descended as pupils looked in awe at an ultra-sound scan photograph of a pregnant visitor's unborn baby.
31. Provision for both moral and social development has improved since the last inspection. Underpinning this is the very good example set by all adults. Expectations of pupils' behaviour are made very clear, through brief, but pertinent, rules that are displayed in class and around the school. These are reinforced frequently in a range of contexts such as assemblies and during dining at lunchtime. The themes chosen for assemblies often focus on moral and social issues and cause the pupils to think about 'changing behaviour'. There is a strong family ethos in the school with high emphasis placed on playing and working together. For example, in an assembly, the headteacher showed pupils how woven threads produce strength and linked this to people 'pulling together'; pupils suggested that caring, loving, sharing and trusting were suitable ways to behave towards others. Opportunities for teamwork are planned for in lessons and the expectations of various roles are explored. A good example of the success of this was seen when two pupils with special educational needs explained, in turn, how they shared their task of planting cress seeds.
32. Provision for cultural development is satisfactory. Pupils learn about their own culture through aspects of literacy and through visits that focus on the history and geography of the area. Links with a local rugby club also support pupils' understanding of their own culture. Some knowledge of other cultures is gleaned from hearing musicians and storytellers and from learning about the work of charity organisations. The work of known artists, mostly from Western culture, is studied and thoughtfully displayed around the school. In addition to Christianity, pupils have opportunities to learn about Islam and Judaism.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. This is a warm and friendly school where pupils are well looked after at all times. The headteacher and staff treat all pupils with care, affection and respect. Most adults appear to know every child's name. Levels of supervision are good. Dining arrangements are very good, resembling as far as possible, a family setting, with the same children of different ages sitting together each day. The dinner supervisor, in a firm but very friendly way, insists on politeness and good table manners. The very good organisation and low noise levels ensure that dining is a civilised and social occasion. The school is achieving its stated aim of fostering a caring family environment where all feel safe and secure. This judgement is similar to that at the last inspection.

⁷ A science teaching trust assisting with funding to support initiatives in science teaching and learning

34. Arrangements for child protection are good. The named person has been fully trained and staff are regularly reminded of the school's procedures. Health and safety is taken seriously; there are regular risk assessments and good clear policies for dealing with an emergency and first aid. First Aid cover is very good, with over half the staff being trained. Safety is correctly stressed to the pupils in practical lessons. The school has addressed the need for INTERNET security and a policy is in place.
35. Procedures for monitoring attendance are good and have improved since the last inspection. Registers are well kept and meet statutory requirements. If any child is absent without reason, the school contacts the parents on the first day to find out why - effectively driving home to parents the importance the school places on regular attendance. Certificates of good attendance reinforce this message to pupils. These procedures have resulted in a gradual improvement in attendance in recent years. However, holidays in term time are significant and there is little evidence that the school has addressed this problem sufficiently well. The school's target to maintain the current attendance rate is undemanding.
36. Procedures for monitoring and promoting good behaviour are very good and have improved since the last inspection. The comprehensive policy includes a Children's Charter of Good Behaviour. This contains very clear guidance on good manners and a simple explanation of what is meant by being rude. Pupils are left in no doubt about what is expected of them. Consistency of approach is maintained as a result of all staff, including lunchtime supervisors, being regularly reminded by the headteacher of the school's procedures. Very good quality formal observations of playground behaviour are made twice a term by the headteacher to ensure consistency and highlight any changes required. The anti-bullying policy is a very clear and comprehensive document and includes reference to racial taunts and an easy to understand children's charter section. Assemblies and class discussion times are used effectively to make pupils aware of the school's attitude to bullying. There is no evidence of bullying at the school.
37. Procedures for assessing pupils' attainment are very good and have improved since the last inspection. In addition to statutory assessment on entry to the reception year and at the end of Year 2, all pupils are assessed by teachers at various points in the year to identify the progress they are making and support the school's good planning to raise standards.
38. There is a good Foundation Stage assessment document that uses the early learning goals and 'steps' toward these as key foci to chart the progress of nursery and reception children. Each half-term, assessments are made of Year 1 and 2 pupils' progress in English, mathematics, science and ICT. At the end of each term, samples of work in these subjects are examined and moderated to assess progress and ensure the accuracy of assessments. Records are maintained for the whole class and for individuals, with samples of work to support the assessments that are made. This approach is soon to be extended to other subjects. The assessment of pupils with special educational needs is very good and used well to promote learning. Progress toward targets in individual education plans is regularly reviewed in consultation with teachers, support assistants and parents; a number of outside agencies are also effectively involved in the process.
39. The information from assessments is used well to raise standards. For example the analysis of pupils' performance in the national reading, writing and mathematics tests prompted the school toward successful action to raise boys' achievement and that of higher attainers. Assessment information, coupled with teachers' good knowledge of individual pupils, is also used to set realistic, but challenging, targets to improve test results. Arrangements for assessing and monitoring pupils' personal development are generally informal, but quite satisfactory. Staff know the children very well. The section in the pupils' reports covering personal development is of good quality.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The school has developed a very effective partnership with parents. This aspect is one that the school has worked very hard at in recent years and which is now one of its strengths, representing a significant improvement since the last inspection.

41. The school is highly regarded by parents. Based on the response to the questionnaire, the parents' meeting and conversations with parents during the inspection week, it is clear that they are very pleased with what the school does for their children. Parents particularly like the approachability of staff; the good quality of teaching; the high expectations for their children; the way the school is run; and the progress their children make. The inspection team endorse all these positive views, although some variability was found in the quality of teaching. Some parents would like more activities outside of school hours. The inspection team agree that there is scope for development in this area.
42. Much of the information provided for parents is of very good quality. This is particularly apparent for new parents who are given a range of well written and easy to understand booklets, including the school's prospectus, a copy of the behaviour policy, advice on how to read with their child and clear guidance on the way the school teaches handwriting. Very good use is made of the Home/School agreement by using it to underline the school's expectations of parents and what parents can expect from the school. Information meetings are held at times that are convenient to working parents. Formal opportunities for parents to discuss their children's progress are held twice a year and are well attended.
43. Pupils' reports are of good quality. Progress is clearly stated and most reports give a clear explanation of what a child can do. The reports are less informative on what a child needs to do to improve. Whilst some reports include this advice, it is normally deep in the body of the text and is not specific enough to guide parents in supporting their children's learning at home. The tick list on behaviour is a simple and effective way of conveying information to parents, and the section completed by pupils provides a useful introduction to self-evaluation.
44. Parents are heavily involved in the school and this makes a considerable impact on the children's learning. Many parents help regularly in the classroom. This help is very well organised with parents knowing exactly what they have to do. The school also consults parents about future developments, for instance when deciding on homework procedures and when establishing a dress code. There is an active Friends' Association that successfully combines social events with fundraising.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The headteacher leads and manages the school well and is ably supported by the deputy headteacher. Together they form a strong team that has moved the school forward since its last inspection and is steering it well toward continued improvements. Governors, too, are an effective team who fulfil all their statutory duties. Their roles have developed since the last inspection and they now play a much more central part in monitoring and evaluating the school's work and shaping its development. Co-ordinators' roles are clearly defined and, overall, they too make a good contribution to supporting raised standards and improving the quality of provision.
46. Under the leadership of the head and deputy, and supported by governors, standards and the quality of teaching and learning have improved since the last inspection. This has come about through the formulation and implementation of effective monitoring systems. For example, pupils' performance in tests and assessments is closely monitored, including the performance of groups of pupils such as boys and girls and those with special needs. This clear analysis has guided action to raise standards and there are good indicators of the success. For instance, the gap between the achievement boys and girls has narrowed considerably and many more pupils are now achieving the higher levels in tests and assessments. Although some aspects of teaching still need addressing, much has been done since the last inspection to improve this key aspect of provision. For instance, the headteacher and deputy regularly and formally monitor teaching and learning in all classes. A senior teacher has also been involved in monitoring lessons and governors, too, have visited classes to become more informed about teaching and learning. As a result, much of the staff development that has taken place has been directed toward improving aspects of teaching identified as weak by the last inspection. To eradicate the remaining weaknesses and ensure more consistency in teaching quality at this key stage, increased rigour needs to be applied to the good systems

the school already has for monitoring teaching and learning. Specifically, too many monitoring observations do not include comments in the '*priorities for development*' section, despite observations clearly identifying some weaknesses.

47. A good school development plan has supported these and other improvements. This document identifies clear priorities that are the right ones for the school at this time, which are mapped out in detail showing step-by-step action, the individuals responsible, costs and the criteria against which success will be measured and evaluated.
48. Governors are supportive and fulfil all their legal obligations. They endeavour to ensure that the principles of 'best value' are applied in all aspects of the school's work, for example, by using the detailed analyses of assessment results to make comparisons about the school's performance against other schools and to challenge itself to improve. They consult appropriately before making major spending decisions and the quality of financial management is good. Appropriate use is made of additional funding, such as that for staff training and pupils with special educational needs. The governors are fully committed to providing inclusive education and, to this end, have invested additional budget funding to provide enhanced provision for special needs pupils. A caring ethos, coupled with a vision that has raising standards and the success of pupils at its heart, underpins this school's work. Good relationships and teamwork between staff are evident, which supports pupils' academic and personal development and ensures that the aim of providing a family atmosphere is achieved.
49. The match of teachers and support staff to teach the National Curriculum and areas of learning for children in the Foundation Stage is good. There is effective deployment of duties, with the small teaching staff showing good commitment in terms of managing a number of subjects. Support staff are highly committed and are effectively deployed. Administration is unobtrusive and helps the school run smoothly on a day-to-day basis. Resources to support teaching and learning are satisfactory in most subjects and good in literacy, numeracy and physical education; resources to support teaching and learning in the Foundation Stage are also good. The accommodation is very good and has improved since the last inspection, particularly in terms of providing additional space and outdoor facilities for children in the Foundation Stage. Classrooms, corridors and annexes are bright and stimulating environments that provide support for pupils' learning and celebrate their work. The hall is an attractive venue for assemblies, lunchtime eating and physical education lessons. The entire building, inside and out, is very well maintained by the site supervisor and cleaning staff. The stimulating environment and the quality of learning resources have a positive impact on the standards achieved by pupils.
50. Since the last inspection, the quality of leadership and management has shown good improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. The headteacher and governors should now:

(1) Improve pupils' speaking skills by:

- increasing opportunities for pupils to develop speaking skills across the curriculum;
- ensuring a better balance between 'open' and 'closed' questioning from teachers, so that pupils are required to provide more than one or two-word answers and are encouraged and given time to explain their thoughts; and
- reviewing the way teachers manage pupils' verbal input in lessons to ensure that effective 'control' is not, inadvertently, impeding the development of speaking skills.

(Main paragraphs 5; 9; 19; 20; 68)

(2) Achieve more consistency in teaching quality at Key Stage 1 by:

- ensuring that time for teaching and learning is used efficiently;
- ensuring that activities provided are challenging enough to allow all pupils to make progress;
- checking that during group work, teaching continues and that the teachers' role does not degenerate into one of supervision;
- eliminating any weaknesses in managing pupils' behaviour; and
- ensuring that the 'priorities for development' section of the school's monitoring forms is always completed when weaknesses have been identified.

(Main paragraphs 16-23; 46)

In addition to the key issues above, governors should consider the following, less important, weaknesses for inclusion in their action plan:

- set and share targets with pupils and ensure that marking gives pupils' indicators of how they can improve (20);
- make better use of ICT in mathematics and music (21);
- review provision for extra-curricular activities (41); and
- improve monitoring of pupils' attendance, specifically the extent of holidays in term time (35).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	9	10	2	0	0
Percentage	0	16	36	40	8	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 three percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	32.5	117
Number of full-time pupils known to be eligible for free school meals	N/A	19

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	2	28

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	9
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
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
	2000	20	19	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	15	18
	Girls	19	19	19
	Total	33	34	37
Percentage of pupils at NC level 2 or above	School	85 (84)	87 (87)	95 (91)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	18	16
	Girls	19	19	19
	Total	34	37	35
Percentage of pupils at NC level 2 or above	School	87 (89)	95 (91)	90 (84)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	80
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 – Y2

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	23
Average class size	29

Education support staff: YR – Y2

Total number of education support staff	4
Total aggregate hours worked per week	97

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	33
Total number of education support staff	4
Total aggregate hours worked per week	64.75
Number of pupils per FTE adult	11

FTE means full-time equivalent.

Financial information

Financial year	2001
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	£
Total income	365,096
Total expenditure	364,507
Expenditure per pupil	2,446
Balance brought forward from previous year	9,473
Balance carried forward to next year	10,062

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	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
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate: 33%

Number of questionnaires sent out	149
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	35	0	0	0
My child is making good progress in school.	69	29	2	0	0
Behaviour in the school is good.	51	49	0	0	0
My child gets the right amount of work to do at home.	46	48	4	0	2
The teaching is good.	80	20	0	0	0
I am kept well informed about how my child is getting on.	57	37	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	82	18	0	0	0
The school expects my child to work hard and achieve his or her best.	76	22	0	0	2
The school works closely with parents.	61	33	6	0	0
The school is well led and managed.	76	22	0	0	2
The school is helping my child become mature and responsible.	63	37	0	0	0
The school provides an interesting range of activities outside lessons.	31	40	17	0	5

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Personal, social and emotional development

52. Teaching and learning in this area is good and children are well on target to achieve the early learning goals by the end of the reception year.
53. Most children in the nursery and reception classes demonstrate their enjoyment of school. Although the inspection occurred in only the second week of a new academic year, most came happily into the classroom and began playing with the resources that had been set out. A few children who were uneasy with and upset by this new experience were soothed and sympathetically taken care of by teachers and classroom assistants. As a result, they settled quickly and began to take part in and enjoy, the activities provided. The practice of encouraging parents and carers to stay with children for the first 15 minutes of the day, working and playing alongside them, helps children feel more secure and provides a valuable opportunity for communication between staff and parents.
54. In the nursery, children are sensitively introduced to new routines such as assembling together for registration and stories, tidying away resources and having milk. Reception children are learning to cope with new experiences such as attending daily assemblies, playing out and eating their midday meal with older children. They are keen to take on simple responsibilities such as returning the register to the office. Children in both classes show increasing confidence in trying out new activities. Teachers provide an appropriate balance between child-chosen and adult directed activities, which develops children's independence. Nursery children are learning to put on their coats, go to the toilet by themselves and wash their hands. Reception children cope very well with undressing and dressing for physical education lessons and need minimal help. Children in both classes are learning to sit and listen quietly for short periods. They are taught how the simple classroom rules help everyone to work and play together happily. Their behaviour is good. There is no evidence of fighting or unwillingness to share. In the dining room, adults promote children's good manners and social skills very well.

Communication, language and literacy

55. Teaching and learning are mostly good and sometimes very good. Pupils are well on target to achieve the early learning goals by the end of the reception year.
56. Nursery children are somewhat hesitant at communicating verbally, so, within a range of activities, throughout the day, staff constantly encourage children to talk and continuously promote key vocabulary associated with the development of basic skills. For example, in a collage activity, the adult referred to the shape and size of the materials and the positioning of these on Humpty Dumpty's body. Similarly, in a story session, the teacher referred to the *title* and *contents* parts of the book. By the time they are in the reception class, children are much more confident and keen to contribute by answering questions and sharing experiences. However, although there is a need for children to learn rules and routines such as putting hands up, these were being applied rather too rigorously in some lessons and were quashing children's enthusiasm and reducing opportunities for the development of speaking skills and vocabulary. Reading skills are taught well in both classes. The theme of nursery rhymes is promoting good early reading skills for nursery children. For example, when sharing a Big Book with the children, the teacher helped them understand the direction in which print is read and pointed to each word as it was said. Children were encouraged to join in with the rhymes and provide the 'missing word' when the teacher paused. Reception children have very good attitudes to books and reading. They know the difference between words and letters and correctly identify a good number of letter sounds, common words and character names from the reading scheme. Good teaching has promoted these skills. For example, in a reception

lesson, the teacher built on what the children already knew about letter sounds and introduced the idea of blending sounds together to help read words. Children's attention was directed to important punctuation, such as full stops and capital letters.

57. In the nursery, children's early efforts at writing are encouraged. They complete handwriting patterns, developing skill in holding and controlling pencils and learn to write their own name. Reception children form letters well. They write over and under the teacher's writing and make good efforts at writing simple phrases independently. Although teaching quality is always at least good in this area, there is scope, in both classes, to enhance literacy skills within role-play contexts, for example, by providing reading and writing materials for children to use as part of their play.

Mathematical development

58. Teaching is good in this area and children achieve well. They are on target to reach the early learning goals by the end of the reception year. Children's knowledge of number is promoted well in the nursery. During the inspection, they were being helped to identify numbers to five and some higher attainers could correctly identify numbers to ten. The teacher and support staff regularly reinforce counting and number skills, both in specifically planned activities and incidentally as opportunities arise throughout the day. For example, whilst sharing a Big Book with the class, the teacher asked children to identify page numbers. A good range of practical counting, sorting and matching and activities and simple join-the-dot worksheets support learning. Nursery children were keen to sort socks into pairs and peg them on a washing line and the nursery rhyme 'Hickory Dickory Dock' acted as a good stimulus for drawing numerals on a clock face. In reception, good teaching promoted understanding of length and the associated vocabulary. Carefully thought out practical activities allowed all children to sort and compare objects of different lengths and to use the terms longer and shorter as they described them. Counting skills were being developed well too, with some children counting beyond 20. Most are able to count forwards and backwards from zero to 10 and can identify missing numbers in this sequence.

Knowledge and understanding of the world

59. Teaching and learning are good in this aspect and children are well on target to reach the early learning goals by the end of the reception year. Nursery children learn about people who help in the community such as doctors, dentists and nurses. They develop an awareness of cause and effect when playing with a simple pulley system that hoists a pretend mouse up a cardboard grandfather clock. As they fill different containers when working in water and sand activities, or make patterns and models in sand, they develop a growing awareness of materials and their properties. Good opportunities for children to engage in collage work and to construct models, using reclaimed and commercial materials, promote early design and make skills and support understanding of different ways to join materials. A range of computer programs is always available and most children are keen to use these. Using paint software, children are gaining skills in controlling the mouse to pick colours and produce random patterns.
60. Many of these activities continue in the reception class, with skills and understanding increasing as children extend their experience. During the inspection, reception children's scientific skills were being developed well in a practical lesson about the senses. The teacher provided a good range of foods for children to touch, smell and taste. Children were encouraged to predict what they thought something would taste like and then describe their 'observations'. To support the children, the teacher introduced and promoted key descriptive vocabulary, such as 'sweet' and 'sour', very well. Early geographical skills were being developed as the children were being taught to follow simple routes around the school.

Physical development

61. Teaching and learning are good and children achieve well. They are well on target to attain the early learning goals by the end of the reception year. In the nursery, children's small and large motor skills are constantly being developed through the good range of small, focussed activities that are provided each day and the virtually constant access to outdoor play. They

learn to manipulate tools such as glue spatulas, scissors and paintbrushes and fit pieces of small equipment together, such as jigsaw puzzles and small construction apparatus. Outside, they gain skills in throwing and catching and learn to manoeuvre wheeled toys such as tricycles and prams. The teacher and other adults support children well in these activities, encouraging them to try new things and develop confidence.

62. Reception children are developing good co-ordination skills. In a physical education lesson, the teacher provided good activities for children to warm-up prior to using the large apparatus. They responded enthusiastically, showing agility in moving around the hall by running, jumping, and walking in different directions. Children make good use of the hall space and take care not to bump into each other. The teacher included children in the setting up and putting away of the apparatus, promoting safety issues about handling and co-operation. Two additional support staff ensure good supervision and care of the children during lessons. Children learn to use the equipment safely and imaginatively. Small motor skills continue to be extended within a range of activities, including regular handwriting practice.

Creative development

63. A wide range of art and craft activities is provided in both classes. Teaching and learning in this element is good. Limited music and role-play activities were observed during the inspection week. Overall, children are on target to achieve and possibly exceed the early learning goals in this area.
64. Nursery and reception children have good opportunities to explore paint. They are taught techniques for mixing their own paint and how to add water or more powder paint to create different colours, shades and textures. By the time children are in the reception class, they show a high degree of competence in this and are thoughtful about the amount of water and paint they add to create a specific effect. For example, one little girl, working independently, explained how she was adding more white and blue *'to create different shades of sky'*. Children's paintings of people and faces show good use of the paper space and include lots of detail, such as eyelashes, buttons and hair decorations. The youngest children progress from producing a basic body shape to including arms, legs and facial features that are positioned quite accurately. Nursery children's collage skills develop well when choosing different shapes, colours and materials to make a Humpty-Dumpty. Staff provide good support in this activity, encouraging children to be creative and explaining techniques for applying glue and folding paper to make Humpty's legs. In an art lesson in reception, children learned to shape clay into a round and use tools to mark on facial features. Although children enjoyed the work, opportunities to allow them to spend time manipulating the clay, describing how it felt, were not capitalised upon by the teacher. Children's creativity was somewhat limited and the finished products were very similar.
65. Nursery children enjoy moving to and singing along with the music that plays as they work. They learn the words and tunes to a range of rhymes and songs in this way and at other times in the day when they sing together as a large group. They enjoy using the musical instruments to explore the sounds they can make, hitting them harder or shaking them more vigorously to create different effects. During the inspection, reception children were learning the words to new songs sung in assemblies. They clearly enjoyed listening and moving to the music and tried hard to join in. There was no opportunity to see a music lesson for this year group.
66. In both classes, role-play areas have been created. However, during the inspection week, the range of resources provided in these was not particularly stimulating; reception children were not seen engaging in role-play.

ENGLISH

67. Inspection evidence shows that standards in reading, writing, speaking and listening are average. This reflects a similar picture to that found by the last inspection. However, over the last four years, there has been a steady improvement in seven-year-olds test results, with significant improvement in writing results last year (2000) because more pupils achieved the higher level. Results of the national tests in 2000 were mostly in line with the national

average, with writing being above. There was, however, a marked difference between the performance of boys and girls, with boys underachieving significantly in relation to the girls. This underachievement has also been evident over time in reading. Noting this, the school took action to raise boys' attainment and this year's results (2001) show significant improvement in reading, writing and spelling.

68. By age seven, speaking and listening skills are average. Most pupils listen attentively when teachers read stories or explain tasks. The majority explain ideas coherently and chat sociably to visitors and to each other at lunchtime and playtime. However, a significant minority (that extend beyond the proportion of special needs pupils with language and communication difficulties) lack confidence in speaking aloud and have difficulty expressing thoughts in discussions or assemblies. Although teachers plan opportunities for pupils to speak and listen to each other, as in a Year 1 history lesson when every pupil spoke briefly about his or her toy and in a Year 1 and 2 science lesson where pupils asked questions of visitors, there are missed opportunities to include more reluctant speakers. Moreover, too often, teachers' questions require little more than a one or two-word answer from pupils. These limitations, together with a tendency by some teachers to over-control pupils' verbal contributions, thwarts all pupils' enthusiasm, particularly those who are less confident speakers and narrows the learning experiences for speaking and listening. In contrast, the progress of special needs pupils with language and communication difficulties is generally promoted well by support staff in specific activities targeted at these needs and within a range of activities where pupils work in small groups.
69. By age seven, reading skills are average. Most pupils read accurately, confidently and with enjoyment. Throughout the key stage, books are usually well matched to pupils' attainment, although some higher attaining Year 1 pupils have books that are too easy. Most pupils have a good understanding of what they read. They talk about the text and illustrations and show awareness of humour in stories. When faced with new or difficult words they use different strategies successfully, such as blending sounds together, or linking the initial sound with an informed guess within the context of what they have read. Higher attainers in both Year 1 and 2 show good knowledge of the use of contents and index pages. They express some preferences in reading material that include fiction and non-fiction texts.
70. By age seven, standards in writing are average. Most pupils write in a reasonably neat hand, usually in cursive script. Their writing shows understanding of basic punctuation, with most using full stops and capital letters correctly. They apply their knowledge of letter sounds to spellings, which are well up to standard. As pupils get older they widen their choice of vocabulary to make their writing more interesting. For example, a lower attaining pupil writes about *'fire streaming out of the rocket'*. Higher attaining pupils show not only interesting vocabulary, but also more advanced punctuation. For instance, when writing the diary of the three little pigs, one pupil notes: *'Wednesday. Right! Today I am . . .'*
71. During the inspection, the quality of teaching was satisfactory overall, although some fell short of the expected standard because the pace of the lesson was too slow and pupils were not challenged enough. During their time in the key stage, pupils' overall progress is satisfactory, but a scrutiny of their work over the last year shows some inconsistencies in the quality of teaching and learning, mostly ranging from satisfactory to good. Teaching and learning in Year 2 are good. Here, the teacher's subject knowledge and high expectations are evident. For example, pupils have been given a wide range of opportunities to write in different forms and styles, with themes that capture their interest. Drama, for example, is the basis for pupils inventing a plan for the Wolf to catch the three little pigs, after which they write an imaginative diary of what actually occurs.
72. In all lessons, teachers share the learning objectives with pupils, but these are not always explained in a way that pupils understand. Teachers expect pupils to write a date and title, but expectations of the quality and quantity of work are not always made clear; individual targets are not set or shared with pupils. Consequently, on occasions, a small number of pupils do not work as hard as they might. Management of the pupils is generally good, particularly in shared reading, so that all pupils are attentive and well behaved. Care is taken to ensure that all pupils are included, particularly those with special educational needs. Lessons are planned

- well and the classroom assistants are fully aware of their role, so that their groups are well supported and make similar progress to the rest of the class. The teachers know pupils well and relationships are good. Work is marked regularly, with comments encouraging pupils, but not informing them how to improve; this point was made by the last inspection.
73. The development of literacy skills within other subjects is good. For example, in science, pupils are asked to write accounts, captions and label diagrams. In history, they are required to write biographies of famous people, whilst in design and technology they are expected to read and follow a series of instructions to make a planter for cress seeds or to write a recipe for fruit salad.
74. The management of English is good. Good attention is given to analysing pupils' performance in tests, with the information gained being used successfully to target action to improve aspects of English and the achievement of specific groups, such as boys. Regular assessments are made and pupil records are well maintained. The implementation of the National Literacy Strategy has been effective, with an appropriate balance between provision for reading and writing and with literacy skills being promoted well across the curriculum. Satisfactory links are being forged with ICT to support learning in English, with pupils word-processing some of their work.
75. Resources are good. The attractive school library provides a good learning environment with a good range of quality books set out clearly for the pupils to see. The provision of a reading morning when parents spend some time reading with their children is a very positive step.

MATHEMATICS

76. Lesson observations and an analysis of pupils' work show that most pupils achieve standards that are broadly average. From a below average starting point on entry to the school, all pupils, including those with special educational needs, do well to achieve these standards. Unconfirmed test results for this year (2001) indicate that standards have risen significantly. Many more pupils have achieved the higher levels, with a major improvement in boys' performance. The effective introduction of the National Numeracy Strategy has been influential in improving test results during the past two years.
77. By age seven, pupils have a satisfactory understanding of the number system. Most count confidently to 100 in steps of two, five and ten and accurately fill in missing numbers on 100 square grids. Higher attainers have a good understanding of hundreds, tens and units and confidently halve and double numbers up to 100. Lower attainers are confident in identifying and working with numbers to 50. Most pupils are familiar with the mathematical operations of addition, subtraction, multiplication and division and have learned about the relationship between these and the associated vocabulary. For example, pupils know that multiplication is repeated addition and that division means sharing. Most use mathematical signs correctly when writing number sentences. The majority of pupils have good mental arithmetic skills because, overall, teachers place a good emphasis on developing this aspect. By age seven, pupils confidently identify odd and even numbers and quickly add 10 and 100 to a variety of numbers. The majority recognise and use coins to one pound in shopping activities and know the names of common two and three-dimensional shapes. Most understand and explain the information on simple bar charts and have been able to use ICT to construct and interpret these.
78. The quality of teaching and learning is satisfactory, overall. There are some inconsistencies between different classes, however, mostly ranging from good to satisfactory. During the inspection, one of the four lessons seen was unsatisfactory. Where teaching is good, the teacher explains strategies and number patterns effectively and this supports pupils' understanding. The teacher ensures that many pupils are involved in answering questions and explaining their work. Teaching continues throughout all parts of the lesson and the plenary is used effectively to reiterate key teaching points and assess pupils' understanding. Where teaching is unsatisfactory, not enough emphasis is placed on the development of mental skills, time is not used effectively, some activities are unchallenging and direct is teaching is limited.

79. Throughout the school, teachers' lesson planning is thorough. Teachers plan together to ensure that pupils in mixed aged classes receive a comparable range of learning activities. Learning objectives are clear and there is good detail to support teaching. At the beginning of lessons, teachers share the learning objectives with pupils so that they know the purpose of the lesson. Activities are usually matched appropriately to pupils' needs, which keeps them interested, well-behaved and challenged. Teachers make good use of support assistants to help special needs pupils and lower attainers; these staff have a good impact on pupils' learning. Lessons usually end with a whole-class review of what has been learnt. Here, pupils have opportunities to explain their work and how they have tackled it. For the most part, this element of the lesson and the whole-class oral and mental starter at the beginning of lessons, are taught satisfactorily. However, some teachers do not involve enough pupils in answering questions or talking about their work.
80. Numeracy skills are developed satisfactorily in other subjects. For example, in science, pupils draw graphs and charts to record their findings, whilst in music they count beats. Art lessons have given pupils the opportunity to explore pattern and helped to consolidate their understanding of symmetry. Information and communications technology is used satisfactorily to support skills in data handling, but there is scope for this to be extended, for instance by more frequent use of programmable toys to support learning about shape, space and measures.
81. The headteacher, deputy and co-ordinator have worked hard to tackle underachievement in mathematics. Helpful analysis of test results and assessment information has underpinned the identification of areas of weakness and the implementation of successful action for improvement, for example, the improvement in the performance of boys and higher attainers. Good assessment procedures are firmly established and used to monitor pupils' progress and set targets for improvement. There is a good range of quality resources to support teaching and learning.
82. There has been good improvement since the last inspection. In particular, standards have risen in the using and applying element of mathematics, which was previously identified as a weakness.

SCIENCE

83. Inspection evidence shows that by age seven, standards are average. This supports the results of the statutory teacher assessments in 2000 and the most recent assessments (2001). Although this reflects a similar picture to that found by the last inspection, all pupils' standards in experimental and investigative science have improved and boys' attainment has risen significantly since last year. The proportion of pupils achieving the higher levels is still below the national average, but, overall, all pupils make good progress to achieve the levels they do, given their below average starting point on entry to the school.
84. Pupils are provided with a wide range of first-hand learning experiences that address all aspects of the National Curriculum for science. There is a good focus on promoting the skills of experimentation and investigation, with pupils having many opportunities for practical work and to use their senses to observe and describe. This was exemplified very well in a Year 2 lesson that was part of a series on 'Food and Keeping Healthy'. Working in small groups, each supervised by an adult, the pupils made a fruit salad. The teacher and other adults prompted pupils to observe closely and describe how the different fruits looked, felt, smelled and tasted. As a result, pupils made good observations about differences in colour, texture and thickness of the skins and made comparisons between the size, colour, texture and hardness of the seeds and the flesh. Pupils with special needs were fully included and well provided for in this lesson. Analysis of pupils' work from last year shows that all are introduced to the process of scientific investigation by addressing questions such as '*What do we want to find out?*' '*What will we do?*' '*What do we think will happen?*' and '*What did happen?*' This process also provides a good structure for them to record their work.
85. Good progress was also noted in a Year 1 and 2 lesson in which pupils were learning about how humans grow and develop. Building on a previous lesson in which pupils had discussed

- how they and their needs had changed since they were babies, two visitors, one with a young baby and the other pregnant, provided an interesting and relevant stimulus. Many pupils asked spontaneous, but pertinent questions of the visitors. For instance, *'What does the baby eat/drink?' 'Has she got any teeth yet?' 'Does she make a lot of noise?'*
86. The quality of teaching is good and sometimes better. Teachers have good subject knowledge and place significant emphasis on pupils learning through being actively involved in activities. Previous work shows that pupils have constructed simple circuits, investigated how materials change when heated or cooled and found out how different surfaces affect the speed and distance travelled by toy cars. Teachers require pupils to record their work in a range of ways, including simple graphs and charts, drawing and labelling diagrams and writing accounts. Literacy and numeracy skills are effectively promoted in this way and work analysed shows that ICT is used to aid all forms of recording. Opportunities to promote numeracy and literacy skills were also noted in lessons, for example when a teacher asked pupils to cut fruits into halves and quarters and lists were written of pupils' suggestions of the type of foods they ate at parties. The promotion of speaking skills and pupils' use of subject-specific vocabulary is not as consistently good. For example, reluctant speakers could have been better supported and included in a lesson that required them to ask questions of visitors, if each had prepared a question in advance.
87. Teachers prepare well for lessons. Their planning identifies clear learning objectives, which they share with pupils. Lessons are thoughtfully resourced and support staff are briefed about their role, sometimes with notes that identify the key vocabulary to be promoted and the questions to ask pupils. Pupils with special educational needs are fully included, with additional help providing well for their needs and aiding their good progress. Where necessary, aspects of hygiene and safety are stressed, for example washing hands before touching food, and handling knives safely. Teachers recognise the wonder that work in this subject holds for pupils and promote this well. Good examples were seen in both Year 1 and 2. For instance, Year 1 and 2 pupils were in awe of a visiting baby's actions and noises, whilst Year 2 pupils looked in amazement at the different patterns and colours of the fruits they were using to make a fruit salad. Science makes a powerful contribution to pupils' spiritual development.
88. The subject is well led and managed. Information from statutory assessments of Year 2 pupils, together with the half-termly assessments of all pupils, is analysed to identify the effectiveness of teaching and learning and to determine where improvement is needed. The school's involvement in the Astra-Zeneca project is also having a positive impact on improving the quality of teaching and learning.

ART AND DESIGN

89. Pupils make good progress and achieve above average standards by age seven. This represents an improvement since the last inspection.
90. During the inspection, Year 2 pupils were improving printing skills and their skills of drawing from observation. Very good teaching to the whole class before practical work began emphasised the need for pupils to look closely at the different whole and cross-sections of fruits and vegetables. The teacher was highly effective in getting pupils to take note of and describe the shapes, colours and patterns they saw. A useful demonstration showed how to make an initial sketch and emphasised the need to use the whole paper space. During the practical work that followed, the teacher circulated different groups, providing encouragement and praise, whilst constantly reinforcing these key skills and techniques. The quality of work produced by pupils was of a high standard and showed good application of the skills being taught. Those pupils working on the printing activity were well supported by a classroom assistant. Their finished work showed how they had combined creativity with their increasing awareness of pattern and colour. Pupils with special needs were fully included and made good progress in response to effective support from the teacher and classroom assistants. Support staff had been well briefed by the teacher and constantly reiterated the key vocabulary and teaching points of the lesson.

91. Although only one lesson was seen during the inspection, an analysis of pupils' past work and that on display shows that teaching is at least good. Pupils produce individual and group work in two and three dimensions, using a range of media. Portrait work, produced in paint and charcoal, was stimulated by the works of known artists such as Klee, Senecio, Modigliani and Van-Gogh. Pupils' work showed good attention to detail, with many of the artistic elements evident. The charcoal drawings in particular showed good understanding of the elements of shading, line and texture, for example, in the way pupils had incorporated shadow and depicted movement in the hair. Pupils combined collage and sewing skills to produce individual works that showed much creativity in the way materials were juxtaposed.
92. Good links are made with other subjects. For example, to support work in history, pupils have made very good quality observational drawings of artefacts such as flat irons, posers, dolly tubs and hot water bottles. In ICT, paint software is regularly used and around the school there are many examples of pupils producing recognisable images and creating interesting patterns. Numeracy skills are developed as pupils explore pattern, shape and symmetry.
93. The value the school places on pupils' efforts is evident in the high quality of display in classrooms and corridors. Artefacts and prints of artwork from known artists sit alongside pupils' own work providing a good stimulus and balanced display. The subject is well managed and makes a valuable contribution to pupils' spiritual development. The subject's good potential to promote pupils' cultural development is less evident, although the school has explained that pupils have had opportunities to explore art from non-western cultures.

DESIGN AND TECHNOLOGY

94. It was not possible to see any lessons during the inspection and there was limited evidence of pupils' work. However, from that which was available, together with an analysis of teachers' plans, displays and discussions with pupils, standards by age seven are broadly average and pupils' progress is satisfactory. This is similar to that found by the last inspection.
95. The available evidence shows that teaching is at least satisfactory. Teachers plan together to ensure that pupils of the same age in different classes receive comparable learning experiences. A comprehensive range of activities is provided, with sufficient emphasis given to the different stages of designing, planning, making and evaluating. Good efforts are made to link activities with work in other subjects so that learning is more meaningful; for instance work in geography acted as a stimuli for Year 2 pupils to design and make a suitcase for *Bertie Bear* to take on his travels. Similarly, as part of their work in science, pupils have used wheels and axles to design and make moving vehicles and linked work on healthy eating with the food technology when making a fruit salad. Higher attainers are beginning to evaluate their work and decide where improvements can be made. Progression is clearly evident in their knowledge and understanding of materials and of the different ways these can be joined; work of this nature has included the use of needle and thread when making hand puppets. Teachers place appropriate emphasis on developing skills through small, focused, tasks so that pupils can use these to produce quality items.

HUMANITIES (GEOGRAPHY AND HISTORY)

96. Pupils are given a sound introduction to these subjects. By age seven, standards in both subjects are average; this reflects a similar picture to that found by the last inspection. Although very few lessons were seen during the inspection, the analysis of pupils' work shows that teaching and learning in both subjects are at least satisfactory. In geography, pupils' learning focuses on people, places, weather and maps. They begin to make comparisons between their own area and a Scottish island. Teachers promote subject-specific vocabulary effectively. For example, when Year 2 pupils discuss aspects of the Scottish island one refers to the '*mainland*'. In history, pupils are also taught how to make comparisons between the past and the present, considering, for example, changes in the washing of clothes. They are helped to consider various sources of evidence to find out about the past, including using photographs, books, videos and interviewing older people. Their knowledge of famous

historical figures, such as Florence Nightingale and Mary Secole, develops alongside these skills.

97. Most pupils listen to each other and behave well. Written work is presented neatly and demonstrates pupils' pride in their work. Year 1 pupils, learning to describe artefacts, were most helpful to each other as they worked together to match the colours of the artefacts in their drawings.
98. Teachers plan well and their management of pupils is good. Tasks are matched to pupils' attainment so that, for example, Year 2 pupils are able to show their understanding of different forms and uses of transport. Classroom assistants provide strong support to class teachers and pupils. Consequently, pupils with special educational needs make good progress. The teaching of history is reinforced by some good displays of artefacts and photographs. In Year 2, there are maps and photographs of a Scottish island to support pupils' geographical knowledge. However, although 'Bertie', the school bear, travels the world, there is no display of his travels to widen and enhance pupils' knowledge of the wider world. On the other hand, learning experiences in both subjects are enhanced by field trips and by visitors to the school.
99. Work in both subjects support the development of literacy and numeracy skills, for example, when pupils engage in data handling work about the weather, compile a glossary of seaside words and write postcards or diary extracts for Samuel Pepys. Information and communication technology is used mainly for word processing, such as pupils' accounts of the life of Florence Nightingale.

INFORMATION AND COMMUNICATION TECHNOLOGY

100. Pupils' attainment by the age of seven is broadly average. Although this is a similar picture to that seen by the last inspection, curriculum requirements have been extended since then. Inspection evidence shows that the school has kept pace with these and there has been good improvement in a number of areas. New computers and software have been purchased and intensive staff training undertaken, the latter resulting in an improvement in staff knowledge and confidence. The school, rightly, continues to identify ICT as an area for improvement.
101. Most pupils, including those with special educational needs, have satisfactory keyboard skills and enjoy computer activities. They control the mouse purposefully and print out their work independently. Most show good concentration and perseverance when using the computer to write simple text to label pictures. They use the shift, delete and spacebar keys knowledgeably. Year 1 pupils drag and drop pictures to build and label a face. They work well in pairs, taking turns and supporting each other. They treat the equipment with respect. Pupils use CD-ROM encyclopaedia satisfactorily to find information and use art software effectively to draw designs and pictures. They are developing skills in using adventure and simulation programs to explore real and imaginary situations. Pupils have basic, but adequate knowledge of some of the benefits of ICT to everyday life; for example using microwave ovens and programming video recorders
102. Although only one specific ICT lesson was seen during the inspection, evidence from pupils' work and discussions with them shows that teaching is satisfactory, overall. In the lesson seen, mouse skills were being taught satisfactorily and pupils' knowledge of the names and uses of different hardware was being consolidated. The teacher involved a good number of pupils in demonstrating different moves with the mouse, which maintained their interest and made learning more meaningful. Teachers usually introduce new skills in this way and pupils then practise these during the week. The school has explained that improved teacher confidence has resulted in teachers using computers more frequently to support pupils' learning. However, during the inspection, there were missed opportunities for pupils to use ICT to support work in other subjects. Nevertheless, an analysis of pupils' work shows that ICT skills are developed within other subjects; for example, pupils word process some of their writing in literacy and history, whilst simple data handling programs are used to support the production of graphs and charts in science and geography; art software is used regularly. The use of ICT to support numeracy and music is underdeveloped.

103. Although there is only one computer and printer in each classroom, teachers try hard to ensure that all pupils get the same opportunity to learn and use ICT skills. Most teachers use computers to generate labels and text for display, which enhances the quality of display and raises the status of the subject.
104. The subject is managed well. The co-ordinator is enthusiastic and supportive, with a clear understanding of what needs to be done to raise standards. She has provided good motivation and training that has been appreciated by colleagues. The school's policy and scheme of work are to be updated this year, but the current draft curriculum, based on national guidance, provides a good structure for teaching and learning. Teachers use this effectively to plan lessons for year groups so that pupils of the same age in different classes do the same work. Recently introduced assessment procedures are thorough and help teachers plan work that builds upon what pupils have already learned.

MUSIC

105. By age seven, standards in music are average and similar to that found by the last inspection. The scheme of work is based on Wakefield local education authority guidelines, covers all elements of the National Curriculum and provides clear support and guidance for teachers.
106. Most pupils sing well, with clear diction, enthusiasm and enjoyment. They receive teaching from a visiting instructor once a week, which supports the development of singing skills. This increases pupils' awareness of how to phrase lyrics and sing with expression. They maintain accurate pitch and rhythm when singing in assemblies. By Year 2, pupils use a range of percussion instruments confidently and with appropriate insight as to how they should be played. Teachers ensure that pupils learn how to hold and play instruments correctly. Opportunities to promote learning are exploited in assemblies, where pupils listen to and discuss a range of music by known composers. Time is provided for pupils to reflect on how the music makes them feel. All pupils, including those with special educational needs are fully included in all activities. Pupils listen carefully and show respect for each other's efforts when performing.
107. Only one lesson was observed during the inspection. Other evidence, drawn from looking at teachers' planning and talking to pupils, shows that teaching is satisfactory. Teachers provide a carefully balanced range of activities and assess pupils' progress systematically. The school does not yet make use of ICT to support work in music, but there are plans to work with the local authority adviser to develop this aspect. The school gives pupils satisfactory opportunities to develop their interest in music. Examples of this are the opportunities to join with other schools in the area for an annual concert and the use of outside performers in school; these enrich and enhance the curriculum.

PHYSICAL EDUCATION

108. By age seven, standards are above average; this reflects a similar picture to that found by the last inspection. Pupils show great confidence on gymnastics apparatus, climbing skilfully to the top of the ropes or pole. When travelling around the hall they show some imaginative body shapes and have good control of their movements. In dance, most Year 1 pupils respond in time to different rhythms and hold their shapes very well when they pause. The pupils are aware of safety, avoiding others when they move, although Year 1 pupils still tend to herd together at times.
109. The teaching seen was mostly satisfactory. However, some very good teaching was seen in Year 2. The teacher's management was firm, but allowed pupils to explore how they could move on the apparatus. The pupils responded well, increasing their range of movements and improving in agility and co-ordination. With good support from classroom assistants, a good pace was maintained and learning for all pupils, including those with special needs, proceeded purposefully. All teachers show high awareness of safety issues, but some lessons are over-controlled so that the emphasis becomes one of managing pupils instead of retaining

their application through pace and interest. Opportunities are made for pupils to observe each other perform in all lessons, but they are not asked to comment. Pupils clearly enjoy the subject and undress quickly in anticipation of lessons. They behave well, listen carefully to what the teacher asks of them and try very hard to carry out their tasks.

110. There is good provision for the subject. Each class has two lessons per week. The range of resources is good and these are used effectively. The school is involved in 'Top Play'⁸, which provides good support for games lesson planning and resources. Additional experiences are provided, for example through visits from the local Rugby League club. There are no after-school clubs to support learning in the subject.

RELIGIOUS EDUCATION

111. No lessons were seen during the inspection and evidence of pupils' written work was very sparse since most activities are not recorded. However, discussions with a group of older pupils, show that overall, standards are in line with the expectations of the locally Agreed Syllabus. Most pupils have satisfactory knowledge and understanding of Christian festivals such as Christmas and Easter. They are aware of some religious festivals celebrated by other major world religions, such as Diwali. They know that the Bible contains stories about Jesus and can recount some Bible stories from the Old Testament, for example, about Noah, Moses and Jonah. They realise that a church is a special place where ceremonies such as baptism and marriage take place and where people visit, especially on a Sunday, to say prayers and sing.
112. The teaching of religious education is firmly based on the locally Agreed Syllabus. Christianity and the principles that underpin this, are taught for the greater part of the time, but pupils are also taught about major world religions such as Judaism and Islam. An examination of samples of teachers' planning shows that pupils are given a satisfactory range of experiences. A strong emphasis is placed on the elements of relationships and caring and this is reflected within the ethos of the school. Religious education makes a good contribution to pupils' spiritual, moral, social and cultural development.

⁸ Nationally organised scheme to promote better provision of resources and teaching in physical education, particularly games.