

INSPECTION REPORT

GLENMERE PRIMARY SCHOOL

Wigston, Leicester

LEA area: Leicestershire

Unique reference number: 119962

Headteacher: Mr N McDonald

Reporting inspector: Mrs Barbara Crane
21227

Dates of inspection: 5th – 8th February 2001

Inspection number: 196484

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 10
Gender of pupils:	Mixed
School address:	Estoril Avenue Wigston Leicester
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Sylvia Hilditch
Date of previous inspection:	13 th March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs Barbara Crane 21227	Registered inspector	English Art History Religious education Foundation Stage curriculum English as an additional language	The school's results and pupils' achievements. How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
Mr Ernest Marshall 14141	Lay inspector		How well does the school work in partnership with parents? How well does the school care for its pupils?
Mrs Kath Hurt 24895	Team inspector	Mathematics Information and communication technology Geography Music Special educational needs Equal opportunities	Pupils' attitudes, values and personal development
Mr David Matthews 18505	Team inspector	Science Design and technology Physical education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is smaller than most schools and has 176 pupils on roll aged from four to ten years. The pupils leave the school at the end of Year 5. About nine per cent of the pupils come from ethnic groups other than white and eight per cent of the pupils are learning English as an additional language, although very few are at an early stage of learning English. Four per cent of pupils are entitled to free school meals, which is lower than average. Ten per cent of pupils are on the school's register of special educational need, which is lower than average but four per cent of the pupils have statements of special educational need, which is higher than average. About 40 per cent of the pupils come from outside the area that is normally served by the school. The pupils enter the Reception class in the September of the school year in which they are five. Their attainment on entry is above average in personal and social development but is broadly average in all other areas. Five of the seven class teachers were new to the school at the start of this school year.

HOW GOOD THE SCHOOL IS

This is a good school. Standards in reading, mathematics and science are very good and the pupils achieve well. The teaching is good and the pupils behave very well and enjoy their work. The leadership and management of the school are good and all of the staff are committed to raising standards. The governors provide good support for the headteacher and staff and the school provides good value for money.

What the school does well

- The pupils achieve high standards in reading, mathematics and science.
- Standards in religious education and physical education are above average by the time the pupils leave the school.
- The children in the Reception class get off to a very good start.
- Pupils feel secure and confident because they are known and valued as individuals.
- Pupils enjoy school and their attendance is very good. They have very positive attitudes towards their work, behave very well and their relationships with others are very good.
- The staff work very well together as a team because of the school's good management.
- Classroom assistants and voluntary helpers give high quality support for the pupils' learning because they are clear about what they are doing.

What could be improved

- Standards in writing and information and communication technology could be better.
- The pupils could be given more opportunities to explore their own ideas and organise their work.
- The school's planning for improvement is restricted to one year and so prevents longer term financial planning tied to its priorities.

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 it was removed from special measures by the inspection in 1998. Standards have improved overall and the teaching is much better than it was. The curriculum is planned more effectively and there is guidance for most subjects, although more is needed for writing. The school's performance, teaching and learning are monitored effectively and this has had a positive impact on standards. There are some opportunities for the pupils to learn independently, but more needs to be done to encourage them to use their initiative and organise their learning. The school's procedures for assessment have been developed very effectively and are used to set appropriate targets for the pupils.

STANDARDS

The table shows the standards achieved by seven year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
Reading	A	B	A	B	well above average A above average B average C below average D well below average E
Writing	A	B	C	D	
Mathematics	B	A	A	A	

These results show that in 2000 the pupils' performance in reading and mathematics was well above the average seen in all schools. In comparison to similar schools, standards were above average in reading and well above average in mathematics. Standards in writing were average when compared to all schools and below the average compared to similar schools. The trend in standards in reading and mathematics is rising but the pupils' performance in writing is falling. These standards are reflected in the findings of the inspection. Pupils of all abilities achieve well in reading, mathematics and science. Standards in reading and mathematics are well above average at the age of seven and by the time the pupils leave the school. The pupils are very competent readers and enjoy reading widely for pleasure and information. They are quick and accurate with numbers and find different ways of solving problems. Standards in science are well above average by the end of Year 2 and when the pupils leave the school. Standards in writing are average but could be higher. Pupils' spelling and handwriting could be better and they need more opportunities to decide how to organise their writing in other subjects. The pupils have had too little experience of working with computers and standards are below average in information and communication technology. Standards in religious education and physical education are average by the end of Year 2 but are better than expected for their age by the time the pupils leave the school. Standards in music are average at age seven, but below average by Year 5. In all other subjects, the pupils' work reaches the standard expected for their ages. Pupils with special educational needs, and those learning English as an additional language, make good progress because they receive good support.

The children achieve well in the Reception year and most are likely to exceed the expectations for their age in personal and social development, in mathematical development and in their knowledge and understanding of the world. In all of the other areas of learning, they are likely to reach the expectations for their age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are keen to improve, work hard and enjoy school. They concentrate well in lessons and take full advantage of what the school offers them.
Behaviour, in and out of classrooms	Very good. The pupils behave sensibly and calmly. They play and work together happily. They are friendly, open and polite.
Personal development and relationships	Very good relationships. The pupils of all ages, backgrounds and abilities get on well together. They develop a very good level of self-confidence and are eager to take responsibility. They now need more opportunities to use their initiative and organise their work independently.
Attendance	Very good. Attendance is well above average and the pupils are punctual.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-10 years
Lessons seen overall	Good	Good	Good

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

All of the lessons seen were satisfactory or better. Sixty-four per cent of the lessons were good or better and 25 per cent were very good. The teaching meets the needs of all pupils well, except in writing. The teaching of children in the Reception class is good; the teacher has a very good understanding of how young children learn and encourages their independence. Teachers have very good relationships with the pupils, manage their behaviour very well and plan interesting lessons. The classroom assistants and voluntary helpers give very good support to the pupils because they are well briefed by the teachers and have a clear understanding of what pupils will learn. The teaching of reading is very good. It is thorough, well organised and effectively supports the high standards achieved. Good teaching is also evident in numeracy and the pupils learn at a rapid rate because the work is lively and challenging. There is good, direct teaching of scientific knowledge. The teaching of writing, while satisfactory in the lessons seen, has some weaker aspects that are evident from the pupils' work. The teaching of spelling and handwriting is inconsistent and does not always build on what has been learned previously. The pupils do not routinely check their work for mistakes. The teachers need to give pupils more opportunities to explore their own ideas, plan their work and decide how to record it.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good for children in the Reception class, who benefit from a broad and balanced range of activities. Satisfactory for the pupils in the infant and junior classes. Aspects of writing and information and communication technology are weaknesses. The range of extra-curricular activities is very good.
Provision for pupils with special educational needs	Good. The pupils' needs are carefully assessed and they are well supported.
Provision for pupils with English as an additional language	Good. The provision enables the pupils to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good for the pupils' social and moral development. There are many opportunities for pupils to develop their social skills in lessons and other activities. The school provides very strong moral guidance for the pupils. There are good opportunities for pupils to reflect on their feelings and develop their awareness of other cultures.
How well the school cares for its pupils	Good. The pupils are known as individuals and the staff display a high level of care for them. The pupils' personal development and their progress in work are carefully monitored.

The school places a high priority on the pupils' welfare and safety, although the frequency with which the school arranges for safety checks of equipment needs reviewing. The school has a strong partnership with the parents and seeks to involve them in its daily life.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides a clear direction for the school and has, in a short time, forged an effective team who are committed to improvement and open to ideas on how this can be achieved.
How well the governors fulfil their responsibilities	Very well. They have a clear understanding of the school's strengths and weaknesses and provide good quality support for its work.
The school's evaluation of its performance	Good. The school recognises what is working well and what needs to improve.
The strategic use of resources	Good. The school seeks the best value in its expenditure and has managed a tight budget successfully over recent years.

The school has a good one-year plan for improvement, but has no longer term planning that identifies its priorities beyond the current year. For the past two years the school has faced a falling roll and a reducing staff and budget, but these are now more stable. A longer term view of priorities with outline financial planning is now needed so that the staff and governors have a clearer understanding of where the school is heading. The staffing and accommodation are good, and resources are satisfactory overall, but there are shortages in some subjects and the improvements could be usefully built into the school's longer term planning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Behaviour is good. • Staff are approachable. • Children are expected to work hard. • Children become more mature and responsible. • The school is well led and managed. 	<ul style="list-style-type: none"> • The provision for homework. • Information about their child's progress through reports. • The range of extra-curricular activities. • A few parents feel that the school could work more closely with them.

The inspection findings support all of the parents' positive views. With regard to their concerns, the inspection evidence supports the view that the parents receive good information about their child's progress and that the school does work closely with parents. The school offers a very good range of extra-curricular activities. The school's provision for homework is inconsistent. The school recognises this and has plans in hand to review what is provided.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 By the time they leave the Reception class, most of the children are likely to exceed the expectations for their age in personal and social development, in mathematical development and in their knowledge and understanding of the world. In all of the other areas of learning, they are likely to reach the expectations for their age. The children achieve well in the Reception year because the basic skills are taught thoroughly.
- 2 Overall, standards in English are good by the ages of seven and ten, but there are some marked variations in standards between different aspects of the subject. Pupils achieve well in speaking and listening. The pupils listen very well to the teachers, other adults and their classmates. Their skills in listening are better than in speaking, where standards are average. Some of the older pupils express their ideas fluently and use a rich vocabulary, but a significant minority struggle to put their thoughts into words and require considerable prompting to give extended replies to questions. The pupils' achievement in reading is very good. The results of the tests for seven year olds in 2000 indicate that the pupils' performance in reading was well above the national average and above average when compared to similar schools. From the evidence of the pupils' current work, standards are well above average in reading by the end of Year 2 and by the time they leave the school. The pupils take great interest and pleasure in books and show a very good understanding of what they read. The youngest pupils approach reading confidently because they have several strategies for working out unknown words. The pupils use lively expression when they read and are very good at finding out information for themselves from reference books. Their performance in writing was not as strong as reading in the tests for seven year olds in 2000. Standards were average compared to all schools and below average compared to similar schools. On the basis of the work seen during the inspection, standards in writing are average at the end of Year 2 and when the pupils leave the school. Writing has not kept up with the improving picture in reading, because the teaching is weaker, and standards could be better. The school has identified this through its monitoring of test results and the pupils' work and raising standards in writing is its priority. A noticeable feature of lessons is that the pupils' motivation often drops when they face written tasks and their work rate is slower. The pupils learn a good, joined style of handwriting in Year 2, but many do not continue to use this in the junior classes. The pupils' spelling is a weak feature and they have too few strategies to help them to spell words correctly. They do not check through their work. Older pupils will often spell common words wrongly and more complex words correctly.
- 3 All of the pupils achieve well in mathematics and they are very quick with numbers. Pupils in Year 2 and Year 5 attain standards that are well above those expected for their ages. These standards are similar to those shown by the results of national tests for seven year olds in 2000 when standards were well above average compared with schools nationally and those in a similar setting. A high proportion of pupils reach the expected levels and higher level due to the good assessment of what the pupils can do and need to work on next and the teaching in ability groups in Year 5. The pupils with special educational needs receive effective support from the well-briefed classroom support assistants. This helps many of them to attain, or come close to attaining, the levels expected for their age. By the age of seven, the pupils have a good grasp of place value and use this confidently when they calculate the cost of several items of shopping. They know the properties of two- and three-dimensional shapes. They collect data and use the computer to produce their findings in a graph. By the age of ten, the pupils can convert fractions to decimals. More able pupils confidently multiply numbers by 10, 100 and 1000. They quickly and accurately calculate the answers to problems in oral and mental sessions.

- 4 The pupils' achievement in science is good. Year 2 pupils are reaching standards that are well above those expected for their age. This is reflected in the results of the teachers' 2000 assessments, when the pupils achieved high levels of attainment. All of the pupils gained the expected Level 2 and a large number attained the higher Level 3. These high standards are maintained in the junior classes and in Year 5 standards are well above that expected for this age.
- 5 The pupils in Year 2 are very knowledgeable about the human body, the properties of materials and how these can change, and the requirements for healthy living. They use the correct scientific terms when they record their work. They have appropriate skills in investigation but these are not as well developed as their knowledge. This is because they do not always have the opportunity to explore their own ideas or to select their own methods of investigation and ways of recording what they find.
- 6 By the time the pupils leave the school, they have built well on their previous knowledge. They investigate how sound travels and record their findings by plotting points to form graphs. Average and higher ability pupils have good levels of scientific knowledge. They understand the functions of the major organs of the human body. More able pupils use their own ideas to suggest changes in the loudness or the pitch of sounds. Most pupils understand aspects of the relationship between the sun, the moon and the earth, and why the moon appears differently at various times. Their ability to investigate, although at least satisfactory, is still sometimes restricted by the lack of opportunities to plan their own work.
- 7 Standards in information and communication technology are below average by the end of Year 2 and Year 5 because the pupils have had too few experiences to enable them to develop their skills and there are too few computers. As a result of the new co-ordinator's enthusiasm and staff training, the information and communication technology curriculum is improving rapidly and so are the pupils' achievements. Year 2 pupils control the mouse well to move around the screen and they can change the font and colour when word processing. They print their work, but need help to save and retrieve it. The pupils' understanding of the uses of technology in the world around them, and their skills in using equipment like tape recorders and cameras in their work, are limited. By the age of ten, pupils can research the Internet for information but they need support to cut and paste the text they wish to save. They use a wider range of keyboard functions to edit their work when word processing, which is the strongest area of their work. However, they are unsure how to use features like the spellchecker. They have limited skills in processing data in graphs, tables and spreadsheets because they have had too few opportunities to develop them. Some more able pupils in Year 5 confidently tackle more difficult tasks, for example creating their own web site and sending and receiving email.
- 8 Standards in religious education and physical education are average by the end of Year 2 but are above average by the time the pupils leave the school. Standards in design and technology, art and design, geography and history are average. Standards in music are average in Year 2, but below average by the end of Year 5. Although the pupils' singing is often good they lack skills in composing and appraising. The shortage of musical instruments is a factor that prevents the pupils from achieving better standards.

Pupils' attitudes, values and personal development

- 9 Pupils' attitudes to school are very good and they are enthusiastic and eager to learn. Parents feel that their children enjoy coming to school because they find the work interesting and challenging. This is borne out by the inspection findings. Pupils are attentive, concentrate well and work hard on the tasks they are given. They respond positively to challenging work and confidently 'have a go', for instance when given quick-fire problems to solve mentally in mathematics lessons. Pupils are keen to take part in the very good range of extra-curricular activities on offer, practising hard to improve their tennis, rugby and line dancing skills. Older

pupils show eagerness in the new and interesting developments in their computer work, and willingly discuss them with visitors.

- 10 Behaviour is very good both in lessons and around the school. In most lessons, pupils settle quickly and show respect for their teachers and other pupils. A quiet reminder, or a short discussion with the teacher at the end of the lesson, is all that is usually needed to keep pupils engaged and listening. Pupils enjoy playtimes and the atmosphere on the playground is calm. They have a clear understanding of right and wrong and the standards of behaviour the school expects. Any incidents of aggressive behaviour are dealt with effectively so that there are very few incidents of bullying. Lunchtimes are a good, social occasion as pupils are friendly and very well behaved. They are courteous, well mannered and helpful to each other and the adults. For example, a pupil quickly helps a teacher who struggles to attach a poster to the wall. They show high respect for their own and other people's property.
- 11 Relationships between pupils and between pupils and adults are a strength of the school. There is a strong atmosphere of harmony and teamwork that includes everyone, irrespective of their gender, background or ethnic origin. There are very few interruptions in lessons because relationships are very good and there is a strong feeling of mutual respect. Older pupils help younger ones in the Reception class and play with them in the playground. When they are set tasks, such as sharing a computer or a mathematics game, they share, take turns and play fairly.
- 12 Pupils' personal development is good overall. They gain in confidence and maturity as they become older. Teachers are approachable and this gives pupils confidence to ask questions in lessons. They willingly take responsibility for tasks such as operating the tape recorder in assembly and acting as house captains. They are reliable and sensible in carrying out their duties, and are clearly capable of taking on even greater responsibilities. The school recognises this, and has plans for further development through a citizenship programme that includes setting up a school council. Pupils are not, however, given sufficient opportunities to take responsibility for their own work in lessons.
- 13 Attendance has continued to improve since the last inspection. It is well above the national average for primary schools. There is no unauthorised absence and pupils are very punctual in arriving at school. This, and their continuing very good attitudes, relationships and behaviour, make a significant contribution to the high standards pupils achieve in some subjects, and to the very smooth running of the school.

HOW WELL ARE PUPILS TAUGHT?

- 14 Teaching is good, overall. The teachers are enthusiastic, hard working and they think about how they can improve their teaching so that the pupils can learn more effectively. They have very high expectations of the pupils' behaviour and so the classrooms have a calm, working atmosphere in which the pupils can concentrate. Because relationships are very good and the pupils know that their efforts are valued, they willingly ask adults for help. The teachers plan interesting lessons and are well prepared. Teachers' expertise in using computers to support the pupils' learning is a weakness that affects the pupils' rate of learning.
- 15 The teaching of children in the Foundation Stage is good and has some very strong features. The basic skills are taught very thoroughly and when children choose activities, these are carefully planned to consolidate or extend the skills that have been learned previously. The children have good opportunities to use their initiative and organise their work. The teacher's clear explanations, lively manner and high expectations of behaviour ensure that the children know what they are doing, enjoy the work and concentrate well.
- 16 A notable feature in all classes is the very good support provided for the pupils' learning by the classroom assistants and volunteer helpers. They are very well briefed by teachers and have a clear idea of what the pupils will learn. When adult helpers work with groups of pupils, they are

careful to use the vocabulary that has been introduced by the teacher earlier in the introduction to the lesson. They check the pupils' understanding well through careful questions. The classroom assistants and other helpers provide good support for pupils as they work on computers.

- 17 Reading is taught very well. The teachers use their assessments of what the pupils can do very effectively to plan what they need to improve on. The basic skills in reading are taught thoroughly. The teachers' enthusiasm, demonstrated when they read aloud and talk about books and characters, is reflected in the pupils' enjoyment of reading. In sessions when teachers read with groups of pupils, they ask probing questions that extend the pupils' understanding. The teaching of writing has some important weaknesses because teachers do not have a consistent approach to teaching handwriting or spelling. This means that the skills in handwriting learned in Year 2 are not built upon consistently in the later years. The teachers do not provide pupils with a range of strategies to improve their spelling. Some classes routinely use word books or word banks, others do not. In some instances, the pupils' only strategy when they do not know how to spell a word is to ask the teacher. Teachers do not sufficiently encourage the pupils to check through their work to find mistakes and correct them. The teachers' writing on the board or in the pupils' books often provides a poor model.
- 18 The quality of teaching is good in mathematics. The teachers are confident, plan lessons carefully to meet the needs of all abilities and are clear about what pupils will learn in lessons. The lessons are interesting and because the teachers have a very good rapport with the pupils, they respond by working hard. The oral and mental parts of the lessons are lively, challenging and have a brisk pace and so the pupils enjoy these activities, listen carefully and are eager to answer questions.
- 19 Teaching in science is good. It is particularly effective when the pupils are enabled to test out their own ideas and decide how to record what they discover. There is some good direct teaching of scientific information.
- 20 The teaching of pupils with special educational needs and pupils who are learning English as an additional language is good. The pupils' needs are properly assessed and the work planned meets their individual needs. The classroom assistants provide sensitive and effective support for the pupils with special educational needs.
- 21 A general weakness in teaching in the infant and junior classes is that there are too few opportunities for pupils to raise their own questions for investigation and to independently organise how they will find the answers. The teachers plan some opportunities for the pupils to find information from books and observation but the pupils could be even more involved in planning their own work and deciding how to record it.

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

- 22 The broad range of learning opportunities for the children in the Reception class gives them a good start to their school life, and prepares them well for the next stage of their education. The school provides a satisfactory curriculum that includes all of the subjects that it should in Key Stages 1 and 2. Curriculum planning has improved since the inspection of 1998, and it enables the pupils to build their knowledge, understanding and skills in a logical way year on year. The plans for most subjects take account of national guidance. Although the recent planning is sound for information and communication technology, the pupils' achievement has not yet been raised by these improvements.
- 23 The school's very good strategies for teaching numeracy skills are well established. They result in the pupils reaching high levels of attainment, and foster their love of mathematics very well. The school has sound strategies for teaching literacy skills. There are very good arrangements for teaching reading. However, the planning for the teaching of writing does not

help the pupils to gain new skills quickly enough. For example, it fails to give them a range of ways to check or improve their spelling independently, and it does not place enough emphasis on the teachers setting a good example with their own handwriting. As a result, the pupils' achievements in writing are not as good as they could be.

- 24 The curriculum for pupils with special educational needs is good. It enables them to make good progress and sometimes reach the standards expected for their age. Procedures have recently improved so that these pupils are more carefully identified. Teachers and the special needs co-ordinator assess the pupils' needs accurately. The targets in their individual education plans are specific and achievable. There is very good support for pupils in lessons by teachers and learning support staff who know their pupils very well. They employ effective strategies, for example to help pupils with emotional and behavioural difficulties take a full part in lessons.
- 25 There is a very good range of activities, in addition to lessons, that enrich the curriculum and support the pupils' personal and social development very well. At lunchtimes, and after the school day, there are a number of clubs that include chess, dance and drama, computers and a wide variety of sports. Although most of the activities are for the junior pupils, some, such as the story-telling club and tennis, are for the infants. An annual residential visit for Year 5 pupils gives them very good opportunities for outdoor and adventurous activities and enables them to co-operate and mix socially.
- 26 The school is very effective in ensuring that all its pupils have equality of opportunity and access to the curriculum. It provides well for those pupils with special educational needs and those who have English as an additional language. Support assistants work well with the teachers to make sure that these pupils have very good access to the curriculum. Consequently both groups of pupils make good progress.
- 27 The strong emphasis on developing the pupils' personal, social and health education results in their good personal development and in their mature relationships with each other and with the adults in the school. Teachers promote pupils' health education actively through their work in science and through the attention given to hygiene in food technology. Healthy living is very well considered through work on dental care and diet. The benefits of exercise are very well communicated in physical education lessons, and the pupils are well equipped to make informed decisions about drugs through their science studies and a special focused week on health that includes a visit from the 'life education mobile classroom'. Sex education is delivered in accordance with the governing body's policy. From the Reception class, the children reflect on their positions within the community by talking about the people who help them. Older pupils take on responsibilities such as playing with younger children and helping to get equipment ready for assemblies. The school enables the pupils to become aware of the wider community through activities that include tree planting and raising money for charities. The choir performs at various local venues. There are too few opportunities planned for the pupils to use their initiative and organise their work.
- 28 The community contributes very well to the pupils' learning. Parents, grandparents and other adults give freely of their time to help in lessons. Teachers make good use of this valuable support when they organise the pupils into groups, and this has a positive effect on the relationships that the pupils develop with these adults, as well as improving their learning. The school makes very good use of its links with the police and fire service to support pupils' learning from the Reception class onwards. Educational visits to a museum, and to places of scientific interest, support the curriculum well. Visits make a very effective contribution to pupils' learning in religious education. Pupils tried Biblical food and wore clothes from these times at a local church, for example. Visitors to the school develop the pupils' personal, social and health education very effectively. There are very constructive links with the next school. This ensures that the curriculum that is planned for the pupils who transfer after Year 5 follows smoothly from one school to the next.

- 29 The school gives very good emphasis to the pupils' spiritual, moral, social and cultural development. It fosters the pupils' spiritual development well through religious education and assemblies. The pupils are given good opportunities to consider the beliefs and values of world faiths, and assemblies provide time to reflect on important issues. A special outdoor place has been transformed by a group of parents where the pupils can sit quietly and reflect and this facility is appreciated. A pupil wrote: 'The quiet area is a good idea. Me and my friend sit and talk about different things'. Quiet moments of reflection and prayer in assemblies enable the pupils to consider how the teaching of Jesus relates to them today. The teachers create an atmosphere of reverence when they deal with religious issues. The Year 5 pupils were totally enthralled when the teacher handled the Qur'an with great respect and discussed how it governed the behaviour of Muslims.
- 30 The pupils' moral development is promoted very well. The school's behaviour policy is supported effectively by a system of rewards that include house points. An achievement assembly is used well to praise pupils who have been particularly kind to others, and those who have shown teamwork in their physical education lessons. The pupils know the school's rules well and those in Year 5 can explain why rules are necessary. The teachers strongly emphasise the school's code of behaviour from the start. A teacher said to the class, for example: 'If you're doing it right you're doing it the Glenmere way'. The teachers give pupils good opportunities to consider their behaviour, for example by devising their own code of conduct.
- 31 The school supports pupils' social development very effectively. All those who work in the school provide a very good example to pupils by working successfully as a team. The benefits of working together and supporting one another are strongly promoted through the message in the hall, 'Together everyone achieves more'. In assemblies the pupils think about how they relate to one another. The pupils are encouraged to work together and this is particularly effective in lessons such as Year 4 science and Year 5 physical education. The school enables the pupils to take on responsibilities such as becoming house captains and helping with equipment.
- 32 The pupils' cultural development is promoted well. The school celebrates the culture of the area through its visits to places of historical interest, and by inviting local residents to talk to pupils about their recollections of the area. Local artists work with pupils to make banners and masks for their history work. Authors and theatre groups develop the pupils' cultural awareness well, and after-school activities enrich their cultural experiences. Religious education has a strong effect on broadening the pupils' understanding of other cultures. The school has plans to extend this by inviting visitors to talk to the pupils about the customs of other cultures and faiths.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 33 The school's procedures for child protection and ensuring pupils' welfare are satisfactory overall. Arrangements for child protection are in place and all staff are aware of their roles and responsibilities. Parent helpers have relevant guidance notes included in their information packs. Health and safety issues are addressed by site inspections carried out on a termly basis by representatives of the teaching staff, the premises staff and the governing body. Inspection findings are recorded, prioritised for action and reported to the full meeting of the governing body. Regular fire drills are carried out and the results evaluated. First aid arrangements are sound. The procedures for ensuring routine testing of portable electrical equipment and large equipment for physical education require review.
- 34 The procedures for monitoring and supporting the pupils' academic performance are systematic and good. Academic performance is monitored by use of national tests for English and mathematics. Continuous evaluation of progress for each pupil is carried out by class teachers and recorded. Test results for each pupil are analysed and compared with teacher assessment to identify any disparity. The school has arrangements in place for Year 6 test

results, undertaken at the next school, to be made available for similar analysis. Pupils are encouraged to prepare their own targets for improvement. A self-assessment grid for progress in information and communication technology is provided for pupils' periodic completion and subsequent monitoring by the staff.

- 35 The educational and personal support and guidance for pupils is also good. Induction into the Reception class is well planned and sensitively implemented. Attendance for short periods of time, and being accompanied by parents, quickly enables the children to gain confidence and trust in the staff. The school clearly provides a caring and friendly environment where every pupil is well known and respected. Parents share this view. The school has effective liaison arrangements with the receiving school for Year 6 pupils to ensure smooth transition into the next phase of their education. The procedures for monitoring and supporting personal development are very good. Commencing with assessments shortly after entry, teachers monitor the development of each pupil. Appropriate records are maintained and an assessment summary given to parents as part of the annual report on pupils' progress.
- 36 The procedures for monitoring and improving attendance are very good. The computerised registration system complies with statutory requirements and the attendance sheets are examined daily by the school secretary for any unexplained absence. In these instances, early contact is made with the parents or carers using the regularly updated contact telephone numbers maintained by the school as part of each pupil's records. All parents are made aware of the requirement to notify the school of any pupil absence and are encouraged to comply by signing the home-school agreement.
- 37 The school has very good and effective procedures for monitoring and promoting good behaviour. The behaviour code is set down in simple terms and displayed in classrooms. The staff have a range of strategies available for dealing with inappropriate or challenging behaviour and apply them fairly and consistently across the school. Good behaviour or effort is rewarded by praise and promoted as an example for others to follow. Certificate awards are presented in whole school assemblies to pupils who have been recognised for good work, behaviour or attitudes to learning. Applause from the assembled school is a sign of the good community spirit that the school engenders. Parents spoken to during the inspection expressed an opinion that behaviour is very good.
- 38 The school regularly assesses the progress of pupils with special educational needs, including those with statements, towards the targets set for them. Procedures fully comply with the requirements of the Code of Practice. Reviews are held regularly, and parents are fully involved and aware of their children's targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 39 The parents express strong support for the school. They recognise the way the school cares for the children and for the education the school provides.
- 40 The school's links with parents are good and it is a focal point in the community. Many parents and grandparents attend regularly to give help in the classroom or help to prepare resources for lessons. The impact of this involvement is a strong positive contribution to pupils' learning and gives the school confidence to move forward knowing that parental support will be forthcoming. Helpers in school say that they enjoy the involvement and gain a good understanding and appreciation of the work of the school.
- 41 There is an active and enthusiastic Parents' and Teachers' Association that continues to provide a high level of practical support through well-supported fund-raising and social events. Funds raised have been spent on toys, books, equipment and furnishings. The 'Year 2000' project was the design and creation of an enclosed quiet garden area complete with timber seating and picnic style tables. Parents not only funded the project but also carried out the construction work. The current year's projects will include a substantial contribution to the

school library for purchase of non-fiction books. The school has secured the voluntary help of a librarian who has indexed and catalogued the library and raised the level of pupils' knowledge and use of the facility.

- 42 The parents receive good information. Newsletters are regular and informative. The prospectus and governors' annual report fulfil statutory requirements. Handbooks are issued to all new parents and noticeboards are placed at important focal points. Notification of the proposed topic work and details of parental help are issued for each term's work and separate booklets on parental guidance for the National Numeracy and Literacy Strategies have been issued. Pupils' annual reports cover the statutory requirements and are very specific about attainment in English, mathematics and science. The use of a computer in writing these reports leads to some stereotyping in the reporting of progress in foundation subjects. Parents' evenings and an annual open evening give parents an opportunity to come into school and inspect and discuss pupils' work. The school operates an open door policy under which parents are welcomed into school at any time at the beginning or end of the school day to meet the staff and discuss any matters of concern over their children's education. Parents express appreciation of the staff's accessibility in the playground before and after school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 43 The headteacher provides a good direction for the school and is readily accessible to the parents, staff and pupils. He has steered the school successfully from special measures to a good level of effectiveness despite operating with a very restricted budget and reducing staff numbers over the past few years. The school has made good improvement since the last inspection and, although there are still issues to address, the school's capacity to succeed is very good.
- 44 The headteacher is well supported by the staff, most of whom joined the school in September 2000. It is testimony to his skilful management of the induction of new staff that they already operate extremely well as a team and share a common vision. The parents are grateful that the significant change in staff has not affected their children or altered the aspects of the school's work that they hold in high regard.
- 45 All of the staff are keen to improve and demonstrate a strong commitment to raising standards. All but one subject has had a new manager this school year and yet all of the co-ordinators have a clear idea about what needs to be done to improve. The newly appointed deputy head has quickly made a considerable impact on improving the provision and planning for computers. Staff development is well planned to improve the teachers' expertise in areas that have been identified as weaknesses such as improving pupils' writing and using computers. Training for performance management has been completed and the governing body has set targets for the headteacher.
- 46 The management of the provision for pupils with special educational needs has improved since the new co-ordinator was appointed. Although pupils were previously placed on the special needs register at different levels, few of these pupils had individual education plans to guide their progress prior to her appointment. She has established sound systems, which ensure that the school now fully complies with the Code of Practice, and that the pupils' individual education plans are of good quality.
- 47 The governors take a lively interest in the school and are linked to areas of the curriculum. They visit to monitor aspects of the school's work and report back to the full governing body. As a result of their monitoring and the good quality of the information they receive, the governors have a clear understanding of the school's work and its strengths and weaknesses. They work hard to provide good support for the school through their committees, and fulfil all of their statutory responsibilities.

48 The school is aware of its strengths and weaknesses through the monitoring of test results and teaching and learning. The weaknesses in standards in writing and information and communication technology have already been identified by the school, as has the need for longer term planning for school improvement. The school has a useful development plan that covers one year, but lacks longer term planning so that priorities can be established beyond the immediate future with outline financial planning to support developments. At present the school does not plan, in the longer term, to renew resources which are short in some subjects. Overall, however, the school's finances are managed appropriately and it makes good use of grants to support improvements. The governors seek best value in their expenditure. The accommodation and staffing are good. The resources are satisfactory, overall, but there are too few computers, musical instruments and tools for design and technology, and these shortages have a negative impact on the pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school now needs to:

- 1) **Improve standards in writing by:**
 - establishing guidelines for spelling and handwriting so that the teachers have a common approach;
 - ensuring that the teachers encourage the pupils to check their work for mistakes;
 - improving the teachers' own handwriting so that it provides a better model for the pupils;
 - providing more opportunities for the pupils to plan how to write in other subjects.(References in paragraphs 2, 17, 23, 56, 59, 61, 64.)

- 2) **Improve standards in information and communication technology by:**
 - improving the resources for the subject so that the pupils have better opportunities to practise their skills;
 - ensuring that the teachers plan more opportunities for the pupils to use tape recorders and cameras;
 - raising the teachers' expertise through further training.(References in paragraphs 7, 14, 22, 48, 97, 99, 100, 102.)

- 3) **Improve the pupils' ability to work independently and use their initiative by:**
 - ensuring that the teachers plan more opportunities for the pupils to explore their own ideas and decide how they will organise their work;
 - encouraging the pupils to set problems for themselves and work out how to solve them.(References in paragraphs 12, 21, 27, 70, 77, 80, 83.)

- 4) **Improve the quality of the school's planning for improvement so that the staff and governors have a clear view of the school's longer term priorities, including improving resources, and how these will be funded.**
(References in paragraphs 7, 8, 48.)

In addition to the issues above, the governing body should consider the following for inclusion in its action planning:

- seek ways to improve standards in music for the older pupils;
- ensure that the school's electrical equipment and the large apparatus for physical education is checked as required.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

36

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
0	25	39	36	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	176
Number of full-time pupils known to be eligible for free school meals	7
Special educational needs	YR – Y5
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	17
English as an additional language	No of pupils
Number of pupils with English as an additional language	14
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	11	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	14
	Girls	11	10	11
	Total	23	22	25
Percentage of pupils at NC level 2 or above	School	92 (97)	88 (100)	100 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	14	14
	Girls	11	11	11
	Total	23	25	25
Percentage of pupils at NC level 2 or above	School	92 (100)	100 (100)	100 (100)
	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	13
Pakistani	1
Bangladeshi	0
Chinese	0
White	141
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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– Y5

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	22 : 1
Average class size	22.3

Education support staff: YR – Y5

Total number of education support staff	9
Total aggregate hours worked per week	180

Financial information

Financial year	1999/2000
	£
Total income	414578
Total expenditure	398869
Expenditure per pupil	1927
Balance brought forward from previous year	2050
Balance carried forward to next year	17759

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	176
Number of questionnaires returned	66

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	53	5	0	0
My child is making good progress in school.	29	52	9	0	0
Behaviour in the school is good.	41	55	2	2	2
My child gets the right amount of work to do at home.	20	42	27	9	2
The teaching is good.	39	52	6	0	3
I am kept well informed about how my child is getting on.	32	42	21	5	0
I would feel comfortable about approaching the school with questions or a problem.	60	35	5	0	0
The school expects my child to work hard and achieve his or her best.	44	52	3	0	2
The school works closely with parents.	38	47	15	0	0
The school is well led and managed.	47	44	6	2	2
The school is helping my child become mature and responsible.	37	55	5	0	3
The school provides an interesting range of activities outside lessons.	33	50	15	2	0

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

49 The children enter the Reception class with above average attainment in personal and social development, but in all of the other areas of learning their attainment is broadly average. By the time they leave this class, most will exceed the expectations for their age in personal and social development, in mathematical development and in their knowledge and understanding of the world. In all of the other areas of learning, they are likely to reach the expectations for their age. They make good progress in the Reception year because the basic skills are well taught. They get off to a flying start and develop a very good attitude towards their work because of the enthusiastic teaching and interesting activities provided. The staff work together as a very effective team and the children benefit from the calm working atmosphere and very good organisation.

Personal, social and emotional development

50 The very good teaching in this area of learning results in the children gaining a high level of independence and confidence. All of the adults who work with the children show sensitivity to their social and emotional needs and so the children feel comfortable and secure to approach adults for help. The well-established routines and clear expectations mean that the children know what to do and they show an increasing ability to organise themselves. They respond very quickly to instructions and are keen to please. When they are asked to tidy away, they help each other and take the initiative. A good example of this was seen at the end of a session when a child, who had been working on the computer, realized that she didn't know how to close the program. A passing child recognised her difficulty and announced that he would help by looking at the CD-ROM case to find the instructions. On another occasion, a boy who had lost when playing a number game was pleased when his friend offered him the 'first go' on the next game. The children persevere cheerfully when faced with problems such as changing for physical education, for example, because they know that their efforts are recognised.

Communication, language and literacy

51 The children learn at a rapid rate because the teaching is good. They are given very good opportunities to talk about their ideas and feelings. When they rehearse what they might say when calling for help in an emergency, they learn how to organise their thoughts and express themselves clearly. The children listen carefully and so respond to instructions quickly. They enjoy looking at books and take pride in their progress. The children take responsibility for their 'book bags' and are delighted when they tell the story by looking at the pictures in books and recognise the first letter sounds in words. The adults give the children plenty of opportunities to discuss the stories and characters when they read books together in groups and ask probing questions so that the children have to think deeply about the answers. They learn how to form letters correctly through the adults' good guidance and have plenty of practice so that they confidently start to express their ideas in writing. Some familiar words are recognised out of context and the children quickly pick up the rhymes in sounds. The classroom displays are well labelled and the book corner is a popular choice when the children are free to decide on what to do. Children are keen to read and write and express their ideas because their efforts are valued and the work is well planned to build on what they already know and can do.

Mathematical development

- 52 The teaching in this area of learning is very good and so the children's understanding develops at a rapid rate. The teacher has very high expectations of what they can do and they respond enthusiastically. They are keen to learn because the work is fun and they have to think about what they are doing. The children are very confident with numbers and eager to contribute. They quickly learn to recognise the symbols for the numbers 1 to 20. They enjoy solving problems and most can explain how they arrive at an answer. They are introduced to a very good range of mathematical vocabulary and use this correctly. When the teacher asked: 'If a girl has ten cakes and her friend has one less, how many has her friend got?' one girl quickly volunteered the correct answer and explained that she had worked this out by 'taking one away'. Most children can work out what is one more or less than a given number up to 20 and can order numbers up to 20 even when some numbers in the sequence are missing. Their knowledge of shapes is good.

Knowledge and understanding of the world

- 53 The children's curiosity is well harnessed by the teacher's good planning to extend their understanding of the world around them. She has high expectations of them and encourages them to explore their ideas about why things work or happen. They are likely to exceed the expectations for this area of learning by the time they start Year 1. The children use the computer to paint portraits and design a 'wanted' poster for Goldilocks. They control the mouse precisely. They extend their understanding of how their senses help them to experience sounds, texture and smells. They can explain that some materials are rough and others are shiny and smooth. In their work on 'People who help us', they gain a good understanding of how the emergency services can help in a crisis and how these can be contacted. The children design and make lunchboxes and take care with the decoration and finish. They work with a good range of construction kits to make models.

Physical development

- 54 The teaching in this area is at least satisfactory and has some good features. The children benefit from a very good outdoor play area that has a good range of equipment. In addition to daily outdoor play sessions, they have physical education lessons, including movement and dance, in the school hall. They respond sensitively to the changing rhythm of music and show a good level of control when they make different shapes with their bodies, or change the speed of their movements. Their movements to imitate balloons are light and delicate, for example, whereas they adopt jerky and mechanical movements in response to being 'aliens'. Although the movement lesson observed was over ambitious in terms of the pace of the activities, the teacher's very good demonstration enabled most children to refine their movements. When the children use tools for cutting, painting or gluing, their skills are at least satisfactory and some children display a high level of accuracy and control.

Creative development

- 55 The teacher plans a varied range of activities to develop the children's creative skills and the good teaching ensures that they are likely to meet the expectations for their age by the time they leave the Reception class. They mix colours to create paintings of fire and paint portraits of members of their families. When they create pictures of a view through a window, they show a good sense of perspective. The puppet theatre and role-play area are used imaginatively and the children make up scenes and stories, taking on the roles of different characters.

ENGLISH

- 56 Standards in reading have improved since the previous inspection but standards in writing have fallen. The results of the tests for seven year olds in 2000 indicate that the pupils' performance in reading was well above the national average and above average when compared to similar schools. The pupils' performance in writing was not as strong. Standards were average compared to all schools and below average compared to similar schools. From the evidence of the pupils' current work, standards are well above average in reading and average in writing by the end of Year 2. This picture of standards is also evident by the time the pupils leave the school at the end of Year 5. Standards in writing have not kept up with the improving picture in reading since the last inspection and could be better. The school has identified this through its monitoring of test results and the pupils' work.
- 57 Standards in speaking and listening have been maintained since the previous inspection. The pupils listen very carefully and standards are above average. This was demonstrated very well in a religious education lesson, when Year 2 pupils gasped in amazement at the end of the story of the Prodigal Son when the father greeted his son so warmly. In a literacy lesson, Year 5 pupils listened attentively to the story of Theseus and the Minotaur and so could answer the teacher's question about why Theseus felt both sorrow and guilt at his father's death. The pupils' speaking is average in both key stages. Few pupils have a broad and rich vocabulary or use complex sentences to explain their ideas. The teachers often attempt to broaden the pupils' use of language through role-play and this was used effectively in a good lesson in Year 5 where the pupils worked together to find words to describe Theseus's feelings more precisely.
- 58 The standards in reading are very good and the pupils make good progress in all years. They read very competently by the end of Year 2 and have a good understanding of how to find information from books. They approach unknown words confidently and have several strategies to work them out. By the time they leave the school, the pupils use very good expression when reading aloud. Year 5 pupils, when reading a complicated play script, paid close attention to the punctuation to improve their phrasing and captured the emotional state of the characters through their use of expression. The pupils read widely and often recommend books to friends. The older pupils can explain why they like certain types of stories and have preferences for particular authors.
- 59 The pupils reach average standards in writing, but they could do better. Their motivation often drops when they have to write and their work rate is slower. The work is often unfinished and the older pupils do not always continue to use the joined style of handwriting learned in Year 2. The pupils often find difficulty in generating ideas for stories, as in a Year 5 lesson, when the pupils were using a story planner, but few got beyond planning the opening and found it hard to organise their ideas. Spelling is often a weaker feature. Some pupils persistently spell common words incorrectly and yet spell more complex words accurately. They do not routinely check their work, but most quickly spot mistakes when asked to do so. The pupils have too few strategies to try when they know that they cannot spell a word. Punctuation is better and more able Year 2 pupils attempt to punctuate speech.
- 60 The teachers' planning reflects the National Literacy Strategy. Overall, literacy is taught satisfactorily, but there are differences in the quality of teaching in reading and writing. The teaching of reading is very good. Basic skills are taught effectively and the teachers' enthusiasm and skill in reading aloud is transmitted to the pupils. The teachers' planning builds on existing skills and the needs of all abilities in the classes are very well met. They provide good opportunities for the pupils to speak and listen. They use a good, rich vocabulary and explore issues in stories so that the pupils understand the plot and characters. There are a few occasions when questions would be more effective if directed to individuals rather than the whole class.

- 61 There are important weaknesses in the teaching of writing. There is some very good teaching in Year 2 but as the school does not have a consistent approach to the teaching of handwriting or spelling the momentum is lost. The skills in handwriting learned in Year 2, for example, are not built upon consistently in the later years. Some classes routinely use word books or word banks to support learning in spelling, but others do not. In some instances, the pupils' only strategy, when they do not know how to spell a word, is to ask the teacher. The teachers do not sufficiently encourage the pupils to check through their work to find mistakes and correct them. The teachers' writing on the board or in the pupils' books often provides a poor model for the pupils to follow.
- 62 The pupils with special educational needs and those who are learning English as an additional language receive good and appropriate support. They make good progress in all aspects of their work.
- 63 Information and communication technology is used satisfactorily to support the pupils' learning. The pupils use computers to word-process their work and find information about topics from the Internet and CD-ROMs. The pupils use tape recorders to record interviews or listen to stories.
- 64 The co-ordinator is new and has made a good start in planning to address the weaknesses in standards in writing. The school has identified the problems through the analysis of test results and looking at the pupils' work. There is some very good practice in Year 2, where the teacher's thorough analysis of areas that need to improve is built into her planning. In this class, spelling and handwriting are taught thoroughly. The school is giving more time to extended writing. There are occasions when the pupils use writing well in other subjects such as religious education or history, but they would benefit from more opportunities to decide how to set out their writing so that it is appropriate to the purpose, rather than being directed by the teacher. Further training is planned to improve the teachers' expertise. The assessment of writing is now very thorough and each pupil is set targets, which are reviewed termly. As this target setting has only been in place for a term, it is too early to see the impact on standards.

MATHEMATICS

- 65 Pupils in Year 2 and Year 5 attain standards that are well above those expected for their ages in mathematics, with numeracy being a particular strength. The standards are similar to those shown by the results of national tests for seven year olds in 2000 when standards were well above average compared with schools nationally and those in a similar setting. The standards have improved since the school's last inspection and a higher proportion of pupils now reach the expected levels or higher. This is because improved assessment systems and recent developments, such as placing pupils in ability sets in Year 5, enable the teachers to plan more carefully for pupils' next steps and to move them on more effectively.
- 66 The boys performed better than girls in tests for seven year olds over the past two years. However, this reflects the particular abilities of the pupils in those year groups. No marked difference between boys and girls performance was seen during the inspection. All pupils make good progress in mathematics. The provision for pupils with special educational needs is good. They receive effective support from the well-briefed classroom support assistants. This helps many of them to attain, or come close to attaining, the levels expected for their age.
- 67 By the age of seven, pupils have a good grasp of place value and use it confidently to calculate the cost of several items of shopping. They know the properties of cubes, pyramids and other two- and three-dimensional shapes. They investigate the favourite snacks of pupils in their class and use the computer to produce their findings in a graph. By the age of ten, pupils understand fractions and their equivalent in decimals. The more able pupils confidently multiply numbers by 10, 100 and 1000. They understand how to calculate the answers to the real-life problems set by the teacher in oral and mental sessions. They are quick and

accurate, but often struggle to explain their calculations for others, as seen when pupils in Year 4 are asked to explain how they calculate the doubles and halves of large numbers. They collect data on money exchange rates and produce detailed conversion tables.

- 68 The quality of teaching and learning is good throughout the school, with very good teaching seen in the Year 5 sets. The teachers are confident in delivering the National Numeracy Strategy, planning carefully and effectively to national guidelines. They are clear about what pupils will learn in lessons, often displaying and discussing them with the pupils so that lessons have a good focus. Many pupils say that mathematics is their favourite subject and have high levels of enthusiasm for their work. This is because lessons are interesting and teachers have a very good rapport with their pupils. They respond by working hard and behaving very well.
- 69 The oral and mental parts of the lessons are particularly effective because they are lively, challenging and have a brisk pace. Pupils enjoy these activities and are eager to answer questions. They learn to listen carefully as questions are often in the form of a real-life problem, which makes the work more relevant. Pupils become quicker and more accurate in their responses because teachers help them find ways to speed up their calculations. For instance, the teacher in Year 2 helps pupils to recognise numbers that are nearly double and others they can partition to make their calculations easier.
- 70 The teachers use questions effectively to encourage pupils to think harder, but sometimes they could target their questions more carefully to challenge the few pupils who take a passive role in lessons. There is a better balance of practical activities matched to the needs of pupils in the younger classes. This has improved since the last inspection when teachers relied too heavily on workbooks. However, in some lessons there are not enough resources to meet pupils' needs. For instance, pupils struggle to complete their work because there are not enough weighing scales in a Year 1 lesson. The teachers now use assessment information carefully. In several classes, teachers provide well-matched extension tasks that extend the learning of more able pupils. This is particularly true in some of the best teaching seen in Year 5 where pupils learn to use their knowledge of fractions to solve more difficult number problems. However, the homework policy is not used consistently as yet, and opportunities to strengthen and extend pupils' learning through homework tasks are sometimes missed. The teachers provide plenty of opportunities for pupils to use their mathematical skills in problem solving, but they often direct them too closely. There are too few opportunities for pupils to raise their own questions for investigation and to independently organise how they will find the answers.
- 71 The pupils' skills in using information and communication technology in their mathematics work are under developed because they have too few opportunities in lessons. There are some valuable opportunities for pupils to develop their mathematics skills in other subjects. For instance, pupils draw a timeline of 2000 years and estimate where major events and their dates are to be placed along it.
- 72 The school has made good improvement since the last inspection and the leadership and management of the subject is effective. There are effective systems in place for assessing pupils' attainments and for tracking pupils' progress as they move through the school. This information is successfully used to place pupils in sets and groups so that teaching can be more closely focused on particular needs. This is helping to drive up standards. The co-ordinators, though recently appointed, have a clear overview of the strengths and weaknesses in the subject. They know what needs to be done and have appropriate plans for development. Mathematics is promoted well through useful information booklets and the workshop provided for parents. The governors are fully involved, with one governor using his expertise in running an extension class for the most able pupils in Year 5.

SCIENCE

- 73 The Year 2 pupils are on track to reach standards that are well above those expected by the end of the infant stage. This is reflected in the results of the teachers' 2000 assessments, when the pupils achieved high levels of attainment. All of the pupils gained the expected Level 2 and a large number attained the higher Level 3. The attainment of the pupils in Year 5 is well above that expected for pupils of their age.
- 74 The pupils in Year 2 have very good levels of knowledge, and they use correct terms such as 'carbohydrate' when they write about food. They have appropriate skills in investigation and use these when they work practically, but these skills are not as well developed as their knowledge. This is because they do not always have enough opportunities to raise questions about what they wish to investigate or to select their own methods of investigation and ways of recording what they find. The pupils can compare events such as how ice cubes melt in different places and with support they record what they discover in suitable ways. All of the pupils have a very good knowledge of the position of the major organs of the human body, such as the heart, and they have a strong awareness of the importance of sleep, clean teeth, exercise and hygiene. They can all sort different materials into groups such as metals, plastics and paper, according to their properties. They know how materials, like plasticine, can be changed by pinching and pulling, and how ice changes to water when it is warmed. Lower ability pupils attain similar levels of knowledge to the other pupils, though they do not always complete their recording.
- 75 By the time the pupils leave the school they have built well on their previous knowledge. Practical work fosters the understanding of the lower ability pupils well. For example, they investigate how sound travels, and they attain good levels of skills in the way that they record their findings, by plotting points to form simple graphs. The lower ability pupils learn correct terms such as 'larynx' when studying the human body. Average and higher ability pupils have good levels of scientific knowledge. Their understanding of the major organs of the human body extends to an awareness of the functions of the main ones, such as the stomach. Higher ability pupils use their own ideas to suggest changes in the loudness or the pitch of sounds. Most pupils understand aspects of the relationship between the sun, the moon and the earth, although the lower ability pupils are unsure of some features, such as how long it takes for the moon to orbit the earth, and why the moon appears differently at various times.
- 76 Teaching is good. It is particularly effective in the Year 5 class where the pupils gain good levels of knowledge and understanding through the teacher's skilful combination of strategies. These included direct teaching of scientific information, good use of books to enable the pupils to find information and opportunities for them to share what they find as they go along. Because there have been too few opportunities in the past for pupils to find information for themselves from books and CD-ROMs, they sometimes rely too much on the printed sheet that the teacher provides, and this prevents their learning from being even better. The teachers usually take care to teach the correct terms, such as 'herbivore' when they talk about plant-eating animals. This provides pupils with a good range of scientific terms for their future work. Sometimes, however, the teacher does not use the appropriate word, and this adversely affects pupils' learning. For example, when the teacher tells the Year 3 pupils that some metals 'stick' to magnets, they learn the misconception that something is 'sticky' and in turn they use the word 'stick' rather than 'attract' when they describe what happens in their investigations. The teaching that was seen in the Year 4 class was very good because it enabled the pupils to try out their own ways of investigating and to select their own methods of recording what they discovered. This resulted in very good learning because the pupils had to think carefully about what they were trying to find out, how they would do it and how best to show their findings. The pupils had very good attitudes towards this interesting practical challenge that involved them very well by enabling them to use their own ideas.
- 77 The previous inspection pointed to the lack of opportunities for the pupils to use their own initiative in their learning. The recently appointed enthusiastic science co-ordinator is aware of the need for all the pupils to take more responsibility for planning their own investigations, and for raising questions in particular. She has established this effectively in her own classroom,

and she plans to carry this through to the rest of the school as she is enabled to develop her role as science co-ordinator.

ART AND DESIGN

- 78 The pupils' work reaches an average standard by the end of Year 2 and Year 5 and they make satisfactory progress. Standards have improved since the last time the subject was inspected. There are some strengths in their work and good links are made with other subjects, as when Year 2 pupils use their knowledge of texture in creating weavings from a range of materials after studying their properties in science. They incorporate hot and cold colours in their weaving. The Year 3 pupils capture the form of trees through close observation and blend pastels to create autumnal tones. The portraits by Year 4 pupils, in the style of Modigliani, reach a high standard because the elongated form of the figures and subtle colours are well observed and represented.
- 79 The pupils' best work evolves when they have the freedom to make choices and explore their own ideas. In Year 5, for example, the pupils chose five natural objects and gave reasons why they found them attractive. One boy wrote that he had chosen a thistle head because it ' would be a colourful touch in our display and you don't see the colour purple in nature very often'. The observational studies resulting from this work show close attention to detail, colour and form.
- 80 When the pupils' choice over materials is restricted, and the work is over-directed by the teacher, their learning is slower. An example of this is seen when the pupils use templates to make masks, rather than generating their own ideas. When Year 5 pupils create collage portraits of Tudor characters, they pay close attention to the facial proportions, expressions and detail of clothing but obscure these good features in their drawings by the fabric applied to represent the clothing.
- 81 Only one lesson was observed and so no overall judgement is made on the quality of teaching. The pupils were encouraged to explore their own ideas in this lesson and given a good range of materials to choose from in creating a collage. The teachers' planning indicates that a good range of techniques is taught and that pupils learn about art from different times and cultures. There is satisfactory use of a computer painting and drawing program to support the pupils' learning.

DESIGN AND TECHNOLOGY

- 82 The standards that pupils reach by the end of Year 2 are average and they make satisfactory progress. This sound progress continues and when they leave the school their attainment is similar to that expected of pupils of their age. This represents an improvement since the last inspection when standards at Key Stage 2 were below those found nationally.
- 83 By the end of Year 2, the pupils use pictures to explain the designs for the puppets that they make, but the teaching does not always enable them to show enough originality in their ideas, when designing. The pupils can choose suitable tools and methods for what they want to make, although this is sometimes over restricted by the teacher's direction. The pupils use tools to join and combine materials such as textiles and clay with appropriate accuracy. However, their skills are limited in range, and they do not include ways of cutting and joining wood.
- 84 By the time the pupils leave the school, they use sketches and words to convey what they want to make that include the materials that they will use. In their food technology they think ahead about the sequence of their work, and they use suitable tools and methods. They use implements with a degree of accuracy to shape materials such as clay. Because of too few opportunities in the past, most pupils have poor skills at producing ideas of their own and understanding that their designs have to meet a variety of needs. Although they can evaluate what they have made, they are less skilled at describing how they have improved their work.

- 85 Insufficient teaching was seen during the inspection to make a judgement on its quality throughout the school. The teaching in the Year 1 lesson was good because it used voluntary helpers well to engage all the pupils effectively in their tasks. The teacher's good management of the pupils encouraged them well to offer ideas and suggestions, and her questioning effectively included the pupils who have English as an additional language. Good use of varied materials maintained the pupils' interest so that they made good progress in their designing, cutting and sticking. Open questions were used well to allow the pupils to suggest improvements to what they had made. The food technology lesson seen in Year 5 was very good as it was effectively planned to involve all the pupils fully at all times in challenging tasks that fostered their learning well. This included pupils deciding on which additional ingredient they would add. As a result they had very good attitudes to being involved in the lesson. They concentrated well and they had very good relationships with the teacher and with one another. Their learning was very good. They learned how to knead dough, they developed their awareness of health and hygiene and they gained a very clear understanding of bread making.
- 86 The co-ordinator was appointed to the school very recently and has a clear understanding of what needs to be done. He is aware that the shortage of some resources, including tools for working with wood, limits the range of activities that pupils undertake and that information and communication technology could be better used to support the pupils' learning.

GEOGRAPHY

- 87 Because of the way the school organises its timetable, no lessons were seen during the inspection. Evidence from teachers' planning, discussions with pupils and their work shows that standards are similar to those found in previous inspections. Pupils in Year 2 and Year 5 attain the standards expected for their ages. All the pupils, whatever their ability or background, achieve at a similar, satisfactory rate.
- 88 Pupils in Year 2 know of features in their local area such as the houses, shops and roads. They are aware of the need for safety in providing pedestrian crossings and traffic lights. Their mapping skills are developing soundly, so that they are able to draw maps of their journey to school identifying the position of buildings and other features along their route. They know that other places are different to their own locality. For example, they are aware of island features and understand that harbours need deep water. This helps them to place these features correctly when they draw maps of their own island using a computer program.
- 89 In Years 3, 4 and 5, pupils' awareness of the wider world steadily increases. History topics enable them to trace the journeys of Francis Drake and other famous explorers and invaders like the Angles and Saxons. As a result, they identify the major continents, countries and oceans on world maps. They learn of the importance of the River Nile when they study Ancient Egypt. Pupils develop a secure understanding of how water is delivered to their homes when they study the water cycle in depth in Year 5. The teacher uses a good range of technical language so that pupils extend their vocabulary and use words like 'agricultural', 'sewage' and 'reservoir'.
- 90 Pupils take pride in presenting their written work neatly. However, teachers direct how pupils will record their work too much. For instance, in the water topic all pupils either copy or record in the same way. This restricts the development of their recording skills. There are relatively few opportunities for pupils to interpret maps and photographs for evidence, but a good example is seen in Year 4 when pupils learn to interpret symbols as they study maps of settlements. This helps them incorporate effective features like road links and shops when they draw their own map of an imaginary village.
- 91 The subject co-ordinator is new to her role, but already has a good awareness of the strengths and weaknesses in the subject. The school has adopted a new planning system which is giving teachers clear guidance.

HISTORY

- 92 Standards have been maintained since the last inspection, and remain average at the end of Year 2 and by the time the pupils leave the school. The pupils make satisfactory progress. The strength in the pupils' work is their ability to look at artefacts, books or other evidence and draw conclusions from what they see.
- 93 The pupils are very enthusiastic about history and enjoy learning about the past and how things have changed. The Year 1 pupils, for example, are intrigued when the teacher reads from a book that is a hundred years old. They are able to put four toys into age order, following a class discussion. The Year 2 pupils know how the Great Fire of London started and why it spread so quickly. They decided, after looking at a series of photographs, that some buildings in London are very old and others must be modern, like Canary Wharf, because 'it has the flashing light on top so that aeroplanes can see it.'
- 94 Year 4 pupils learned at a good rate when they worked in groups in one lesson to research aspects of Anglo-Saxon times using books and the Internet. They devised the questions that they wanted to answer, quickly found the information and made notes of the important aspects. By the end of the lesson, each group made a confident presentation of their findings to the class. The Year 5 pupils made very good use of their knowledge about the beliefs and practices in Ancient Greece when they devised scenarios in which they had to call upon relevant gods to help them out of crises. They reflected the very good vocabulary introduced by the teacher, such as 'Hades', 'sacrifice', 'prediction' and 'oracle', as they worked in groups to decide on the difficulties they could face and which would be the appropriate god to help them.
- 95 The pupils' sense of chronology is weaker than other aspects of their understanding. The Year 5 pupils, for example, are not sure whether the Ancient Greeks came before the Anglo-Saxons and some think that they were contemporaries of the Tudors, but in another country.
- 96 The teaching is good. The pupils are given some good opportunities to use their initiative and organise themselves. Good use is made of artefacts to raise the pupils' interest and capitalise on their curiosity. Teachers use a good vocabulary and ask searching questions. The pupils use their skills in reading well in history but there are a few occasions when the pupils are asked to draw, rather than write about what they have found and this does not extend their skills in writing. Computer programs are used to support the pupils' learning and the older pupils research topics on the Internet and CD-ROMs.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 97 The standards in information and communication technology are below average overall. The subject has had a low profile in the past, and pupils have had too few experiences to enable them to develop their skills enough. When the school was previously inspected very little information technology was seen and it was not possible to judge the standards.
- 98 The school has recently appointed a new co-ordinator with considerable skills and energy. He has made significant improvements in the planning and assessment procedures so that teachers have better guidance about the experiences and skills that the pupils need. He is raising the levels of interest in the school through information displays, developments such as the new school web site and encouraging pupils in Year 5 to develop their own. Pupils show a keen interest in these and they are gaining confidence in their abilities. As a result of his enthusiasm and a programme of staff training, the information and communication technology curriculum is now improving rapidly and so are pupils' achievements.
- 99 By the age of seven, standards are below those expected for pupils of this age. Pupils control the mouse well to move around the screen, for example moving the furniture around to create Goldilocks' room in Year 1. They change the font and colour when word processing, and can print their work, but they need help to save and retrieve it. This is also true when they draw maps of an island in their geography work, and produce graphs to show their classmates' favourite snacks. Pupils' understanding of the uses of technology in the world around them, and skills in using equipment like tape recorders and cameras in their work, are limited.
- 100 By the age of ten, pupils can research the Internet for information about their history and science topics, but they need support to cut and paste the text they wish to save. They use a wider range of keyboard functions to edit their work when word processing. This is probably the strongest area of their work. However, their keyboard skills are sometimes slow, and they are unsure how to use features like the spellchecker. They have limited skills in processing data in graphs, tables and spreadsheets because they have had too few opportunities to develop them. Some more able pupils in the Year 5 class, taken by the co-ordinator, confidently tackle more difficult tasks, for example creating their own web site and sending and receiving email. They describe their work enthusiastically and are eager to do more.
- 101 Insufficient direct teaching was seen during the inspection to make an overall judgement about the quality of teaching. High quality teaching by the co-ordinator is evident in Year 5 where pupils are making great strides in their learning. The current training programme is improving the teachers' expertise and confidence so that they, and the learning support assistants, provide good support for pupils as they work on computers.
- 102 The school has insufficient resources, particularly computers, to support the rapidly developing curriculum. This means that pupils cannot practise their new skills frequently enough to become really independent and confident. Plans are in hand to improve resources.
- 103 The school is now making rapid progress in raising standards, improving planning and the quality of teaching. Although standards are currently too low, the school is well on course for future improvements.

MUSIC

- 104 The last time the school was inspected, pupils attained the standards in music expected for their age. Pupils' attainments are now as expected at the age of seven years but below by the end of Key Stage 2. Throughout the school, singing is a particular strength and the pupils of all ages make good progress in this aspect. Pupils enjoy singing in school assemblies and hymn practices. They sing enthusiastically and tunefully, varying their voices effectively in response to the dynamics of the accompanying piano. The successful school choir, run by the music co-ordinator, makes a good contribution to pupils' standards in singing. However, the

standards achieved by many of the oldest pupils in music lessons are not high enough and their skills in composing and appraising are at a fairly low level because of a lack of experience in these areas.

- 105 Younger pupils learn to recognise high and low sounds and to pitch them in the correct order when performing 'Big Ben's chimes' using chime bars. They know the names of some notes and learn to follow a simple notation. They learn to hold instruments correctly to produce the best sound possible. This is followed through in Year 4 where pupils learn to build up simple tunes by repeating these patterns of sounds. The oldest pupils learn to discriminate the minor variations in pitch of notes played on chime bars, but they need lots of reinforcement and repetition before they are correct. Their handling of beaters is not always as controlled as it might be when playing the chime bars. Pupils listen to music in assembly, but they struggle to recall any of the music they hear, or to name any famous composers or their works.
- 106 The quality of teaching and learning in the lessons seen is satisfactory overall. Lessons run smoothly because teachers prepare effectively and forge very good relationships with pupils. They provide ample opportunities for pupils to consolidate their skills. Sometimes this slows the pace of the lesson, however, so that pupils do not have time to progress to more challenging work. For example, older pupils spend too long listening to the pitch of sounds so that they have insufficient time to extend their skills by composing their own tunes. The shortage of musical instruments when several classes are using similar ones, means that pupils spend too much time listening to others playing rather than playing themselves. This slows the progress they make.
- 107 The school's planning for music provides a clear structure and useful information to guide teachers' planning. In the lessons seen in Years 4 and 5, however, there is some repetition that does not move pupils on enough. For example, pupils are working at similar levels to those in Year 2 in recognising the different pitch of the sounds they hear. This is because there is no consistent system for assessing pupils' progress as they move through the school in order to ensure that they steadily build on their skills in each year group. The new co-ordinator is enthusiastic and realises that the Key Stage 2 pupils are currently making unsatisfactory progress. She has not yet had sufficient time to identify and address these weaknesses by thorough monitoring of teachers' planning or their teaching, but this is planned.

PHYSICAL EDUCATION

- 108 The pupils in Key Stage 1 achieve the expected standards in the aspects of the physical education curriculum that were seen during the inspection. By the time pupils leave the school, their achievements are above expected standards in the areas of performance seen.
- 109 By the end of Year 2, the pupils have a clear picture of the benefits of exercise to the body. Most pupils remember, reproduce and explore simple actions such as throwing and catching. They are starting to show an understanding of basic tactics such as defending, although this is not yet developed. The pupils have limited skill in discussing the differences between their performance and those of others, such as including suggested improvements, although they confidently talk about the improvements that they have already made in their group work.
- 110 By the time the pupils leave the school, most of them achieve good levels of co-ordination and accuracy in their movements. The majority can already connect skills such as running and accurately passing a rugby ball at the same time, while co-operating as a team. Most pupils show good control and fluency in their movements, their passing and their receiving of a ball. They use the understanding gained from commenting on the skills of other pupils to develop their own work. Lower ability pupils have not yet developed a range of different skills such as passing.
- 111 Too little teaching was seen to judge its quality throughout the school. There were a number of strengths in the teaching that was seen, particularly in a Year 5 lesson that contributed well to

the development of pupils' skills. In this lesson, the teacher had good knowledge and understanding of the subject and this enabled him to improve the pupils' performance well by giving them clear coaching points. The good pace of the lesson maintained pupils' interest well. The pupils' learning, as a result, was very good. The very strong relationships that teachers create with pupils, combined with the strengths in their teaching, ensure that the pupils have very positive attitudes to physical education and respond very well. The teacher in Year 2 used praise well to motivate the pupils, and it effectively enabled them to work as individuals as well as in pairs and small groups. Although it gave opportunities for pupils to judge why their skills had improved, it did not allow them to watch the performances of others in order to share their thoughts about what worked well and not so well. The pupils had insufficient time to develop each skill before moving on to the next stage of the lesson.

112 The subject is well managed and the teachers' planning shows that all the necessary elements of physical education are covered. The school effectively enriches the curriculum by including outdoor and adventurous activities for Year 2 pupils and a residential visit for Year 5 pupils that provides good opportunities for them to develop skills in activities such as canoeing and archery. Extra-curricular sport and dance activities contribute well to the pupils' achievements. All pupils, including those with physical disabilities, are fully involved in what the school offers to its pupils.

RELIGIOUS EDUCATION

113 Standards have improved since the subject was last inspected and are now above average by the time the pupils leave the school. The Year 2 pupils reach the expectations of the locally agreed syllabus but the Year 5 pupils exceed these.

114 The infant pupils make satisfactory progress. Year 2 pupils know a good range of stories from the Bible and understand that the stories that Jesus told were designed to make people think and that it is important to understand what the message is. They know that the messages in stories have relevance to their own lives and give examples of when they have been jealous or forgiving. The pupils know that different religions have special places and times for celebration or prayer. The junior pupils make good progress. They learn to explore their feelings and the significance of belief. Year 4 pupils understand that special places can be quite ordinary and can think of somewhere that is special to them and why. They know that a shrine is special to Hindus and is used for prayer. When pupils look at objects that are special to Hindus, they use what they have already learned about the Sikh religion to inform their ideas about what the objects might symbolise or be used for.

115 By the time they leave the school, the pupils have a very good understanding of a range of religions and think deeply about the significance of belief to everyday life. In a lesson that followed a visit to the local mosque, Year 5 pupils were learning about the Qur'an and how it provides guidance for Muslims. When the teacher pointed out that the Qur'an governs the behaviour of those who believe in it, and asked what governed the pupils' behaviour, a lively discussion ensued that ranged from the family to friends to the school's rules and the country's laws. The pupils understood the necessity for rules and expectations of conduct and drew up their own code of conduct based on what was important to them.

116 The teaching is never less than satisfactory and has some good features. It was very good in the lesson with Year 5 pupils, where they were encouraged to think deeply, draw on their own experience and relate issues raised by the study of belief to their own lives. The teachers make good use of visits and artefacts to bring the subject alive. The co-ordinator manages the subject well and ensures that the teachers' planning builds on what has been learned previously and includes consideration of how the subject contributes to the pupils' spiritual awareness.