

INSPECTION REPORT

GREENGATES PRIMARY SCHOOL

Bradford

LEA area: Bradford

Unique reference number: 107206

Headteacher: Mrs Barbara Spencer

Reporting inspector: Mr Robert Robinson
21024

Dates of inspection: 8-11 July 2002

Inspection number: 198381

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Stockhill Road
Bradford
West Yorkshire

Postcode: BD10 9AX

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Appropriate authority: The Governing Body

Name of chair of governors: Jane Riley

Date of previous inspection: 03/11/1997

INFORMATION ABOUT THE INSPECTION TEAM

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21024	Robert Robinson	Registered inspector	Mathematics Information and Communication Technology Religious Education Foundation Stage	What sort of school is it? How high are the standards? a) The school's results and achievements How well the school is led and managed? What should the school do to improve further?
8922	Brenda McIntosh	Lay inspector		How high are the standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22274	Vera Rogers	Team inspector	Geography History Equal Opportunities Special Educational Needs English as an additional language	How good are the curricular and other opportunities offered to pupils'?
25376	Lynn Alvy	Team inspector	Art Design Technology Physical Education	
25431	Lesley Clark	Team inspector	English Science Music	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This average-sized primary school for boys and girls aged 3-11 years is situated in Greengates to the north of Bradford and close to the Leeds boundary. A good proportion of pupils come from a socially and economically disadvantaged area and the remainder come from more advantaged private residential areas. The school has 184 full-time pupils, 81 boys and 103 girls. Forty-nine children, 16 boys and 33 girls, attend the nursery each day either for the morning or afternoon session. Very few pupils are from minority ethnic backgrounds and one pupil is at an early stage of learning English as an additional language. Fifty-four pupils (26 per cent) are on the register of special educational needs and three pupils have a statement of special educational needs; these figures are about average. Most of the pupils with special educational needs have mainly moderate learning or emotional and behavioural difficulties but some have specific learning and speech difficulties. No pupils have been identified as being gifted and talented. Children's attainment on entry to the nursery is below average. The percentage of pupils eligible for free school meals is about 26 per cent which is about the national average. The school has changed significantly since the last inspection in November 1997. The age range has increased from between three and nine years to three to eleven years following the reorganisation of schools in the local education authority. The number of pupils on roll has increased because of the changes in age range; however, there has been a significant movement of pupils to and from the school since the reorganisation resulting in an overall drop in numbers since January 2001. Of the twelve teaching staff in post at the time of the inspection, eight have been appointed since the last inspection. The school was re-sited in a new building in February 2002.

HOW GOOD THE SCHOOL IS

Greengates Primary School provides a sound education for its pupils. It has managed successfully the change to a primary school for pupils aged three to eleven because of the good quality leadership of the headteacher, deputy headteacher and governing body. Standards of pupils' performance by the end of Year 6, this academic year, are in line with the national average in English but below average in mathematics, in science, and in art and design. Standards in music and religious education are above average. The quality of teaching is satisfactory, overall. Pupils' attitudes to school and their behaviour are very good. The school provides satisfactory value for money.

What the school does well

- Standards by the end of Year 6 are above average in reading, music and religious education
- Pupils' attitudes to school and their behaviour are very good
- The teaching in the nursery and reception classes is very good and children achieve very well
- The provision for pupils' personal development is good overall, with particular strengths in moral development and the management of pupils' behaviour
- The leadership and management of the senior management team and governors are good

What could be improved

- Standards by the end of Year 6 are below average in mathematics, in science and in art and design
- Pupils do not achieve as well as they should in Year 2
- The quality of teachers' lesson plans does not provide enough detail to ensure pupils have sufficient opportunities to work at an appropriate level of attainment and to take initiative for their own learning

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Progress, since the last inspection in November 1997, is good considering the change of status of the school, the new school building and the significant changes of staffing. The quality of teaching is now very good in the nursery, reception and Year 1 classes and good in Years 3 to 6 but is now unsatisfactory in Year 2. Pupils' attitudes to work and their behaviour remain very good. The leadership and management of the school are still good. The following items represent responses to the areas for development identified at the last inspection:

- Standards in English are now in line with the national average by the end of Year 6
- Standards in information and communication technology have improved and are now at the national expectations throughout the school
- The tracking of pupils' progress has been improved recently and is beginning to inform planning and provision for individuals and cohorts; however, the quality of teachers' planning is still unsatisfactory overall
- Assemblies and religious education lessons provide, now, very strong support for the cultural development of pupils, although there is no specific planning for the development of cultural awareness in other subjects
- The subject co-ordinators' responsibilities have been developed well, though their role in monitoring standards is limited
- Pupils with special educational needs receive good support in most classes from teachers and teaching assistants

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	n/a	n/a	D	C
mathematics	n/a	n/a	E	D
science	n/a	n/a	E	D

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

- The results of the 2002 national tests by the end of Year 2 and Year 6 are not yet available. The year 2001 was the first time the national tests for pupils by the end of Year 6 were taken. The performance of pupils was below the national average in English though in line with the average of pupils in similar schools. In mathematics and science standards were well below the national average and below the average of pupils in similar schools. Standards by the end of Year 2 were below the national average in reading, writing and mathematics, though were in line with the average of pupils in similar schools.
- Performance of this year's group of pupils at the end of Year 6 is in line with the national average in English but below the national average in mathematics and science; these judgements show an improvement on the previous national test results because of the school's emphasis on raising standards and the strengths of the recent teaching in Year 6. Standards of this year's group of pupils at the end of Year 2 are below the national average in reading, mathematics and science, and well below average in writing. Overall, pupils' achievements are satisfactory but they do not achieve as well as they should by the end of Year 2 because of weaknesses in the teaching. Pupils with special educational needs make very good progress in the nursery, reception, and Year 1 and good progress in other classes, except in Year 2 where their progress is unsatisfactory. No significant differences were apparent between the performance of boys compared to girls
- Children in the nursery and reception classes achieve very well because of the high standard of teaching. They exceed the levels expected by the end of the reception class in personal, social and emotional development, in communication, language and literacy and in mathematical development. In knowledge and understanding of the world, physical development and creative development, children reach the expected standards by the end of the reception year.
- Standards in music and religious education are above national expectations, but they are below average in art and design by the end of Year 6. Standards in design and technology, geography,

history, information and communication technology and physical education are in line with the national expectation by the end of Year 6.

- The school's targets for the proportion of pupils likely to achieve the level expected by the end of Year 6 are appropriate for the end of the 2002 academic year and demanding for the end of the 2003 academic year. This year, the school has exceeded significantly its targets in English and almost met it in mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils have very positive attitudes to school and their work and are keen to learn. They are very well motivated and show a high level of interest in practical activities.
Behaviour, in and out of classrooms	Very good; pupils are very well behaved in lessons, around school and when at play. At times their behaviour is exemplary and they are polite and friendly to visitors.
Personal development and relationships	Good; pupils' personal development improves as they progress through school. Relationships are of a high quality. Pupils willingly take on responsibilities and enjoy helping with tasks around school, but opportunities for pupils to plan and organise their own work are limited.
Attendance	Satisfactory; most pupils attend well; but, attendance levels are affected adversely by a number of pupils taking family holidays during term time.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Unsatisfactory:	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.

- The quality of teaching is satisfactory overall. Teaching is very good in the nursery, reception and Year 1 classes; it is good in Years 3 to 6 and unsatisfactory in Year 2. The quality of teaching ranges from excellent to poor. Pupils learn satisfactorily overall. They learn very well in the nursery, reception and Year 1 classes and many pupils achieve very well as a result of the very good teaching they receive. Learning slows, however, in Year 2 and the majority of pupils in this year group do not learn as well as they should because the teaching is largely unsatisfactory. In response to good teaching in Years 3 to 6, pupils' learning improves and they learn well, particularly in classes for Years 5 and 6.
- The teaching overall has important strengths despite the weaknesses in Year 2. Throughout the school, teachers manage their pupils very well. Lessons are well organised and, as a result, pupils concentrate well. In the nursery and reception classes, activities are very well thought out to develop the children's independence and they have many opportunities to choose what they do. The teaching makes imaginative use of the outdoor facilities and lessons are lively, interesting and fun. In Year 1, the very good teaching ensures that pupils learn the basic skills of literacy, numeracy and science well. The teaching of pupils in Year 2, however, is unsatisfactory in English, mathematics and science because teachers' expectations are too low. Teaching is good in Years 3 to 6 in English, science and information and communication technology, and satisfactory in mathematics and physical education. Too few lessons were seen in art and design, design and technology, geography and history to make a judgement and no teaching of information and communication

technology was observed in Years 1 or 2. Throughout the school, teaching in music is consistently excellent and it is never less than very good in religious education.

- On balance, the school meets the needs of all pupils satisfactorily. Pupils with special educational needs and higher attainers make very good progress in the nursery, reception and Year 1 classes and good progress in other classes except in Year 2 where their progress is slow. Generally, the teachers' lesson plans from Year 1 to 6 are not detailed enough and do not provide sufficient guidance for teachers and teaching assistants to provide suitable help to lower and higher attainers. In most classes, pupils are given too few opportunities to use their initiative and take responsibility for their own learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum in the nursery and reception classes meets the recent national guidance well. The curriculum for pupils in Years 1 to 6 is satisfactory overall, although the time allocated to a few subjects, such as art and design, affects the standards that pupils achieve. The National Numeracy Strategy is not sufficiently embedded into the practice of the school. The school has good links with the community.
Provision for pupils with special educational needs	Pupils are given sound support overall. Individual education plans are appropriate. Pupils are helped well by teaching assistants.
Provision for pupils with English as an additional language	The very few pupils learning English as an additional language receive very good help in the nursery and reception classes.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The fostering of pupils' moral development is very good and for their spiritual and social development it is good; provision for pupils' cultural development is satisfactory.
How well the school cares for its pupils	Staff provide good help and guidance for pupils and promote very high standards of behaviour. Pupils' academic progress is monitored well.

Parents have a very positive opinion of the school. The school has good relationships with parents. The partnership with parents is good and has a positive affect on the children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher, deputy headteacher and other members of the senior management team are good. The quality of education is improving. The very good progress of children in the nursery and reception classes, and pupils' achievements in music and religious education, can be directly traced back to the leadership and management of the senior staff. The responsibilities of subject co-ordinators are developing well, although their role in monitoring teaching and pupils' learning is limited. Relationships between governors, staff, pupils, and parents are very positive and support the aims of the school well.
How well the governors fulfil	The governing body is effective and provides a clear direction to the work

their responsibilities	of the school. It makes every effort to ensure all statutory requirements are met.
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The school's evaluation of its performance	The priorities in the school improvement plan and in co-ordinators' action plans are most appropriate and effective in practice. The staff and governors have a strong commitment for improvement and they are well aware of the strengths and areas for development.
The strategic use of resources	Financial planning is good. Additional funding is used appropriately, and monitored effectively by the capable administration staff. New teachers have received good support from the senior managers to enable them to fulfil their duties effectively. The governors apply the principles of obtaining best value well.

The school has sufficient numbers of staff, who are suitably qualified. Teaching assistants are used well to assist pupils' learning, particularly pupils with special educational needs. The accommodation is good and well cared for. Learning resources are plentiful and used well to support teaching.

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 enjoy school, behave well and make good progress because the teaching is good • Children are expected to work hard • The school helps children to become more mature and responsible • Members of staff are approachable and parents are comfortable talking to them • The school is well led and managed 	<ul style="list-style-type: none"> • The range of activities outside lessons is insufficient • Homework is inappropriate

The inspection confirms and agrees with most of the positive views of parents; however, the quality of teaching is good or better in most classes, though because of some unsatisfactory teaching, the overall quality of teaching is satisfactory rather than good. The position in relation to extra-curricular activities and homework is satisfactory, and similar to that found in most schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the national tests by the end of Year 6 in 2001, standards in English were below the national average, and in mathematics and science were well below the national average. Standards, compared with the national average for similar schools, were in line in English but below average in mathematics and science.
2. Standards of the current Year 6 have improved to be in line with the national average in English and to be below average in mathematics and science. The improvements result from a combination of factors, but particularly from the strengths in the teaching of the subjects in Year 6, the school's focus on raising standards and the work of the senior management team.
3. As the tests at the end of Year 6 in 2001 were the first to be taken by pupils at the school, it is not possible to track pupils' performance over a significant period of time; however, this year the performance of pupils has risen, particularly in English, though also slightly in mathematics and science. In English, a well above average proportion of pupils gained the level expected of their age, and in mathematics an average proportion of pupils achieved the level expected of their age. A below average proportion of pupils achieved higher than expected levels in English and science, showing an improvement on the previous year's results. In mathematics, very few pupils achieved the higher levels similar to the previous year's well below average proportion.
4. Standards in the national tests in 2001 for seven-year-olds were below the national average in reading, writing, and mathematics; however, they were in line with the average achieved by pupils in similar schools. Attainment of the present Year 2 remains below average in reading, mathematics and science. Standards of speaking and listening are average but standards in writing are well below average. The differences between the test results and inspection judgements are the result of the unsatisfactory teaching in Year 2 during the 2001-2 academic year. These pupils should have achieved better at all levels of attainment.
5. At the time of the last inspection, standards by the end of Year 2 were in line with the national average and improved in 1998 and 1999 to be well above the national average in reading and mathematics and above in writing. Since 1999, following the reorganisation of schools in the local education authority, standards have plummeted relative to the pupils' performance in 1999. This is the result of significant changes in groups of pupils and changes of staffing at the school. Overall, standards by the end of Year 2 have not improved sufficiently since the last inspection.
6. No significant differences in the performance of boys and girls were seen during the inspection. Pupils with special educational needs make satisfactory progress overall in relation to the targets set for them by their class teachers. Their progress in Years 3 to 6 is good; it is slower by the end of Year 2. They are supported well by the teaching assistants who enable them to make satisfactory gains, particularly in the development of basic skills.
7. Overall, pupils' achievements, from when they enter the school to reaching the end of Year 6 are satisfactory. Children have a very good start to their education in the nursery and reception classes because the teaching is very good. As a result, pupils, relative to their below average level of attainment on entry to the nursery, achieve very well in personal and social and emotional development, in communication, language and literacy, and in mathematical development. Children achieve well in knowledge and understanding of the world, in physical development and creative development. By the end of the reception year, the children exceed the level expected of their age in personal, social and emotional development, in communication, language and literacy, and in mathematical development. They meet expected standards in their other areas of learning.

8. By the end of Year 2, pupils do not build on their previous learning in the nursery and reception classes sufficiently and they do not achieve as well as they should in reading, writing, mathematics and science because of unsatisfactory teaching.
9. In Years 3 to 6 pupils achieve well, particularly in Year 6, as the teaching is good on balance. In Years 3 to 6 the development of the skills of speaking and listening, and reading and writing, is good, as a result of good teaching of English, and satisfactory teaching in mathematics and science. There are satisfactory opportunities, overall, to practise literacy skills in other subjects but limited opportunities to develop numeracy skills.
10. The National Literacy Strategy has been implemented satisfactorily and is beginning to have an impact on raising standards in English, but weaknesses in numeracy result from teachers not planning lessons sufficiently well in relation to the advice given in the National Numeracy Strategy.
11. Pupils' attainment in information and communication technology by the end of Year 2 and Year 6 is in line with national expectations and their achievement is satisfactory; but the use of information and communication technology to assist learning in other subjects is limited, particularly in numeracy and science lessons.
12. In music and in religious education, standards, by the end of Year 6 are above the average and pupils achieve well because of the high quality of teaching throughout the school. Standards are below average in art and design, and pupils' achievement is unsatisfactory; this is because of the limited time available for teaching the subject. In all other subjects, pupils achieve satisfactorily and reach standards in line with the national expectations.
13. The school has set targets for the proportion of pupils expected to achieve the level expected of their age in English and mathematics by the age of eleven. The targets are based on the school's good records of pupils' attainment; the targets for mathematics have been almost achieved, though targets in English have been exceeded significantly because of the recent very good teaching in Year 6.

Pupils' attitudes, values and personal development

14. Pupils' very good behaviour and attitudes to learning are a strength of the school. Since the last inspection, the school has integrated successfully the older pupils whilst maintaining these high standards. These very good features create a truly happy and orderly community in which all pupils are valued and appreciated. Pupils respond very well to the good values that are consistently promoted by the school. Pupils speak with pride about their school.
15. Children in the nursery and reception classes are very well behaved and enjoy their time at school. In lessons, the supportive relationships between the adults and the children are a key feature and help children settle quickly and happily into the routines of the day. The children are very interested in books. When handling them, they treat them with care and respect, turning the pages carefully. The nursery children play busily and happily together. They eagerly introduce themselves to visitors and confidently explain what they are doing. In role-play, there is a lot of co-operation and chatter as one child plays at being the vet, writing out prescriptions whilst others 'queue' in the waiting room. Children are keen to play outside and spontaneously help each other to put their coats on. When riding the tricycles they are sensible and most are aware of space, themselves and others. In the reception class, the children show a good deal of motivation in their tasks; for example, working in groups sequencing the events in a day and making diaries to record how their bean plants change over time. They become increasingly independent and respond well to the staff's expectations that they should be organised, getting out their own things and clearing away at the end of a session.
16. Pupils' attitudes are equally positive as they get older and this helps them to learn. In nearly every lesson, pupils sustain interest and concentration and are always ready to talk about the work they are doing. Some of the literacy and numeracy lessons are rather long for the infant pupils but they do exceptionally well to maintain full attention and work hard for the whole

session. Pupils are well motivated and are keen to contribute to class discussions; for example, in a history lesson, pupils entered into a lively discussion about the Greek alphabet and quickly gained an understanding of how stems of Greek words are still in use at present. Girls and boys of all ages say they enjoy coming to school. They think that school is interesting and they like to see their friends. All have a very firm opinion that they enjoy all lessons but their clear favourites are subjects such as art, music and science where they have opportunity for practical activities and making things. This was very evident in the more practical lessons, whether pupils were exploring new playground rhymes and games in music or investigating the different places that we find air, when pupils' attitudes and behaviour were outstanding. Pupils' interest and involvement in the additional activities provided are good and they speak enthusiastically about the opportunities on offer at the school.

17. Pupils' behaviour throughout the school day is never less than very good. Their consistent very good behaviour is a credit to the school and their parents. The inspectors agree with parents positive comments about behaviour and are happy to report that no inappropriate behaviour whatsoever was seen during the inspection. In lessons, pupils behave very well because they enjoy their work and want to succeed. Pupils respond well to the school's high expectations of their behaviour and have a good understanding of what is expected of them. They appreciate that their behaviour affects others and try hard to reflect the high levels of respect that the staff show to them throughout the school. Movement to and from lessons and during assembly is exemplary. At lunchtimes and playtimes the pupils get on well together and it is noticeable that all the various age groups socialise together.
18. The pupils' personal development is good. They mature as expected as they progress through school. The strong and supportive relationships pupils have with each other and their teachers create a very positive working environment. The pupils have a high regard for their teachers and behave with courtesy to all adults. Pupils of all ages show a high level of confidence when communicating with adults. They are open and friendly and enjoy chatting to visitors about themselves, their work and their school. Many pupils have helpful roles around the classrooms and support school systems by acting as register monitors and assembly monitors. Although there is no formal school council, staff are accessible to pupils at all times and pupils' views and ideas are considered seriously; for example, the selling of fruit in school each day was suggested by some older pupils in Year 5, who now organise and run this successful venture. Pupils show good levels of co-operation in group, class and individual activities; for example, the pupils in Year 6 worked well together and were keen to improve their performance in handing over a relay baton.
19. Pupils who have special educational needs are fully integrated into the life of the school. They show positive attitudes to their work and good levels of concentration when they are well supported and involved in group or individual tasks. They try hard and take a pride in their achievements, particularly in the small group situations.
20. Pupils' attendance is satisfactory and in line with the national average for primary schools. The majority of pupils are keen to come to school and attend well. The number of family holidays taken during term time continues to be an issue and depresses the figures in spite of the proactive approaches by the school. Most pupils arrive punctually at school and there is a quick and efficient start to the school day.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching is satisfactory overall. The best teaching and learning takes place in the nursery, reception and Year 1 classes and in music and religious education lessons throughout the school where the quality of teaching is very good or better. In these classes, pupils learn very well. Teaching is good in Years 3 to 6 and there is some very good teaching in the Year 5 and 6 classes. Teaching is satisfactory overall in Year 3 and sometimes good. The quality of teaching in Year 2 is unsatisfactory and the majority of pupils in this year group do not learn as well as they should. Overall, pupils learn satisfactorily for, although their learning dips in Year 2 and pupils spend time catching up in Year 3, their learning improves in response to good teaching in

the older junior classes. The teaching is more variable than at the last inspection. On balance, the strengths outweigh the weaknesses and the larger proportion of very good teaching indicates satisfactory improvement despite the unsatisfactory teaching in one year group.

22. The teaching of literacy is better than the teaching of numeracy. Overall, teachers have sufficient knowledge to teach basic skills satisfactorily. There is widespread variation in the way the national strategies for literacy and numeracy are taught. Part of the problem is the large amount of time given to these subjects, often as much as a third again in addition to the recommended amount. Not all of it is used productively and in lessons where the teaching is less skilled there is a loss of pace and a reduction in the rate at which pupils learn so they become restless and lose interest. This particularly affects the teaching of numeracy. Teachers do not take into account sufficiently of guidance provided in the National Numeracy Strategy when planning lessons. Opportunities for pupils to work independently or in small groups are not sufficiently well planned to enable pupils of different levels of attainment to gain a better understanding of mathematics through practical work. Activities too often consist of pupils working through commercial books on the same work regardless of their level of attainment. Planning is better in literacy lessons and broad ability groups are identified and suitable work is set to develop their skills. Generally, though, planning for literacy lessons is less detailed and informative than it should be and the match of work to pupils who are higher attaining or those who have special educational needs is not always made clear. The planning to develop numeracy skills in other subjects is limited, and information and communication technology is rarely used to assist pupils' learning in other subjects.
23. Unsatisfactory elements of teaching often centre on the lack of sufficiently differentiated work to extend the levels of attainment of different individuals or groups within the class. This is reflected in the planning and in the consequent lack of challenge for higher attaining pupils. The pace of lessons is slow and teachers' instructions are unclear so that pupils waste time as they try to work out what it is they have to do. Teachers' questioning does not extend pupils' learning or build on their responses so as to develop their understanding. Because pupils are not well-trained to work independently or in groups without bothering the teacher, time is further wasted in poor lessons. These features are particularly apparent in Year 2 and in some otherwise satisfactory lessons in other year groups.
24. Strengths in teaching include good knowledge and understanding of the different subjects of the primary curriculum and very good management of pupils in most instances. Teaching assistants are used effectively and make a real contribution to helping pupils with special needs to learn satisfactorily. They are involved adequately in planning with the teachers. The teaching of pupils with special educational needs is satisfactory overall. The quality of individual education plans is generally satisfactory and includes clear targets, although some of these are not staged in sufficiently small steps making it difficult to track the strategies used and the progress that these pupils make.
25. Where the quality of teaching is good, teachers question well. Lessons move at a good pace and so pupils' learning is productive for it involves them in making intellectual and creative effort. Pupils' contributions are valued and their suggestions acted upon, as in a Year 6 science lesson when a pupil with special educational needs made some valuable suggestions as to how they could carry out an investigation efficiently. Such teaching draws on the skills of different pupils and so entails a high level of involvement. This in turn helps pupils to learn for they remember what they have enjoyed and contributed to.
26. What distinguishes the very good teaching is the greater awareness of the different attainment groups within the class. Questioning is more skilful for it is adapted to draw out different levels of response from higher and lower attainers. Teachers have high expectations of their pupils and pupils rise to the challenge and really begin to think for themselves. Such teaching also expects pupils to work independently and to take responsibility for their learning. Links between subjects are well thought out so that pupils unconsciously practise their skills in one while learning another. This was evident in Year 5, for example, where pupils worked in both the classroom and information and communication technology suite as necessary to produce information booklets

connected with an educational visit. The level of concentration was high and pupils worked with great independence, consulting each other as much as their teacher.

27. Where the quality of teaching is excellent, not a moment is wasted and pupils are very aware of their gains in knowledge. Discreet but effective questions remind pupils of what they are learning and so they seem to absorb and remember information with ease. Lessons are fun but extremely challenging. Allowances are made for lower attainers to learn in small steps, yet those who grasp new concepts more quickly are not held back. The high level of challenge for all attainment levels leads to extremely good levels of concentration and recall. The teaching creates a climate in which it is all right to fail because everyone can learn from mistakes. In these lessons, pupils' spirituality grows because of the sensitivity with which they are taught.

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

28. The curriculum meets the requirements of the National Curriculum and the requirements of the local authority's syllabus for religious education. Although this judgement is similar to the one reached at the last inspection, there have been considerable improvements since then. The national strategies for literacy and numeracy have been implemented and the school has reviewed its subject policies and long term planning to take into account the recommendations of national guidance. They are beginning to develop guidance for teachers, for example in music, to ensure that there is clear direction for the development of pupils' skills as they move through the school whilst ensuring that the requirements are tailored to fit the needs of the school. The school now has a computer suite and improved resources for information and communication technology and is able to deliver the full curriculum in this subject; however, as at the time of the previous inspection, there is insufficient use of information technology in other subjects of the curriculum.
29. The curriculum planned for children in the nursery and reception classes is good overall. It is effectively based on the national guidance for children of this age and provides a broad range of opportunities suited to the children's needs.
30. Although coverage of each subject is planned for within the school's long term planning, there is, however, a little imbalance in the time allocated to teach a few subjects; for example, the time allocated for English is higher than that recommended and results in many lessons being too long, whilst other lessons such as art and design, history and geography have insufficient time allocated to develop the subjects effectively.
31. The provision for pupils' personal, social and health education is satisfactory. The school has a policy for this aspect and is currently developing guidance for teachers to ensure that it is developed progressively as pupils move through the school. It is taught as a separate subject within the school's timetable, as well as being provided for within the teaching of other subjects. Information about the misuse of drugs is taught as part of this programme alongside sex education. Parents are well informed about the arrangements for sex education and have opportunity to withdraw pupils from these lessons if they wish to do so.
32. The provision for pupils with special educational needs is satisfactory, overall. The class teachers write pupils' individual education plans and most teachers set targets that are achievable and realistic. Pupils are taught in small groups within the classroom and are supported well by teaching assistants to enable them to take part in the full curriculum.
33. Learning is helped by a wide range of educational visits to the local area such as the local church, a large supermarket and museums, as well as to areas further afield such as York and Whitby. Older pupils have the opportunity to take part in a residential visit to Llandudno. Visitors to the school include the local police, fire service, school nurse, a Muslim member of a local interfaith centre and members of a rugby league team. The school provides a satisfactory range of extra-curricular activities, although these are mainly open to older pupils; these include football, chess,

country dancing and the school choir. There are also links with a local Cheshire Home and senior citizens' residence with regular two-way visits.

34. The school has appropriate links with the schools to which the pupils transfer, although, with the changed status of the school, these are in the early stages of development. There are opportunities for Year 6 pupils to visit the secondary schools before they transfer and teachers from the schools visit to meet the pupils before they move to these schools.
35. The provision for pupils' spiritual, moral, social and cultural development is good overall, with particular strengths emerging in their spiritual, moral and social development.
36. Provision for pupils' spiritual development is good. This is reflected in the high quality daily acts of collective worship where pupils come together to reflect on human feelings and develop an understanding of how their lives and actions affect those of others; for example, pupils, in an assembly, were asked to reflect on how their simple actions, such as a smile, can help and encourage others. Teachers know their pupils well and place great emphasis on valuing the contributions that each individual can make and treating their views and ideas with respect. Within lessons, teachers use incidental opportunities to promote a sense of wonder; however, occasions to promote this aspect are not specifically considered within teachers' planning. Opportunities for encouraging pupils to reflect on the wonder of creativity of learning, through art, music and science, for example, or the use of drama as a way of helping pupils to explore feelings and emotions, do not feature strongly enough within the planned curriculum.
37. Provision for pupils' moral development is very good. The school is a friendly and harmonious community in which pupils understand and follow the school's five 'Golden Rules'. The pupils show good levels of self-discipline and are taught to be considerate of others. There are opportunities for learning about the beliefs and customs of others within religious education lessons. Pupils' moral development is largely promoted by the staff's expectations of good behaviour and through the planned personal and social education lessons in which pupils learn to understand the difference between right and wrong and to explore moral issues.
38. The school makes good provision for pupils' social development. Relationships between staff and pupils are good and from this relationship the pupils develop an understanding of what is expected. The secure relationships help pupils to become confident and develop a sense of belonging to the school community. Older pupils have responsibilities within school, such as helping at lunchtimes, preparing the hall for assemblies and helping younger pupils with reading and with information and communication technology. They are encouraged to make suggestions, such as fund raising activities, and their ideas are considered and usually acted upon. Pupils are given opportunities within lessons to work together in groups and teachers encourage them to share their equipment and ideas with each other. Pupils perform in school productions, concerts and assemblies and take part in day and residential visit, which further help to promote pupils' social development.
39. Provision for pupils' cultural development is satisfactory overall. Pupils gain a good appreciation of European artists and musicians within the curriculum. When studying the local area, pupils explore the history of Bradford and visit places of interest, such as the local industrial museum. Since the previous inspection, progress has been made in helping pupils to appreciate the diversity and wealth of other cultures. Pupils study the major world faiths during religious education, but there are few opportunities to visit places of worship reflecting a variety of beliefs. In geography, pupils learn about other cultures; for example, they studied India and established links with a school in the country. The school raises pupils' awareness of festivals and customs by making good use of parents who come into the school to talk to the pupils; however the school does not plan to make enough use of subjects such as art and literature to develop pupils' awareness of other lifestyles and cultures so that pupils are prepared for life in contemporary Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. This is a caring school that provides good support and guidance to all its pupils. The friendly, welcoming ethos promotes a caring environment where pupils develop a trust in their teachers. Pupils say that the adults in school are kind and caring and that they are able to ask them for help whenever they need it. Relationships throughout the school are consistently very good which helps to create a very positive climate for learning and is further enhanced by the pupils' very good behaviour. Older pupils are very supportive of the younger ones.
41. The school has an appropriate policy for health and safety and the management of this is satisfactory. The local union representatives carry out detailed inspections of the building and premises each term. Any issues arising are acted upon and the action taken is noted. The governors and staff have been particularly vigilant in ensuring pupils' safety during the recent building work and the move to the new school. The arrangements for child protection are good. All teachers and most of the non-teaching staff have received recent relevant training and are aware of the procedures to follow if they have any concerns about the pupils in their care. The school is very vigilant in this aspect and perceives that all staff have a role to play.
42. There are very effective strategies for promoting very good behaviour. The school's policy on behaviour management is straight forward and recognises that most pupils behave very well. The teachers and other staff are very good role models and expect very high standards of behaviour in and out of the classrooms. They maintain good discipline in a calm effective manner and pupils respond well to their praise and encouragement. The success of the school's methods is reflected in the very good behaviour of the pupils, which makes a good contribution to their levels of achievement and the very positive ethos that pervades the whole school community. Incidents of inappropriate behaviour are rare. The school expects high standards of behaviour as the norm and more emphasis is placed on the celebration and sharing of good work. Pupils have a very good understanding of this and how the school expects them to behave. They are happy to confirm that any incidents of bullying are treated seriously and dealt with quickly. The school rarely needs to exclude any pupils from school but exercises its right to do so only in exceptional circumstances.
43. The arrangements for monitoring and promoting good attendance are very effective and ensure that most pupils attend well. Every opportunity is taken to remind parents of the importance of regular and prompt attendance. The school strongly discourages parents from taking holidays during term time. It is made clear to parents that they must give a reason for their child's absence. Staff are soon aware if a pupil is away without any reason and quite rightly ring home to seek an explanation. This is a prompt and effective measure. Perfect and very good attendance of individual pupils over the year is suitably rewarded. The headteacher takes a personal interest in monitoring pupils' attendance and makes good use of the data produced by the computerised registration system to monitor the individual absences. Occasionally, the school seeks the appropriate assistance from the educational welfare officer.
44. Procedures for assessing pupils' academic performance are good. The school has a very good range of test materials that are applied efficiently. The timetable for formal assessments is firmly embedded throughout school. Information is obtained from national tests at end of Years 2 and 6 and non-statutory tests at the end of Years 3, 4 and 5 as well as nationally recognised spelling and reading tests. The data obtained from tests is used well to identify overall trends, focus resources and target the additional support some children might need. The way pupils answer test questions is analysed carefully to identify any weaknesses that need to be addressed; for example, from an initial analysis of the most recent mathematics test results, it was noted that understanding of shape was a weaker area in the questions answered.
45. The systems for monitoring and recording pupils' progress are good. This represents an improvement since the last inspection. All the assessments data is collated systematically to give an overview of standards and to routinely track the attainment and achievements of individuals as they move through the school. All teachers have class files and there is a well planned system for the transfer of information to the next class. Recently the assessment information has been used to set predictions for individual levels of attainment at the end of each year group. The

predictions influence the targets set for the end of year 6. During the year, the progress made towards the targets is routinely checked to see if the children are doing as well as expected. The deputy headteacher is testing a computer based commercial system; this is an innovative system that gives very detailed information about the pupils' achievements. The school is 'data rich' and is rightly taking time to consider which systems will work best for the school in order to raise pupils' standards of attainment. In subjects other than mathematics and English, the systems for assessing pupils' attainment are appropriate but at an early stage of development, although are now used consistently by teachers.

46. In the nursery and reception classes, good procedures are in place for assessing and recording children's attainment and progress in all areas of learning. Within a few weeks of joining the nursery, the children are assessed. These initial assessments are used effectively in planning to ensure that the needs of all children have been considered and to alert the teachers to those children who might need extra support. The assessment information gathered in the nursery class is carefully recorded in the children's individual profiles. The records are updated regularly using detailed information noted during classroom observations. Good use is made of photographs to capture the children's achievements in areas such as physical or creative development. The follow up assessments at the end of the nursery are used to assess the children's stage of development and to judge what progress has been made. The assessments at the end of nursery are shared with the reception teacher and there is much discussion about each child's strengths and weaknesses. The personal and social and records of letter sounds started in nursery continue in the reception class. The reception class teacher builds upon the children's earlier assessments and keeps detailed records of their attainment and progress.
47. The pupils' personal and academic development is supported well through the good knowledge that the teachers have of their pupils. The school recognises good work and individual achievements are shared in a weekly assembly. The older pupils feel that the school has given them a good standard of education and feel well prepared for the transfer to high school. They say of course they will miss the teachers and the friends they leave behind. Pupils receive effective support through various initiatives such as 'booster' classes and the 'Better Reading' programme. These have a positive effect in improving their standards of attainment. Teaching assistants are deployed well and work very effectively alongside the teachers and this has a positive impact on pupils' attainment and progress. Targets for next steps of learning are included in the pupils' annual reports. These are written in such a way that parents can support their child's learning at home and help them prepare for their next class. Pupils are often not sufficiently involved enough in the assessment of their own learning. At the beginning of a lesson, class teachers usually share the learning objectives but there are not always enough discussions at the end of lessons that require the pupils to talk about how well they have achieved and what they need to do to improve next time. Pupils are not yet given focused targets for their learning; for example, the writing targets are too broad and not specific enough to help individuals improve.
48. There are good induction arrangements to help the youngest children settle quickly and happily into the routines of the nursery. There are effective links between the nursery and reception classes. The adults work productively with the children, supporting their development in a variety of situations. Gentle reminders, such as to tidy up as they leave an activity and move onto the next, ensure that rules and routines are well established.
49. The provision for pupils with special educational needs is satisfactory. Pupils with specific needs are identified from an early age through the assessment procedures and they receive effective help within the classroom. Teachers have a good knowledge of the children. They write pupils' individual educational plans and monitor their progress well.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. Parents hold the school in high regard. The responses to the questionnaire show clearly that the vast majority of parents are very happy with most aspects of school life. Parents clearly see their children liking school, making good progress and working hard to achieve their best. They firmly

agree the school is well led and managed and feel comfortable approaching staff with any questions or concerns. Two areas of concern emerged from parents' responses, one relating to the amount of homework their children receive and the other on the opportunities for activities outside lessons. The inspection findings are that the amount of homework given is satisfactory and typical of that found in other schools of a similar kind. The provision for extra-curricular activities is satisfactory but is only for the junior children. Activities have understandably lapsed a little due to the move to the new building.

51. Parents are given a good range of information about the school and what their children are doing. Day-to-day communications are well presented and written in a friendly way. The general newsletters keep parents well informed about the school's daily life and forthcoming events. In addition to these the year group newsletters provided each term give details about the curriculum, topics to be covered and useful information about expectations on homework. Parents value and appreciate this information. The school prospectus is satisfactory and contains the underlying message that the school values the partnership between the family and school. A revised booklet is currently being developed to incorporate the recent changes. A smaller number of parents had reservations about the information on their children's progress. The pupils' annual reports provide a satisfactory summary of their attainment and progress but some give a too general picture of what the children can do well and the standards they have reached. All the reports include specific targets for the children's next steps of learning. Two formal meetings with class teachers take place during the autumn and summer terms and these are well attended. Parents like the way class teachers are keen to liaise with them on a day-to-day basis if their children are experiencing any problems.
52. The school ensures the parents of pupils with special educational needs are consulted regularly about their children's needs and the progress they make. Parents are kept well informed and are invited to attend review meetings. They are also made aware of targets set in pupils' individual education plans.
53. Good relationships with parents are apparent. The headteacher and staff are acutely aware of social difficulties in the area and go to great lengths to ensure that all parents feel welcome in school. A good number of parents and volunteers regularly help in school, listening to children read and playing word games. Members of staff value their input and feel it has helped improve the children's confidence and standards in reading. The parental involvement officer has a useful role in organising various courses for parents in order to give them the skills and confidence to help in the classrooms. A number of parents attend the course 'Helping in Schools' and make a firm commitment to work on a voluntary basis in school over a ten-week period. The courses have opened up new opportunities for individuals, such as going on to find employment as teaching assistants.
54. Parents spoke with enthusiasm about the many social and fund raising activities organised. They support the events well and help raise a good amount of money for school funds. The family 'Barn Dance' was popular and gave the older pupils an opportunity to show off their country dancing skills acquired at a school club. The nursery teacher is taking the lead in reinvigorating the parents' and friends' group. A good number of parents attended an initial meeting and have been involved in organising a programme of future events. From time to time, the school holds curriculum evenings and workshops for parents to find out about what their children are learning at school. The numeracy evening was a great success because the children took part in the activities and many parents attended. The parent governors are enthusiastic and help in school when they are able. They are very much in tune with local community issues and frequently speak with parents, providing a useful channel of communication between home and the school.
55. The school finds it more constructive to seek parents' views informally because responses to a formal questionnaire are often inconclusive. Parents therefore have a variety of informal mechanisms through which they are invited to make comments or suggestions.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The governing body, headteacher, deputy headteacher and members of the senior management team provide good leadership and management of the school. The school was relocated successfully last term into a new building. The new teachers are now contributing well to school improvements, following training. There has been much to do at the school and the results of the hard work and dedication of the staff and governors are now most apparent in the day-to-day life of the school.
57. The governing body is effective and endeavours to meet its statutory requirements. It has ensured together with the senior staff that the high proportion of teachers who were new to the school was helped to understand and fulfil their roles and responsibilities effectively. There are policies for all aspects of the school's work that provide very good guidance to staff by their inclusion in a comprehensive staff handbook; however, the policy for special educational needs does not take account of the recent legislation relating to the revised code of practice for special educational needs.
58. The governors and headteacher have been skilful in selecting high quality staff to form a very effective senior management team. The deputy headteacher, nursery and reception co-ordinator and the Year 1 and 2 co-ordinator complement the skills of the headteacher very well and motivate and inspire the staff through the high standards of their teaching and relationships with other members of staff and pupils.
59. The senior managers know that standards have to improve and have put in place effective initiatives to raise pupils' performance by the end of Year 6. Already, standards in literacy have risen this year to be in line with the national average with an exceptionally high proportion of pupils achieving the level expected of their age. Standards in mathematics and science have improved but have not yet met the national average. The high achievement of children in the nursery and reception classes, and pupils' achievements in music and religious education, can be directly traced back to the leadership and management of the senior staff. The senior managers are aware of the weaknesses in the teaching in Year 2 and have taken appropriate action to resolve the situation through changes of staffing and the monitoring and support.
60. Throughout the whole staff, both teaching and non-teaching, there is a strong commitment to the care of pupils to enable them to realise their academic and social potential. The school is well placed to make rapid progress to achieve its aims because of the aspirations and skills of most of the staff. The belief of the headteacher and the governing body is to offer an all-round education. The school provides very well for the spiritual, moral, social and cultural development of pupils; this creates a springboard for further improvements in academic standards because pupils enjoy learning and have high levels of interest in their work, behave very well and relate very positively to one another and to the staff.
61. The roles and responsibilities of co-ordinators are developing well. The expertise of teachers has been used effectively; for example, in English, information and communication technology, music and religious education. The senior managers have provided training for co-ordinators and worked with them to produce development plans which will build up progressively their roles and responsibilities in their subjects. The co-ordinators' additional role in monitoring standards of pupils' work and the quality of teaching are limited, though this further expansion of their duties is incorporated into most of the subject development plans for the next academic year.
62. The management of special educational needs is satisfactory, on balance. Teaching assistants play a valuable part in the progress pupils make both academically and in their self-esteem. Pupils have appropriate individual education plans but these should be more carefully staged into small steps and state the success criteria in order to make them easier to measure. Annual reviews for pupils with special educational need are carried out appropriately and meet requirements.
63. The school improvement plan is well thought out and the priorities for development are very appropriate and are closely linked to the raising of standards. The plan provides good guidance to staff and governors. Evaluation of the progress towards implementing initiatives shows the school

is moving forward well. Financial planning links closely to the school's priorities for development. Governors and the headteacher are provided with monthly statements of accounts through the efficient use of a part-time self-employed bursar and capable administration staff. Management systems are good and help administration staff and senior staff to monitor effectively use of additional funding, attendance and the tracking of pupils' progress.

64. The school's accommodation is good and it is used well to assist pupils' learning. The availability of the outdoor grassed areas will enhance further the facilities, as will remedial work to improve the acoustics in the hall. The reception classroom is, however, quite small in comparison to the nursery, and there is no door to allow direct access to the outdoor play area; these shortcomings reduce the flexibility for planning outdoor activities throughout the day and reduce the space available for children when working on activities and in role-play. In all subjects resources are at least adequate and of good quality; they are used well to assist pupils' learning. An adequate number of teaching assistants work capably alongside teachers and assist the learning of pupils, particularly those with special educational needs, children at an early stage of learning English as an additional language and lower attainers. The governing body earmarked, rightly, part of the large carry over figure from last year's finances for the maintenance of this help for pupils from teaching assistants, as well as to pay for outstanding work relating to the establishment of the new building.
65. The school uses funding well for the benefit of pupils. The governing body has a clear understanding of ways to ensure finances are used to best effect. It judges the implications of spending and considers carefully the expertise of teachers and benefits to the school when appointing new staff. Parents, children and staff are consulted whenever appropriate; for example, their views were considered before changing the school uniform.
66. The good leadership and management of the school have been maintained since the last inspection. Parents hold the school in high regard and are actively involved in the life of the school, and, rightly, judge that the school is well led and managed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. The headteacher, staff and governors should take the following action:
- Improve standards by the end of Year 6 in mathematics*, in science*and in art and design.
(See paragraphs 1, 2, 3, 9, 10, 11, 12, 22, 23, 93, 94, 101, 102, 104 and 108)
 - Ensure pupils make at least satisfactory progress in their learning in Year 2 by improving the quality of teaching.
(See paragraphs 4, 5, 6, 8, 21, 22, 23, 61, 84, 85, 86, 87, 88, 90, 92, 93, 94, 98, 101, 102, 103, 107 and 110)
 - Improve the quality of teachers' lesson plans to provide enough detail to ensure pupils have sufficient opportunities to work at their level of attainment and to take initiative for their own learning.
(See paragraphs 10, 22, 23, 30, 36, 39, 103, 104, 108, 119, 121, 124 and 128)

The following less important areas for development should be included in the action plan:

- Provide guidance for teachers for the management of special educational needs which incorporates the latest code of practice for special educational needs.
(See paragraph 57)
- Extend the roles of subject co-ordinators to include the monitoring of teaching and pupils' learning*.

(See paragraphs 112, 123 and 128)

- Provide more planned opportunities to use numeracy and information and communication technology to support learning in other subjects*.
(See paragraphs 9, 11, 22, 28, 94, 102, 103, 122, 123, 127 and 134)

**Staff and governors have already identified these areas for development.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	10	18	13	2	1	0
Percentage	8	21	38	27	4	2	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	187
Number of full-time pupils known to be eligible for free school meals		47

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register	7	47

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	5.6

Unauthorised absence

	%
School data	0.3

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	17	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	15	16
	Girls	11	11	12
	Total	23	26	28
Percentage of pupils at NC level 2 or above	School	77(82)	87(71)	93(93)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	13	9
	Girls	11	11	9
	Total	21	24	18
Percentage of pupils at NC level 2 or above	School	70(79)	80(93)	60(89)
	National	85(84)	89(88)	89(88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	16	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	10	12
	Girls	10	10	13
	Total	21	20	25
Percentage of pupils at NC level 4 or above	School	72(N/A)	69(N/A)	86(N/A)
	National	75(75)	71(72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	9
	Girls	10	10	6
	Total	19	20	15
Percentage of pupils at NC level 4 or above	School	66(N/A)	69(N/A)	52(N/A)
	National	72(70)	74(72)	82(79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	1
White	148
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	20.8
Average class size	26.7

Education support staff: YR– Y6

Total number of education support staff	10
Total aggregate hours worked per week	185.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25.1
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	12.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.5
Number of teachers appointed to the school during the last two years	6.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2001-2002
	£
Total income	560324
Total expenditure	557268
Expenditure per pupil	2686
Balance brought forward from previous year	53700
Balance carried forward to next year	56756

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	201
Number of questionnaires returned	81

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	38	1	1	4
My child is making good progress in school.	56	38	4	0	2
Behaviour in the school is good.	41	52	4	1	2
My child gets the right amount of work to do at home.	27	46	19	1	7
The teaching is good.	52	43	2	1	1
I am kept well informed about how my child is getting on.	40	46	9	5	1
I would feel comfortable about approaching the school with questions or a problem.	57	35	4	2	2
The school expects my child to work hard and achieve his or her best.	58	36	4	1	1
The school works closely with parents.	30	52	14	2	2
The school is well led and managed.	35	56	5	1	4
The school is helping my child become mature and responsible.	47	46	4	1	2
The school provides an interesting range of activities outside lessons.	21	40	22	6	11

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Personal, social and emotional development

68. The quality of teaching is very good and, as a result, the children achieve well and by the end of the reception year reach standards above those normally expected nationally. Teachers engage children's attention very well and encourage children to co-operate with each other; for example, in a physical education lesson, children in the reception class worked with partners very well and sat very quietly whilst listening to the teacher's instructions and demonstrations by other pupils. They applauded spontaneously the efforts of their teacher and other children.
69. In a joint assembly for nursery and reception classes children, they listened attentively to the teacher. The teacher told a story most expressively and soft animal toys were used very well to develop children's understanding of right and wrong. Nursery children were shocked by the misbehaviour of the toys and expressed strongly the view that the toys 'should share and take turns'. The teacher led children effectively and sensitively into a time of reflection when they were asked to consider times they had been unkind or misbehaved. One child responded, 'I am going to be kind today.' The children consolidated their learning by singing a song, 'When we are playing in the park, thank you for my friends.'
70. Teachers have high expectations of good behaviour and rightly discuss with individual children how they should behave; most children behave very well and work with enthusiasm. They respond very well to the adults who help them in both the nursery and reception classes.

Communication, language and literacy

71. The quality of teaching is very good and children achieve very well in both the nursery and reception classes. By the end of the reception year, standards are above those normally expected of this age group.
72. In the nursery, there are many interesting and well-planned activities designed to stimulate children to communicate verbally. The children clearly enjoy each other's and other adults' company and they approach newcomers in a friendly manner by introducing themselves. Some of the teaching is highly imaginative and children enter into the make-believe world very well; the arrival of a letter from a giant, for example, was greeted with great interest, stimulating discussion about whether he was 'friendly' or 'mean', some commenting that they had thought the letter might in fact be from a dragon and one confided, 'I like dragons.' It also created a wonderfully natural way of prompting the children to write letters in reply. Average attainers begin to write, making precise marks, whereas higher attainers begin to write a series of recognisable letters which they read confidently. They enjoy reading books with adults and turn the pages carefully. The teaching encourages them to discuss stories with their friends and so, from a very early age, children experience the pleasure of sharing books. Songs and rhymes are used very well to develop an understanding of letters and their sounds and to develop children's vocabulary. Teaching assistants spend time talking to children and helping those who have speech problems. The teaching is both encouraging and constructive and so children learn with confidence.
73. Children build on the progress they have made in the nursery very well in the reception class. The teaching is very well organised to develop the skills of children of different levels of attainment. By the end of the reception year, children are ready to participate in many elements of a literacy lesson. They help to read a story out loud and the teacher gives different groups of children different sections to read, giving more help to those who need it and extending higher attainers to work out new words using the strategies they have been taught. As a result, almost all pupils can pick out the middle sound in simple words and average and higher attainers read simple texts with confidence and accuracy, working out complex words such as 'furniture' by sounding out the

letters. The teacher's sense of timing is very good and lessons are very well organised so that children work with a high degree of independence. Areas of the classroom are set up very well to develop children's language through play; for example, in setting up a 'travel agents'. Activities, such as writing postcards, are both enjoyable and instrumental in giving children a sense that writing is for a purpose. Almost all children can write their full name and all write recognisable letters. Higher and average attainers begin to write simple sentences. Because the teaching has established such clear routines, this allows the teacher and classroom assistant to concentrate on extending the learning of different attainment groups within the class. This enables all children to achieve very well.

Mathematical development

74. The quality of teaching is very good and children achieve very well both in the nursery and reception classes. By the end of the reception year, children reach standards above those normally expected nationally.
75. In the nursery children experience a wealth of practical opportunities to develop their skills and understanding of mathematics; for example, a teaching assistant worked with a small group of children to develop their sorting skills, counting and colour recognition. The children sorted plastic animals according to pig, sheep and horse. They then subdivided the animals according to colour and counted the number in each group. In the outdoor area, the teacher encouraged discussion whilst the children were making sausages out of play dough. The teacher challenged children to work out how many more sausages were needed to make five when they already had four. They sang enthusiastically 'Five fat sausages' and counted how many were left when one fell out of the pan. Through these activities and discussions, the children gained a better understanding of counting and language related to numbers up to five. The tricycles were all numbered and children were encouraged to state the number of their bike. One pupil carefully cleaned her bike with water using a paint brush and proudly stated that it was 'bike number 6.'
76. Children build on their learning in the nursery well. By the end of the reception year, most children can count up to 60 using a number board. They enjoy mathematics; for example, the children counted up in twos to 20 with enthusiasm together and wanted to do it on their own. The children are quite chirpy and take skilled handling by the teacher during whole class sessions because all are keen to participate rather than misbehaving; however, a few of the whole class teaching sessions are too long as a few pupils find concentrating toward the end of the period difficult. In the role-play area, teachers encourage children to appreciate the use of mathematics in the community; for example, in the 'Greengates Travel Agents' children wrote down the times when buses, trains and taxis departed for customers. Teachers organise plenty of opportunities for children to practise computation. Children threw two dice and recorded the total number in a game situation, working well as a group when not directly supervised.

Knowledge and understanding of the world

77. By the end of the reception year, children's attainment is broadly in line with that expected nationally. Children achieve well. The quality of teaching is good in both the nursery and reception classes and the children learn much to interest them about their world.
78. In the nursery, activities are well planned to extend children's knowledge and understanding. From green water in the water tray, children collect different plastic animals in various containers, and identify frogs, ducks and fish successfully. In the nearby 'veterinary surgery', children talk very seriously to the teacher about what is wrong with her toy cat. The teaching cunningly organises children to develop their early writing skills by writing out prescriptions which they have to sign. The children co-operate very well together. The role-play clothes reflect the school's concern to develop children's awareness of other cultures in a discreet way. The daily routines enable children to notice changes in the weather and the pattern of the days of the week. They begin to gain a sense of how days are organised and, through studying the development of plants

from seeds, and butterflies from caterpillars, appreciate how living things, themselves included, grow and develop.

79. Because of well organised teaching and a variety of interesting activities, reception children extend their knowledge and understanding in the reception class. Children are well behaved and involved in their work. The teacher takes care to use scientific language that is sufficiently simple for pupils to be able to use when they draw and write about what they had previously planted and grown. They carefully labelled diagrams showing the 'root', 'leaf' and 'stem' and, in their 'Bean Diaries', children kept a record of the changes that occurred. Higher attainers wrote accurate sentences such as 'My bean has a short stem.' The teaching questions children satisfactorily but does not target individuals or groups of pupils to extend the learning of higher attainers or to give additional support to lower attaining children. Children enjoyed trying to identify different fruits; most could identify common fruits but had difficulty putting a name to more unusual ones. A small number found it quite hard to concentrate and to listen to others, whereas others offered sensible suggestions and really began to think about what the fruits might be like inside.

Physical development

80. Children's physical development is in line with the level expected. Most children achieve well. The quality of teaching is good overall. The children in the nursery and the reception class benefit from a wide range of experiences both indoors and outdoors. Over the year, the children have been taught how to use particular tools such as hammers and saws, scissors and paintbrushes. They know how to control wheeled vehicles successfully and to co-ordinate their movements confidently by climbing and balancing. Adults assist the children very well by encouraging them to talk about what they have done.
81. In the nursery, planning is good and lessons both inside and outside combine physical and imaginative activities very effectively; for instance, as part of the topic, 'Jack and the Beanstalk', a group of children, encouraged by the teacher, plan and build a castle in the large construction area. In a well-organised and brisk outdoor session the children made good progress in learning how to jump successfully along a line of coloured hoops. The teacher worked effectively to help the children who found it hard to co-ordinate their movements and sensitively used other more able children to demonstrate what to do. In the reception class, children continue to benefit from this good practice as they regularly share the outdoor area with the nursery. In addition, they consolidate and extend their skills in well-planned tasks such as printing with natural materials in carefully rolled clay. A skilled adult gives very good support so that finished products are carefully constructed and decorated. By the time they leave the reception class, pupils generally move around the classroom with care and handle tools and equipment with little difficulty.

Creative development

82. The quality of teaching is good overall and the children achieve well. Most children achieve the level expected. Planning in both the nursery and the reception class provide good opportunities for children to develop their own creativity through a range of well chosen materials, including creating music and taking part in role-play.
83. A particular feature of the provision is the good opportunity provided both outdoors as well as indoors to make use of books and of writing and drawing materials to stimulate the children's ideas, to mix different media and to return and practise techniques; for example, in the nursery the children were encouraged to continue a well-known story theme outdoors. With the children's help, the adults made imaginative use of a covered area by making it into a giant's castle. This was effectively used by children to role-play the story, to dress up as a postman and deliver the letters by tricycle. Children consolidate, continue to develop or extend their creative skills on transfer to the reception class as a result of the good experiences in the nursery; for instance, a good balance of both adult support and child initiated tasks provides effective opportunities to explore colour, texture, shape and form through colour mixing, printing and drawing, children often using learnt skills to illustrate stories or to draw a design of a model they have made. The drawings of higher attaining children show developing detail and care. Adults in both the nursery and the reception class improve and prolong activities by their skilful intervention, such as playing

alongside the children in the 'giant's castle' to develop language, or teaching by example how to roll clay accurately for printing.

ENGLISH

84. Standards by the end of Year 6 are in line with the national average. Standards in speaking, listening and writing are broadly average; standards in reading are generally above the level expected of eleven-year-olds. At the end of Year 2, standards are well below average. Standards are close to the level expected of seven-year-olds in speaking and listening but they are below expected levels in reading and well below those expected in writing.
85. Standards have declined in Year 2 since the last inspection and the results of the most recent national tests confirm well below average attainment overall, particularly in writing. For two years, no pupils have exceeded national expectations in writing and almost a quarter of pupils do not attain the level expected of their age in reading. Their achievement overall is unsatisfactory for most have attained at least average standards by the end of Year 1 and they do not make sufficient progress thereafter. Standards for junior pupils have risen since the last inspection and a marked improvement in standards overall is evident this year, despite the above average proportion of pupils with special educational needs in some year groups. Almost all pupils, including those with special educational needs, attain at least the level expected of their age in speaking, listening and writing and the proportion of pupils attaining more highly is increasing year on year. Standards in reading are higher because all pupils, including those with special educational needs, read with understanding and a large proportion of pupils read complex texts with difficult vocabulary competently.
86. The quality of teaching and the level of teachers' expectations have a direct bearing on the standards pupils attain. Where the National Literacy Strategy is implemented well, teachers' planning is more precisely targeted to the needs of individuals and groups of pupils, exemplified in Year 1. A larger than usual proportion of time throughout the school is given to the teaching of literacy, with additional time given to developing pupils' skills in writing and reading. Where this time is used well, it benefits pupils' attainment, particularly in Years 1 and in Years 3 to 6, where lessons devoted to extending pupils' writing are used imaginatively and often in conjunction with other subjects. Initiatives to improve pupils' reading are also used very successfully and targeted pupils make rapid progress. Where teaching is weaker, the additional time results in a slow pace in lessons and, consequently, pupils' learning also slows. In these lessons, the principles of working intensively with a small group to develop their skills in reading and writing while others work independently are not fully understood and so pupils underachieve and time is wasted. Often, the planning does not match tasks sufficiently well to extend the learning of pupils' different attainment levels within the class which also results in underachievement by most pupils.
87. Standards by the end of Year 2 are about average in speaking and listening. Pupils are eager to talk about what they have learnt. Average and lower attainers listen well and respond appropriately to teachers' questioning. The quality of teaching, though, is unsatisfactory overall, despite very good teaching in Year 1. Pupils underachieve because the teaching does not develop their skills sufficiently well; for example, when pupils in Year 2 were asked to give an interesting sentence including the word 'morning', the teaching dismissed average and higher attainers' complex sentences and missed an occasion to use these as examples to develop the skills of lower attaining pupils. The questioning did not target pupils of different abilities and when eventually pupils understood that they were required to attach an adjective to the word 'morning' the teaching praised the slang use of the word 'brilliant' and rejected the more thoughtful 'special'. The closing part of lessons is not used sufficiently well to involve pupils in talking to others about what they have learnt. Standards are much higher by the end of Year 6 because the teaching is more thoughtfully targeted to develop pupils' skills. The quality of teaching is good overall for pupils in Years 3 to 6. Pupils are listened to with interest and their contributions are valued and are often used to move the learning on of other pupils. Higher attainers are encouraged to explain why a piece of writing is effective. They learn to give concise views; for example, when commenting on the effectiveness of short sentences in a piece of writing, a higher attainer said 'I like this because it is straight to the point.' Pupils are encouraged to discuss their work with a partner and this gives confidence to lower and average attainers.

88. Standards are below average in reading by the end of Year 2. Pupils underachieve because the teaching does not extend the capacity of higher and average attainers to read longer and more challenging books. This is unsatisfactory. At the end of Year 1, pupils' attainment is in line with expected levels. The very good teaching in this year group gives pupils a range of strategies to use when they encounter unfamiliar words, and maximum use is made of moments within literacy lessons to give pupils practice in reading aloud or to use their new-found skills. The books are both challenging and interesting. As a result, higher and average attainers read confidently and expressively, trying out new words successfully, and they begin to skim read for information. They use the terms 'fact' and 'fiction' correctly and can explain what they mean. By the end of Year 2, however, higher attaining pupils are at a similar stage in terms of reading skills, and average attainers are rather less confident readers, finding words such as 'stamp' and 'sports' hard to read at sight. Teachers' expectations of the levels pupils can achieve are not high enough. The range of fiction and non-fiction offered to pupils is limited and so pupils lose interest in books; for example, in one lesson, pupils were asked to ascertain from the outside cover what the book was about before examining its contents page. This was unsuccessful, however, because the pupils had read all the books before and had also done a similar exercise with them.
89. Standards are above average by the end of Year 6 in reading. Throughout the school, those pupils who can read but have not made sufficient improvement within class receive good additional teaching through the 'Better Reading programme'. This is highly successful, particularly with older pupils. Time is set aside each day for pupils and teachers to share books together, and parents and grandparents come into school regularly to hear pupils, including those in Years 5 and 6, read. The quality of teaching is good and the level of books read together in a group within literacy lessons is challenging. As a result, pupils of all abilities read with greater understanding; they are proud of being able to read well and talk enthusiastically about books, appreciating the use of language. The standard of reading is equally good in Year 5. Lower attainers comment concisely on what a book is about and tackle unfamiliar words such as 'overwhelmed', and phrases, such as 'twirled gracefully downwards', successfully. Average attainers read words like 'testament' and 'attorney' and higher attainers bring texts alive by putting on different voices for different characters. Pupils are well aware of how important it is to read well and so they want to succeed.
90. The standard of pupils' writing is well below average at the end of Year 2, despite good achievement in acquiring skills in writing by the end of Year 1. The quality of teaching is unsatisfactory in Year 2 and this has a detrimental effect on the standards pupils attain. In Year 1, where the teaching is very good, pupils are given tasks which match their ability. A great deal of work is covered during literacy lessons and the teaching has high expectations of the standard of writing. Consequently, average and higher attaining pupils in Year 1 write accurate and interesting sentences and begin to write at some length. Pupils work well with each other and learn to check their writing independently; for example, an average attaining pupil in Year 1 explained, how when he read his work out to a partner, he realised he had made a mistake and corrected it without bothering the teacher. The teacher was alert to all that was going on and rightly selected the pupil to explain to the others what he had done. Lessons in Year 2, however, lack this purposeful and productive atmosphere. The teaching has low expectations of what pupils can achieve. All targets for writing are the same, as are the words pupils learn to spell each week, regardless of ability. Few pupils write accurately or at length, unaided and, when they require help, they queue to see the teacher rather than helping themselves or each other. Pupils undertake a limited range of work. Higher attainers do not join their writing consistently and average attainers misspell common words, such as 'out'.
91. Pupils, including those with special educational needs, achieve well in writing in Years 3 to 6 in response to good teaching. The work is lively and interesting and lessons generally have a sense of purpose and shared enjoyment. Although the planning does not indicate a high level of differentiation between groups of different abilities, in practice, teachers assess the needs of their pupils well and match tasks according to their ability. As a result, almost all pupils attain the level expected of their age and a small proportion attain more highly. Teaching assistants are used well to help pupils to learn and pupils' writing often has a clear sense of purpose. Instantly this raises the level of their presentation, as in Year 5 pupils' booklets based on a recent

educational visit to Whitby. Average attainers incorporate vocabulary they have read very well into their own writing as in this example: 'A scuffle developed and a lot of angry exchanges'. Teachers' marking is good, for it is critical but tempered with praise as in 'I like the style and the way you have set out your work. Much better.' Much of the marking involves pupils giving a written or verbal response which, again, contributes to their being self-critical. By the end of Year 6, higher attainers use complex sentences and paragraphs well. Information and communication technology is used well as a tool to help pupils draft and redraft their work.

92. The subject is led satisfactorily by an enthusiastic co-ordinator who has a very clear idea of what needs to be done to improve the teaching and pupils' learning by the end of Year 2. An area for development is to monitor closely the way the literacy strategy is taught, to find ways to involve pupils in the closing plenary session and to check that the planning for independent tasks matches the attainment levels of different groups within every class.

MATHEMATICS

93. Standards this year, by the end of Year 2 and Year 6, are below average; this represents unsatisfactory improvement since the last inspection. Pupils' achievements are unsatisfactory because of the unsatisfactory teaching in Year 2, and the planning for pupils of different levels of attainment is insufficient.
94. Too few opportunities are available for pupils to work independently or in small groups to gain a better understanding of mathematics through investigation and practical experiences. Much of the work in activity sections of numeracy lessons consists of pupils working through commercial books on the same work irrespective of their level of attainment. Teachers do not take into account, sufficiently, guidance provided in the National Numeracy Strategy when planning lessons. The lesson plans do neither identify how information and communication technology will be used to assist learning nor how teaching assistants will help pupils, including those with special educational needs.
95. Pupils have good attitudes to work, and behave well. They relate well to each other and their teachers. Pupils' personal development is satisfactory on balance, though they have few opportunities to use their initiative and to work independently.
96. The quality of teaching is unsatisfactory by the end of Year 2 and satisfactory on balance, by the end of Year 6. The quality of teaching varies significantly, the best teaching was seen in Year 1 and Year 6 but the teaching in Year 2 was unsatisfactory.
97. In Year 1, very good use is made of learning resources to encourage pupils to count quickly backwards and forwards in tens. The teacher has a very good rapport with pupils and keeps them totally engrossed in their learning. Learning objectives are clearly displayed and explained to pupils so they know what they are expected to learn during the lesson. Emphasis is placed on pupils developing subject language and pupils understand the meaning of 'take away', 'minus' and 'count back'. The teaching is well organised so that pupils move efficiently on to their next tasks resulting in pupils making good progress.
98. In Year 2, the lesson planning is unsatisfactory and does not clearly detail work for pupils at different levels of attainment which results in all pupils working on the same tasks, though the teacher does help the lower attainers. The organisation of the lesson is unsatisfactory and limited opportunities are given to pupils to be responsible for organising their own resources. In a lesson, a pupil was given the task of clearing equipment away when the class could have done this themselves; this resulted in this pupil missing part of the whole class discussion. Time was wasted, particularly for lower attainers, when they constructed recording charts; this reduced substantially the time available for pupils to fulfil the lesson objective of practising estimations and measurements. Lower attainers had limited skills in estimation. Most pupils were confused when measuring because the tape measures had inch, as well as centimetre, gradations; for

example, a higher attainer made a reasonable estimate of an object at 30 centimetres but then measured and stated the length was 10 centimetres as he did not realise that he was measuring in inches. During the lesson, the pupils were well behaved and interested in their work, though some pupils lost interest in whole class discussions because the questioning was not sufficiently geared to their needs.

99. In Year 6, teaching proceeds at a good pace which ensures pupils listen very carefully and concentrate. Very good relationships are apparent between pupils and between pupils and teachers. A strong feature of teaching is the good discussions, questioning and exemplars which involve all pupils well. Pupils listen very well to the teachers and each other. They are keen to answer questions. Teachers explain tasks very clearly; for example, the teacher reminded pupils of previous work on calculations of 'mean', 'median' and 'mode' before pupils were involved in the collection of data within groups. Pupils carried out their tasks appropriately, recorded findings and worked out the 'mean', 'median' and 'mode' of the information collected. The teaching assistant worked well with the lower attaining pupils and those with special educational needs to enable these pupils to do similar work to the rest of the class. Higher attaining pupils calculated the mean of their data to four places of decimals. Towards the end of the lesson, the teacher presented further challenges to each group. The planning for the lesson was not clearly identified to the National Numeracy Strategy though gave adequate detail of what pupils were to learn, work for different groups of pupils and use of the teaching assistant.
100. The procedures for checking pupils' attainments are good but the information gained is not used sufficiently by teachers to plan future lessons suited to the needs of individuals and groups of pupils. The monitoring by the co-ordinator of planning and pupils' work is unsatisfactory although she has observed the quality of teaching in most classes together with a numeracy adviser from the local education authority. The senior managers and the co-ordinator have produced a thorough action plan to improve standards in the subject. Resources are of good quality and adequate to assist learning. The accommodation is good and the outdoor areas present plenty of opportunities to develop pupils' learning.

SCIENCE

101. Standards this year, by the end of Year 2 and Year 6, are below average; standards have declined at the end of Year 2 since the last inspection. Standards in the lower junior classes are broadly average and similar to standards reported at the end of Year 4 last time. Although standards overall are below average at the end of Year 6, there are clear indications of improvement. Pupils' achievements are unsatisfactory by the end of Year 2 because of the unsatisfactory teaching in Year 2. Pupils achieve well in Years 3 to 6 in response to good teaching and are beginning to build up a good body of scientific knowledge.
102. There are several reasons for the below average attainment by the end of Years 2 and 6. The timetabling of science lessons on one afternoon each week in most classes means that many pupils find it hard to concentrate for such a long time and to remember what they have learnt for the following week. This particularly affects younger pupils, or those who are lower attaining or who have special educational needs. Until very recently, there was specific guidance for teachers to assist the planning of lessons. Although teachers were following national guidance there has been an inconsistent approach to teaching science, planning varies from class to class and, consequently, there has been a lack of progression. This is reflected in the diverse and sometimes unsystematic way that pupils report on practical work; there is very good practice in Year 4 but too much copied material in other classes. This restricts pupils' capacity to think and to work things out for themselves. Much of the work is based on pupils acquiring knowledge; opportunities for pupils to learn through carrying out their own investigations are less well planned for. Consequently, pupils' learning suffers as they are unable to apply what they have learnt and this is reflected in their performance in national tests. Opportunities to explore science through mathematics or information and communication technology are limited in most classes.
103. The quality of teaching and of pupils' learning in Years 1 and 2 is unsatisfactory overall because of the unsatisfactory teaching in Year 2. This means that pupils underachieve by the age of seven.

Pupils get off to a good start in Year 1 and their attainment is above average. Through the course of the year, higher, average and lower attaining pupils learn to use their own words and pictures to record what they have learnt. The system of recording is well thought out and by the end of the year pupils confidently record by themselves 'what we did' and 'what we found out.' Average and higher attainers show considerable independence, recording the weather, for example, individually and accurately. Pupils clearly have a lot of fun in lessons and contribute confidently to discussions, observing, for example, after a lesson involving blindfolds to help them to investigate their sense of hearing, that when they cannot see they can hear better because 'nothing distracts you.' In Year 2, though, the teaching expects far less of pupils. The pace of lessons is slow, and higher and average attaining pupils find the work too easy. Activities are not sufficiently well thought out to excite pupils' curiosity. A potentially interesting activity involving identifying different trees and noting similarities and differences becomes dull because the element of finding out and then using books and information and communication technology to help them identify different types for themselves is missing. Consequently, pupils show a passing rather than a burning interest. The teaching clearly covers a good range of topics; however, pupils' written observations, although beautifully illustrated, are often unsystematic. Headings such as 'Testing toy vehicles' do not make it clear what the investigation is actually about and much of pupils' written work is copied. All pupils do exactly the same tasks, regardless of ability, and good habits of labelling diagrams and presenting information logically are not established early enough.

104. The quality of teaching in Years 3 to 6 is good overall and pupils clearly make good progress. They achieve well in response to the good teaching, and standards in the present Year 5 indicate that recent developments, following the change in leadership of the subject, are having a beneficial effect. In all junior classes, a great deal of work is covered, though the approach differs from class to class. Pupils are encouraged to write down what they know and understand. By the end of Year 3, pupils have moved from largely copying work to working more independently. The marking encourages pupils to reflect and as a result, higher attaining pupils in Year 3 observe, 'if you are facing the sun, the shadow will form behind you and if you have your back to the sun the shadow will form in front of you.' In Year 4, pupils are taught to be much more systematic. Each piece of work is prefaced with a scientific target, and recorded observations include prediction, an explanation of what was done and the means to ensure the test was fair, followed by a conclusion. The teaching makes good use of different types of graphs and also information communication technology to analyse data. A point for improvement in these classes would be to give pupils opportunities to discuss and then decide how to carry out particular investigations.
105. In Years 5 and 6, there is an element of excitement in pupils' learning and, as a result, they are extremely enthusiastic and their behaviour is very good. The teachers' very good knowledge and understanding of scientific principles mean that they use, and expect pupils to use, scientific vocabulary. Because of the pressure of time and the limited resources, the teaching sometimes relies too much on demonstrating to pupils rather than giving pupils greater independence to work together in groups. However, teachers always ensure a high level of participation by pupils and the good level of questioning prompts pupils to think and to work out what is happening and why. Pupils used their prior knowledge of air pressure and the force it exerts to explain why air would rise when water was poured into a beaker containing marbles. There was tangible excitement in one lesson as pupils watched and commented in fascination as they proved that a sponge contains pockets of air. The teaching involved the use of mathematics to work out the average amount of water the sponge soaked up. This approach is clearly successful, and pupils, including those with special educational needs, make constructive suggestions such as putting balloons on the end of test tubes in order to show that micro-organisms, such as yeast, feed and produce gas. Devices such as appointing a 'technician' in each group to be in charge of equipment give pupils responsibility. The teaching encourages pupils to make independent decisions; the success of this is seen when a pupil with special educational needs pointed out that the experiment would be much more efficient if they labelled each test tube and appointed someone to record the results.
106. The new subject co-ordinator has a clear sense of what needs to be done to improve overall standards and has an appropriate plan of action.

ART AND DESIGN

107. Standards in art and design have dipped since the last inspection due to the higher profile given to the recent national initiatives for literacy and numeracy.
108. Standards by the end of Year 2 are similar to those expected nationally because the improved organisation of the subject has meant a higher profile for art and design, building on the effective teaching of skills and techniques started in the nursery and reception classes. This has yet to have a full impact on the attainment of the majority of older pupils, however, and standards at the present time have not reached the level expected by the time pupils leave the school. Pupils achieve satisfactorily in the Years 1 and 2 but there is still some unsatisfactory achievement in Years 3 to 6; for instance the time allocated to art and design is still limited and planning is not checked to ensure the systematic and consistent teaching of skills and techniques so that the pupils are not always making the required progress in all aspects of the subject.
109. No overall judgement is made about the quality of teaching because only two lessons were observed; however, there is clear evidence from the examples of work seen across each year group, from teachers' own assessments as part of the current action plan for the subject, that where skills and techniques are taught well, more pupils are now meeting the required standard for their age. For example, in Year 6, a few higher attaining pupils show increasing attention to detail when sketching a shoe because they have spent time previously being taught how to experiment with techniques, paying particular attention to line, tone and texture. In contrast many pupils have yet to develop their own styles and skill with pastel; for example, to capture the characteristics of landscapes fully when applying their knowledge of colour or perspective. In a Year 5 topic, where pupils looked at a variety of still life settings, their work demonstrated an immature use of colour, shape, line and tone.
110. Good teaching strategies in a Year 1 lesson, using natural materials to produce a collage, encouraged pupils to look closely at the work of other artists and, subsequently, at their own subject. The lesson had clarity and purpose, the pupils knew what they were doing and why and this meant they were very engrossed from start to finish. Because clear learning objectives and use of specific vocabulary were introduced effectively, the pupils were challenged to think creatively by selecting materials suitable for the task. They were helped by careful questioning to think how this might affect their finished work and a choice of well organised resources was used carefully by the pupils as a result. A pleasing display of pictures entitled 'Under the Sea', using the combined techniques of wax crayon and paint, showed that more able pupils select and represent shapes with confidence and work practically and imaginatively. In Year 2, pupils have a chance to talk about their work after identifying patterns around the school and discussing the rubbings made. Pupils worked sensibly outdoors, despite the valuable time lost during the transition from one part of the lesson to another.
111. Pupils learn about the work of famous artists and a recent visit by Year 4 to a local art gallery resulted in a pleasing reproduction of a famous painting, 'Brown Boy', by Joshua Reynolds. In this way, pupils learn to work collaboratively, developing understanding of the way in which different artists work as well as gaining ideas for their own paintings. In Year 3, pupils are beginning to have satisfactory opportunities to experiment with and use media; for example, recording skylines from first hand observation in the environment and using them to develop ideas for further work in pastels. The work of higher attaining pupils demonstrated some effective use of pastels, particularly the development of subtle shade of colour. There is still inconsistent use of a range of media, such as clay, or a broad enough range of work in three dimensions.
112. The subject is satisfactorily organised and teachers assess work regularly. Whilst there is satisfactory guidance for teachers, there is still inconsistent practice as planning or teaching is not monitored. Evidence is kept of pupils' work to check standards. The co-ordinator assists teachers' assessment of standards at the end of each topic effectively. The subject makes a satisfactory contribution to literacy and numeracy through discussion of work and studying shape and symmetry although this is not planned consistently across the school. The use of

information and communication technology to aid learning is in the early stage of development.
Art makes a sound contribution to pupils' spiritual, social and cultural development.

DESIGN AND TECHNOLOGY

113. Standards in design and technology are similar to those expected nationally for pupils by the end of Year 2 and Year 6. This represents satisfactory improvement since the last inspection as standards reached the level expected nationally. Pupils with special educational needs make satisfactory progress, overall, as the teacher or teaching assistants support them effectively.
114. The quality of teaching is satisfactory overall and there is satisfactory achievement for an increasing number of pupils because of the introduction of guidance for teachers based on national guidance. This now means that planning is more effective in building on the pupils' prior knowledge, skills and understanding.
115. Pupils in the infant classes build on the effective start in design and technology in the nursery and reception class and, by the end of Year 2, are producing good quality finished products, such as puppets made in Year 2. In a good lesson in Year 1, the teacher spent time explaining the importance of the design process and, consequently, pupils began to use the correct vocabulary whilst discussing what materials they are going to need to make a toy teddy bear. The teacher's planning clearly identified learning objectives and points for assessing the pupils' progress. Pupils were keen to plan their toy and the teacher challenged them to increase their skills in design by adding labels so that they worked quietly and with sustained concentration. They discussed their ideas sensibly with the teacher and each other and made choices about the materials they intended to use.
116. One of a series of lessons observed in Year 4 provided clear discussion about what had been achieved so far in the designs of boxes in the style of an Egyptian Pyramid. Guided effectively by the teacher the pupils made appropriate suggestions as to how their boxes could be developed and were keen to participate in a group task. Good links with science are exploited well by the teacher who has built upon the pupils' experience of electricity to aid their designs of light circuits to fit in their boxes. This well planned lesson produced some sound progress in evaluating designs; it developed ideas and linked well with history, as well as with science and literacy.
117. By the time pupils reach Year 6, they have a satisfactory grasp of the elements of the designing and making process. Whilst pupils often produce products of good quality, such as money containers, in Year 4, or a fairground, in Year 6, there is insufficient detail in their designs.
118. The subject is managed satisfactorily and the national guidance adopted by the school assists teachers well. A useful collection of pupils' work provides evidence of standards across the school. However, planning is not monitored formally, and assessments completed at the end of each unit of work are not used fully to evaluate achievement or the quality and progression of the curriculum. The subject makes a limited contribution to pupils' spiritual, moral, social and cultural development.

GEOGRAPHY

119. Standards that the pupils achieve by the end of Year 2 are below those expected. Standards, by the end of Year 6, are in line with those expected nationally. This indicates a fall in standards by the end of Year 2, and that similar standards exist by the end of Year 6 to those seen at the last inspection. In Years 1 and 2, pupils make unsatisfactory progress in acquiring the skills, knowledge and understanding of all the elements of the National Curriculum requirements. Pupils make satisfactory progress from Year 3 to Year 6. The time allocated to the subject throughout the school is below that recommended and, as a result, pupils have insufficient time to develop their knowledge, skills and understanding as well as they could.
120. Examination of pupils' books shows a limited coverage in Years 1 and 2. Pupils in Year 1 draw a simple map of their journeys to school. They follow the adventures of a make believe bear, as he visits the seaside, and draw pictures and complete worksheets of the key features seen at the

seaside. Pupils in Year 2 identify key areas on a map of India and follow the adventures of the bear who visits Dublin. In this way pupils learn about some aspects of life in a contrasting area. In Years 3 to 6, pupils continue to develop their knowledge of maps and mapping skills; for example, pupils in Year 3 identified England, Scotland, Ireland and Wales on a map of the United Kingdom and identified key features on a map of the world. They found where Greengates was on a map of Britain and plotted the route taken on a walk around the local area, identifying places of interest. In Years 5 and 6, pupils continue to develop their knowledge when studying the world map and physical features on maps. Pupils in Years 3 to 6 also acquire a sound knowledge of their own and contrasting localities; for example, pupils in Year 4 described differences and similarities between their own area and the Indian village of Chembakoli, whilst pupils in Year 5 carried out a study of their local area and contrasted this with the seaside town of Whitby. Pupils in Year 6 develop their knowledge of physical features such as rivers, river systems and mountains, and study the effects of the weather.

121. It is not possible to give a definitive judgement on teaching as only one lesson was observed. In this lesson, pupils were using travel magazines to find pictures that illustrated key features at a range of seaside resorts. In contrast, there was little opportunity for them to develop their knowledge of the world map as insufficient time was given for them to find where the places that they were describing were located in the world.
122. From the examination of pupils' previous work, it is evident that all pupils cover the same work and there is too much dependency on the use of published worksheets with few opportunities for pupils to decide how to record their work. There is no evidence of information and communication technology or numeracy skills being used to extend and enhance pupils' geographical understanding.
123. The co-ordinator manages the subject efficiently but has had no opportunity to monitor teaching, although she regularly monitors pupils' work. The school has adopted the national guidance for teaching geography. Provision for assessment has recently been introduced based on coverage of the units of work. This has not yet had sufficient time to be used effectively to improve planning and to ensure that work is matched to pupils' abilities. Resources are adequate; however, the software available so that pupils can use their information and communication skills in their work is limited. Good use is made of the local environment and areas further afield, including the residential visit, to enrich pupils' learning.

HISTORY

124. Standards are below those expected by the end of Year 2 and in line with those expected by the end of Year 6. Pupils make slow progress in Years 1 and 2 and satisfactory progress in Years 3 to 6. This indicates a fall in standards by the end of Year 2 and similar standards by the end of Year 6 to those found at the time of the previous inspection. This is mainly due to the lack of time given to the teaching of the subject, which means that pupils have insufficient time to study the subject in enough depth.
125. By the end of Year 2, pupils have an understanding of what is meant by the past. In Year 1, pupils recognise and describe the differences between old and new toys, and between the homes of past and present times. In Year 2, pupils develop an understanding of famous people from the past when they learn about the lives of Samuel Pepys and Florence Nightingale and the conditions existing at those times.
126. By the end of Year 6, pupils have a satisfactory knowledge of the key events of British history and also of aspects of ancient history, especially the Greeks and Egyptians. Pupils in Year 3 understand that the Vikings were invaders and, eventually, settlers. They show their understanding of life during World War 2 when they imagine they are evacuees and write letters home. Pupils in Year 4 know about the main events that took place during the time of the Tudors and make comparisons between domestic life then and at present. Pupils in Year 5 have studied life during the reign of Queen Victoria. They have visited the local industrial museum to re-enact a

school day, when finding out about the daily lives of the people who lived at that time. In their studies about the Greeks, pupils in Year 6 study Greek words to find out how they form the basis of some of our vocabulary. They have also made a study of the Indus Valley civilisation.

127. It is not possible to give an overall secure judgement about teaching as only one lesson was seen during the inspection. During this lesson the pupils were enthusiastic and responded well as a result of the good pace and opportunities they were given to develop their knowledge of how the English language uses some words from the Greeks. Good links were made with literacy in this lesson. However, the scrutiny of pupils' previous work from across the school indicates a strong dependency on the use of commercially produced worksheets in some classes or the copying of the same facts by all pupils. These required little effort from the pupils in terms of developing historical skills and enquiry, often requiring pupils just to cut and stick pictures and colour these. There is little evidence of the use of books or information and communication technology for research; the development of these skills is not as high as that expected for pupils of this age.
128. During the relatively short time that the coordinator has managed the subject, she has reviewed the curricular provision and resources. Although the co-ordinator has not yet had the opportunity to monitor teaching, she regularly monitors the standards that the pupils achieve and has good plans for the further development of the subject. Procedures for assessing and recording pupils' achievements have been introduced recently to enable teachers to keep track of the skills and knowledge that the pupils learn. There is a satisfactory range of resources in school which is enhanced by visits as well as visitors into school.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. Pupils' attainment by the end of Year 2 and Year 6 is in line with the national expectations. Since the last inspection, standards have improved throughout the school because of the improvements to the hardware, including the installation of a computer suite, and development of the teachers' expertise, an increase in the number of computers as well as the help teachers receive from the capable subject co-ordinator.
130. The quality of teaching and learning is good. In Year 1, teachers encourage pupils to develop computer skills to enable them to word process accounts of studies in other subjects; for example, pupils wrote about special people in a religious education lesson. In Year 2, pupils have gained skills in adding pictures to text. Higher attainers access programs on the computer confidently using their own password. Most pupils use toolbars effectively and save their work to the hard disc. They enjoy drawing pictures using a graphics program. Pupils in Year 5 are given responsibility to train pupils in Year 2 how to use a programmable toy; following the instructions and demonstrations the younger pupils make the programmable toy move forward and backwards, draw a line and play a tune. All of the pupils in Year 2 have accessed the Internet, with help from teachers, to find out more about the travels of a make-believe bear to assist their learning in geography.
131. In Years 3 to 6, the teaching builds well on pupils' prior experiences because the school plans activities based on national guidance; for example, in Year 3, pupils are very interested and well behaved when working in the computer suite. They write messages for pupils at another school and send the letters and receive replies through the electronic mail. Activities such as these assist pupils' learning in literacy well.
132. Older pupils work with interest and concentration on computers and willingly enter into discussion about the use of computers outside of school; for example, in Year 5, pupils had a constructive discussion with the teacher and each other about the uses of databases in places such as libraries and doctors' surgeries. Most pupils can spot quickly obvious errors in a set of data and correct the information. The computer suite is used well though, on occasions, the facilities which link the computers together are unreliable and teachers struggle to keep the pace of learning brisk because some computers do not work correctly which wastes valuable teaching time and results in larger group sizes than would otherwise be possible. Pupils calculated the

cost of a party using a spreadsheet and managed to keep with a budget. Pupils surveyed the type of and number of vehicles that went through the traffic lights at Greengates at certain times of the day and then entered the data into the computer to produce block graphs and pie charts. On another occasion, they constructed a graph to show how many seconds it took pupils in the class to run 20 metres.

133. By the end of Year 6, pupils log on to computers independently and even run 'scan' discs independently to overcome problems on the computers. They listen attentively to teachers' explanations and welcome the opportunity to ask questions to clarify their understanding of the requirements. Lessons are well organised and the activities challenge and extend pupils' learning; for example, pupils gained a better understanding of producing multi-media presentations when the teacher challenged pupils to add music and background movement to the pages of their presentation. Lower attainers and pupils with special educational needs are given effective help from capable teaching assistance and teachers, and are often assisted by other pupils to enable them to do similar work to other pupils and to make good progress in their learning.
134. The co-ordinator leads the subject well. The subject development plan is appropriate and includes the monitoring of the quality of teaching and pupils' work which currently is underdeveloped. Staff and governors share a strong commitment to improve standards further in the subject and have identified the improving of the quality of teaching and learning as a priority in the school improvement plan. The governors and staff have also rightly identified the use of information and communication technology, to assist learning in other subjects as an area for development. In the classroom, the use of computers to enhance learning in other subjects is rarely planned as an integral part of lessons. In practice, the subject provides good opportunities for the fostering of pupils' spiritual, moral and social development because of the encouragement for pupils to work both independently and with partners, and the broad range of exciting learning experiences; however, teachers do not specifically plan ways to improve further pupils' personal development.

MUSIC

135. Standards are above average by the end of Years 2 and 6 as a direct result of the consistently excellent teaching that all classes have received this year. The planned programme of work, developed to be a working scheme for other teachers to use next year, successfully develops pupils' skills to a good level. Throughout the school, pupils' learning is very good and they have achieved very well in a short space of time. Pupils have made considerable gains in both knowledge and musical expertise. As well as raising the standard of pupils' attainment, this subject forms an important part of pupils' spiritual and social development. A measure of its success is the extent to which boys' interest and keenness for the subject has developed. There has been much improvement since the last inspection.
136. From an initially low starting point, pupils in Year 1 understand and use correctly musical terms such as 'tempo' and can explain 'dynamics' as 'volume'. They know the names of many different instruments. Pupils thoroughly enjoy their lessons and enter into fierce debate as to how they are going to represent thunder and get dynamic variation; for example, using different instruments. The teaching encourages versatile use of resources and a group of pupils used crumpled up paper very effectively to conjure the sound of the wind. The resulting performance was outstanding as was the level of pupils' self-criticism when they listened to their playing on tape. By Year 5, pupils compose their own music in groups, using repeated phrases and lyrics to produce some very interesting songs incorporating repeated rhythm patterns. The pupils collaborated extremely well and performed confidently. Boys were as eager as girls to demonstrate what they had written. The best was a complex organisation of repeated echoes using a sound percussion accompaniment very effectively. The teaching ensures that pupils who are learning to play instruments also use their skills to the full.
137. What raises teaching out of the ordinary is the variety of activities used to develop a wide range of musical skills within one lesson and the large element of enjoyment exhibited by teacher and

pupils alike. The teaching creates a climate in which all pupils are able to sing on their own, unselfconsciously, and listen in silence to each other. Because of this, younger pupils learn to listen and to pitch their voices accurately by echoing sung versions of their names, and pupils in Year 6 confidently sing solo, and in two-part choruses, tricky songs about Greek philosophers and mathematicians. Through judicious choice of material, the teaching develops pupils' spiritual, cultural and social awareness. A series of lessons in Year 3 based on playground chants and rhymes made explicit that these were practical lessons to enhance their play. The result was a considerable enrichment of boys' knowledge of girls' games as well as a high level of expertise by all in identifying and then playing repeated rhythms whilst singing or clapping a different one. The practical approach to singing and responding to music from other cultures helps pupils to understand that music reflects other ways of living.

138. The subject is led and managed very well by the co-ordinator. An area for development is to train other teachers by working alongside them to give them confidence in teaching the subject.

PHYSICAL EDUCATION

139. By the time they leave school, pupils' attainment matches expected levels nationally. Most pupils by Year 6 can swim at least 25 metres and a few pupils gain higher awards such as bronze and silver medals. Pupils of all levels of ability, including those with special educational needs, achieve satisfactorily. Improvements since the last inspection are satisfactory.
140. The quality of teaching is satisfactory overall with good teaching seen in both Year 1 and Year 4. All the lessons seen have a good structure and pupils start with a suitable warm up followed by a period of sustained energetic activity and time to warm down. In a good Year 1 lesson, the teacher's effective introduction meant that the pupils immediately understood the well-planned lesson objectives. A high level of challenge and use of both adult and pupil demonstration were consistent features of the lesson. This resulted in good levels of concentration and sustained involvement. The pupils worked sensibly in pairs and in teams, moving safely around the yard with a suitable awareness of space as they learnt how to throw and catch a ball. The teacher's good management and control meant that the pupils had good attitudes and behaviour throughout and by the end of the lesson most pupils could throw and catch more accurately than they had at the beginning. Unfortunately, there was too little emphasis on involving the pupils in evaluating their own performance and that of others. In a good Year 4 lesson, pupils demonstrated how they extend these skills, and play a game of rounders well. Despite the changeover from outdoor to indoor, due to inclement weather, the teacher's clear instructions, effective management and control resulted in pupils continuing to behave sensibly and achieving well. An effective adaptation of the initially well-planned lesson meant that little time was lost and pupils played on sensibly and enthusiastically. Most pupils can throw and catch accurately with some skilled ball throwers and accurate fielding. By the end of Year 6, pupils take responsibility for organising equipment, and well-presented, detailed descriptions from the teacher enabled pupils to fully understand the techniques of passing the baton successfully during a relay race. Pupils are keen to succeed and listen carefully.
141. The subject is well managed and a recently adopted national scheme is effectively supported by other guidance. Assessment is built into some planning, although this is inconsistent; however, more formal assessment at the end of each unit of work is now being used to support the raising of standards, but the monitoring of teaching and learning is insufficient to evaluate this process fully. Resources are satisfactory overall and suitable space is available indoors and outside. A suitable action plan highlights effectively where resources need developing. The school is aware of some parental concerns about the insufficiency of after school sporting activities and plans are in place to address this issue once the new field is ready for use.

RELIGIOUS EDUCATION

142. Pupils' attainment by the end of Year 6 is above the standards set out in the local education authority's syllabus; pupils achieve very well, including those with special educational needs. The quality of teaching is very good. Pupils' attitudes to work and behaviour are very positive. Improvements since the last inspection are very good. Religious education makes an excellent contribution to the fostering of pupils' spiritual, moral, social and cultural development.
143. The leadership and management of the subject are exceptional. The deputy headteacher, who has an excellent knowledge and understanding of the subject, teaches religious education very well throughout the school. The school has adapted the recent local education guidelines for the subject very well to produce guidance for teachers which will help them to maintain in the future the present above average standards.
144. By the end of Year 2, pupils know names of special people connected with major world religions. In a lesson in Year 1, the teacher checked very well pupils' understanding of the symbols for each religion; for example, pupils linked the Star of David to Judaism, whilst a teaching assistant recorded pupils' responses. The teacher tells stories very expressively; for instance, the story of 'The feeding of the five thousand'. The teaching involved pupils very well and they recounted well previous stories they had heard, including from faiths other than Christianity. Learning resources of 2 fish and five loaves were used well to enliven the story. The meaning of 'miracle' was explained simply, though effectively. The follow up work to the story developed literacy skills very well; some pupils sequenced pictures of the event whilst higher attainers wrote sentences to add as captions to illustrations.
145. In a very good lesson in Year 6, the teacher led pupils very well to review previous learning. The purpose of the learning was explained in detail and this developed the theme of the day's act of worship. The teaching emphasised extremely well the similarities between the major world faiths with prominence on the teaching of values and right and wrong. Pupils understood the preparation for confirmation in Christianity and contrasted with ordination in Buddhism. The pace of the lesson was very brisk as the teacher questioned pupils at a rapid rate whilst spreading the questioning around the class; as a result, pupils behaved very well and were very interested in their learning. A very good worksheet was used to consolidate and to check pupils' understanding of many features of initiation ceremonies in Christianity, Buddhism and Islam.