

INSPECTION REPORT

Junction Farm Primary School

Eaglescliffe, Stockton-on-Tees

LEA area: Stockton-on-Tees

Unique reference number: 111561

Headteacher: Mr J. Harbron

Reporting inspector: Mr R. W. Burgess
OIN 20950

Dates of inspection: 20th – 23rd November 2000

Inspection number: 224805

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and Infant
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
School address:	Butterfield Drive Eaglescliffe Stockton-on-Tees Cleveland
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr N. Goodwin
Date of previous inspection:	9 th October 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr R. W. Burgess [20950]	Registered inspector	Information and communication technology	What sort of school is it?
		Equal opportunities	How high are standards?
			How well are pupils taught?
			How well is the school led and managed?
Mrs S. Dixon [19335]	Lay Inspector		Pupils' attitudes, behaviour and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mrs G. Dunkling [20281]	Team inspector	Science	
		Art and design	
		Design and technology	
		Under fives	
Mr H. Figgess [4874]	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
		Geography	
		History	
		Physical education	
		English as an additional language	
Mr I. Elliott [30985]	Team inspector	English	
		Religious education	
		Music	
		Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Junction Farm Primary School is situated four miles south of Stockton-on-Tees. The school has quite a mixed catchment area. The pupils come from a wide range of social backgrounds. On entry to the school children's levels of attainment cover the full ability range but are below average overall. The school operates an admissions policy for children to start nursery part-time, following their third birthday. There are 126 full-time pupils and a further 30 attending the Nursery part-time. There are 65 girls and 91 boys aged from three to 11 years on the roll with significant variations in the number of boys and girls in different year groups. The school has recognised 25 pupils as having special educational needs, none of whom have a Statement of Special Educational Need. Since the last inspection the nature of the pupil roll has changed significantly reflecting changes within the school's catchment area. A small percentage of pupils are eligible for free school meals, representing just over two per cent of the school population. This figure is below the national average. English is the first language of almost all the pupils. Unemployment, in most parts of the school's catchment area, is similar to the national average.

HOW GOOD THE SCHOOL IS

Junction Farm Primary is an effective school. Teaching is very good. The newly established Foundation Unit for nursery and reception children provides very good experiences in all areas of learning. Throughout the school the majority of pupils make good progress and achieve satisfactory standards, particularly in English, mathematics, science, information and communication technology and art and design. The headteacher, staff and governors share a strong commitment to continued improvement. There has been careful analysis and monitoring of pupils' performance to inform planning and set clear targets with the intention of raising standards. The strengths of the school greatly outweigh its areas for development. The school provides good value for money.

WHAT THE SCHOOL DOES WELL

- ◆ The good standards achieved in English, mathematics, science, information and communication technology and art and design.
- ◆ The high quality of teaching and learning.
- ◆ Very good provision for children in the Foundation Stage.
- ◆ Very good leadership and management by the headteacher and teaching staff.
- ◆ The very good monitoring and evaluation of the school's performance and plans for development.
- ◆ Pupils very good personal development and the very good relationships within the school.
- ◆ Very good procedures for assessment of pupils attainment and progress.

WHAT COULD BE IMPROVED

- ◆ The annual written reports to parents.
- ◆ The consistency of information and provision of homework.
- ◆ The school improvement plan recognises the need to improve the quality of resources in some areas of the curriculum, in particular information and communication technology, music and physical education.

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

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has made a good improvement since the last inspection in October 1995. The headteacher, staff, governing body and parents have formed a very good and effective partnership. The school has successfully developed and implemented plans to tackle all the areas for development identified in the last report. The standards of teaching observed during the inspection represent a significant improvement since the last inspection. The curriculum is planned as a whole, to include the literacy hour and numeracy strategy. It is monitored and evaluated effectively by the headteacher, governors and curriculum co-ordinators. The school has identified clear and realistic targets and is well placed to continue to build on its recent improvements, for example, in targeting higher attaining pupils performance in the core subjects.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

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

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

The published results of 2000 National Curriculum assessments for pupils aged 11 do not take account of the number of pupils with special educational needs which was very high compared with the other year groupings within the school. Many of these pupils transferred to the school within the last two years. Baseline assessments indicate that levels of attainment on entry are below average. Since the previous inspection the school has undergone a significant change in its catchment. This is reflected in National Curriculum assessments since 1998.

When allowance is made for this standards in English, mathematics and science were above those nationally. These standards reflect those seen during the inspection. Children in the Foundation Stage make good progress and by the end of the Foundation Stage standards are at least satisfactory and good in some aspects, particularly reading and in their personal and social development. At Key Stage 1, standards in the core subjects are good in mathematics, science and information and communication technology. In English they are satisfactory in writing and good in reading and speaking and listening. At Key Stage 2, standards in the core subjects are good in English, mathematics, science and information and communication technology. Standards in religious education are satisfactory at both key stages. Standards in art and design are good throughout the school. Standards are at least satisfactory in all other subjects throughout the school. Progress is good for all pupils, including talented pupils, those with special educational needs and those with English as an additional language.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have positive attitudes and are eager to learn.

Behaviour, in and out of classrooms	Behaviour is good both in classrooms and around the school.
Personal development and relationships	Very good personal development and relationships. Pupils are friendly and polite.
Attendance	Good. Most pupils are keen to come to school.

Positive and co-operative behaviour and good attitudes are encouraged. Pupils listen attentively and most respond well in lessons. Relationships are very good and pupils have a high regard for others' feelings, values and beliefs. In their personal development, pupils willingly take responsibility for tasks and show initiative, such as when undertaking independent research and supporting different charities.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very Good	Good	Very 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 strengths outweigh weaknesses.

The quality of teaching is very good. During the inspection, 13 per cent of lessons seen were excellent, 43 per cent very good, 39 per cent good and satisfactory in five per cent. This is a significant improvement since the last inspection. Teaching of the youngest children was often very good, with many activities providing stimulating learning experiences for the children. In the school, the good and very good lessons reflected teachers' good subject knowledge, high expectations and good use of time and resources. The skills of literacy and numeracy are taught well with additional staffing to enable teaching by year groups. The teaching of pupils with special educational needs is good, pupils make good progress in their learning. Teachers make effective use of assessment and information provided in pupils' individual education plans. The quality of learning is good. Pupils and teachers have very good relationships, behaviour is good and there is a positive climate for learning. Pupils have a good understanding of their achievements.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Very good provision for children in the Foundation Unit.
Provision for pupils with special educational needs	Effective support and good individual education plans to guide teaching. The provision is well targeted with effective planning to meet individual needs and the pupils make good progress.
Provision for pupils with English as an additional language	Good overall. Pupils are integrated well. They receive sensitive support from school staff. Specialist support is limited.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision is good for social and moral development and satisfactory for spiritual and cultural development. There is limited opportunity across the curriculum to learn about other cultures.

How well the school cares for its pupils	The school has good procedures for the welfare of its pupils. There are very good and effective procedures for the monitoring of pupils' academic and personal progress to inform planning for future learning.
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The care and commitment of staff for the personal development of each individual child is a reflection of the ethos of the school and is fundamental to its aims and objectives. The school's links with parents are satisfactory. The school does not have a written policy to reflect the appropriate practices which are in place for child protection.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a clear educational vision for the school, has suitably identified appropriate priorities for development and is supported well by staff and governors.
How well the governors fulfil their responsibilities	The governing body has a good understanding of its responsibilities and of the strengths and weaknesses of the school.
The school's evaluation of its performance	Very good. Clear and accurate evaluation by staff and governors which is used well to inform the school's plans for development and to set targets for raising standards.
The strategic use of resources	Very good. Grants are used well. Funds are used effectively to support pupils with special educational needs. Good use is made of resources and the accommodation.

The school has well planned priorities for further development. The school has recognised its areas for development and taken clear, firm action to improve. There is good accommodation and a good number of staff to meet curriculum requirements. The quality and range of resources is variable from subject to subject. The school makes good use of the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases most parents and carers	What parents would like to see improved
<ul style="list-style-type: none"> ◆ High expectations of pupils. ◆ The good progress their children make. ◆ Their children like school. ◆ The teaching is good. 	<ul style="list-style-type: none"> ◆ Information about their child's progress. ◆ The range of activities outside lessons. ◆ The amount and consistency of homework provided. ◆ Some parents expressed concern over provision for pupils with special educational need.

Inspectors agree with parents' positive views. The school recognises the need to improve the annual written reports on pupils' attainment and progress. Inspectors' judgement is that the school provides a sufficient range of activities outside lessons. There are many visitors and visits to places of interest. There is a need to improve the consistency of information and provision of homework by building on existing good practice. The school makes good provision for pupils with special educational needs within the school but has experienced difficulty in ensuring swift and appropriate provision for pupils with special educational need who have transferred from other

schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The published results of 2000 National Curriculum assessments for pupils aged 11 do not take account of the number of pupils with special educational needs which was very high compared with the other year groupings within the school. Many of these pupils transferred to the school, particularly during upper Key Stage 2. Since the previous inspection the school has undergone a significant change in its catchment. This is reflected in National Curriculum assessments since 1998.
2. Most children start Nursery with knowledge, skills and understanding in all areas of learning which are below what might be expected of children of their age. Baseline assessment, administered soon after children start Nursery, confirms this picture. On this basis, inspection evidence suggests that children make good progress during their early schooling. The attainment of the older pupils in the Foundation Stage is satisfactory. A significant number achieve high standards in reading, communication skills and personal and social development. The development of language and literacy skills is good and the children have a sound understanding of number and shape. The children develop confidence in the creative areas of learning. They enjoy physical activities and participate in physical education lessons with enthusiasm. They attain satisfactory standards in their knowledge and understanding of the world.
3. In the National Curriculum assessments in 2000 for 11 year olds, the number of pupils attaining the expected level 4 in English at the end of Key Stage 2 was in line with the national average. The proportion achieving at the higher level 5 was well below the national average. Attainment was well below that of pupils in similar schools and broadly in line with the average for all schools. Over the last four years there has been a slight fall in standards reflecting the increase in the number of pupils with special educational needs who have transferred to the school. Over this period standards have remained above the national average.
4. The 2000 results of the National Curriculum assessment for 7 year olds shows that in reading and writing attainment was close to the national average. The proportion achieving the higher level 3 was close to the national average in reading and below the national average in writing. Attainment in reading was below that of pupils in similar schools and above the average for all schools. In writing attainment was well below that of pupils in similar schools and broadly in line with the average for all schools. Whilst standards have remained above the national average, there has been a slight fall in standards, which reflects the change in the school's catchment and pupil intake.
5. Inspection judgements are that for the majority of pupils' attainment in writing is in line with national expectations at Key Stage 1 with few pupils attaining the higher level 3. In speaking and listening and in reading it is above national expectations for the majority of pupils. Attainment in all aspects of English is above the national expectations at Key Stage 2 with a significant number of pupils attaining the higher level 5.
6. The 2000 results of National Curriculum assessments for pupils aged 7 in mathematics indicate that the percentage of pupils attaining at the expected level 2 or above is above the national average. The percentage of pupils attaining the higher level 3 is also above the national average. Attainment was broadly in line with that of pupils in similar schools and above that for all

schools. The overall trend over the past four years has been one of steady improvement with some variation from year to year. During this period results have consistently been above the national average. Judgements made during the inspection are that by the end of Key Stage 1 attainment in mathematics is above the national average.

7. In mathematics the 2000 National Curriculum assessments for pupils aged 11 the percentage of pupils attaining at the expected level 4 is well above the national average. The percentage of pupils attaining at the higher level 5 is also well above the national average. This was broadly in line with that of pupils in similar schools and well above that for all schools. The trend over the past four years has been one of steady improvement with results being above the national average. Judgements made during the inspection are that by the end of Key Stage 2 attainment in mathematics is above the national average.

8. In science the 2000 teacher assessments for 7 year olds show the percentage of pupils at level 2 and above was very high in comparison with the national average. The proportion of pupils attaining level 3 was also above the national average. For pupils aged 11, 2000 national tests show attainment was above the national average for all schools. The proportion of pupils' attaining level 5 was also above the national average. Compared with similar schools, the proportion of pupils attaining level 4 was below the average. The proportion of pupils' attaining level 5 was similar to the average. Over the past four years the trend has been one of steady improvement with standards of attainment in science above the national average. Inspection judgements are that standards in science throughout the school are above the national average.

9. These standards are an improvement since the last inspection, particularly in mathematics and science, despite an increase in the number of pupils with special educational needs. This is a clear reflection of an overall improvement in the standard of teaching throughout the school. The school has successfully addressed the issues raised from the previous inspection. Boys and girls are performing similarly.

10. Pupils' attainment in information and communication technology is good and above national expectations by the end of both key stages. All pupils, including talented pupils and those with special educational needs, make good progress. In religious education pupils' attainment by the end of Key Stages 1 and 2 meet the expectations of the locally agreed syllabus.

11. Pupils' standards of attainment are good in art and design throughout the school. They are satisfactory in design and technology, geography, history, music and physical education; standards are similar to those expected by the end of both key stages.

12. Pupils make good progress in their learning. It is particularly good in English, mathematics, science, information and communication technology and art and design. Learning is good for children in the Foundation Stage.

13. In English learning is good. Throughout the school pupils attain good standards in speaking and listening. Across the school standards in reading are good. Standards of presentation improve throughout the school. By the end of Key Stage 2 pupils are able to write for a range of different audiences and purposes. Older pupils are able to write extended pieces of work, for example, about their topic work.

14. In mathematics, learning is good. Pupils attain good standards in their numeracy skills. By the end of Key Stage 2, most pupils have a good understanding of arithmetic, area and shape. Most have good problem solving skills. They use a variety of ways to organise and record their work. Pupils have good opportunities available to them to practise their numeracy skills.

15. In science, learning is good. Pupils acquire a sound knowledge and understanding and develop good investigative skills. Most pupils can confidently explain their experiments, using appropriate scientific vocabulary. Many can predict and hypothesise. By the end of Key Stage 2, most pupils have a secure understanding of fair tests. They carry out a wide range of investigations, predict, observe and measure with appropriate precision and record their work well.

16. The class teacher initially identifies pupils with special educational needs. All pupils on the special educational needs register have individual education plans which set targets for learning and monitoring and give dates for reviewing progress. Talented pupils, those with special educational needs and those with English as an additional language receive well-targeted support and make good progress. Work is carefully matched to meet the needs of individual pupils.

Pupils' attitudes, values and personal development

17. Pupils have good attitudes to their work. Pupils enjoy coming to school and they show interest and enthusiasm in all that they do. This is especially so in the Foundation Stage where children approach their activities with excitement. In lessons pupils respond well to challenging and stimulating questions and they provide full and confident replies. For the most part pupils listen well to their teachers and each other and instructions are followed very quickly and quietly. Pupils throughout the school maintain a high level of concentration and productivity throughout the day. Children in the Foundation Stage respond very well to encouragement to be independent. They can use resources with confidence and can tidy away with great efficiency. This is reflected throughout the school where pupils use their initiative well and act in a mature and independent way. This has a positive effect on their learning and in lessons allows maximum use of the available time. Pupils work very well together, they help and encourage each other and show genuine appreciation for the success of others. The high value placed upon pupils and their achievements is evident through attractive displays of work in the classrooms and in the sharing of each other's work in weekly assemblies.

18. The behaviour of all pupils is good and contributes well to the happy and purposeful atmosphere that exists. Pupils behave consistently well in lessons, assemblies and at lunchtimes. They understand and follow the school and class rules well and receive praise and reward with pride. Pupils feel that their hard work and good behaviour are recognised well and they are especially pleased with the weekly celebration assemblies that highlight their achievements. Misbehaviour is rare and when reminders about acceptable behaviour are given they are very effective. There have been a small number of exclusions in the past year. These have been accompanied by appropriate procedures.

19. The relationships amongst all members of the school community are very good. Adults in the school present good role models and pupils are treated with care and respect. In turn pupils are polite and helpful towards each other and to adults. In particular older pupils set a very good example. They adopt a caring and responsible attitude towards each other and towards younger children. Pupils' personal development is also very good. Pupils are encouraged to act responsibly and are all provided with many opportunities to carry out class duties or to serve the whole school community. Pupils are given opportunities in lessons and assemblies to express their opinions and feelings and they develop a considerate and respectful attitude towards others. For example pupils show their awareness of the plight of others by organising events to support the work of chosen charities.

20. Levels of attendance are above the national average and are good. Pupils are eager to

come to school and they usually arrive on time. Parents generally provide the school with good information about absences but a number of unexplained and unauthorised absences still occur. A small number of families take holidays in term time. Registration time is brief and efficient and leads promptly into the first lesson.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching is very good. It was excellent in 13 per cent of lessons seen, very good in 43 per cent, good in 39 per cent and satisfactory in five per cent. It was particularly good in literacy and numeracy lessons, reflecting the positive impact on pupils' learning of the increase staffing to enable teaching groups composed of individual year groups in these lessons. The high quality of teaching throughout the school makes a positive contribution to the standards attained and the quality of education provided.

22. Teaching of children in the Foundation Stage is very good. There is detailed planning based on the six areas of learning and careful consideration has been given to planning for the transition into the National Curriculum. Staff have very good relationships with the children and are calm in their approach. They are well organised, they encourage independence and initiative. Good teamwork and communications are a strength of the school and promote good standards and progress. The staff, all of whom have a good understanding of how young children learn, effectively monitor the children's progress and use the results of assessment effectively to inform planning.

23. In the excellent and very good lessons, teachers' planning shows suitable learning objectives, which are carefully matched to pupils' prior levels of attainment. Lessons proceed at a good pace, and a range of teaching strategies is used to good effect. Skilled questioning techniques ensure that all pupils are challenged and teachers monitor pupils' progress carefully during the lesson. For example, pupils in the Year 5 and 6 class enthusiastically responded to an information and communication technology session to develop their understanding of spreadsheets, which had links to their work in history and design and technology and made good use of their skills in numeracy and data handling from mathematics. There was good assessment and planning, together with clear explanation and encouragement from the teacher. In art and design teachers stress the need for pupils to observe closely and very good use is made of examples of the work and styles of famous artists and of pupils' own work, for example, in a Year 2 lesson when studying the work of Paul Klee. There is very good use of questioning to help pupils develop and refine their work.

24. Pupils with special educational needs are well supported in the classroom as individuals or in groups. Support assistants work very effectively under the direction of the class teachers. Individual education plans for pupils identified as having special educational needs are in place. These are of a good quality, set realistic and careful targets and state how they should be achieved, with reports to record the outcomes. Pupil's work is linked directly to their individual education plans. Monitoring and assessment of targets set is very good. Plans are reviewed regularly and targets adjusted to ensure that pupils achieve success and continue to make appropriate progress.

25. Teachers' medium term planning is detailed and follows National Curriculum programmes of study. Individual lesson plans clearly identify the objectives and link them clearly to the National Curriculum. The planning effectively covers the programmes of study of the National Curriculum and teachers work hard to prepare lessons that are well organised and set in contexts that engage pupils' interests and enjoyment. There are good examples of appropriate and effective teaching which use resources and accommodation well and results in challenging work and the pupils

making good progress. Teaching is particularly effective in lessons where there is good subject knowledge and enthusiasm. For example, in a Year 2 lesson the teacher motivated and enthused pupils during the brisk mental mathematics sessions and the plenary session was used well to provide good opportunities for pupils to reflect on what they had learned. Teachers' expectations are high and there is good use of resources. Throughout the school, teachers are successful at creating an orderly, working atmosphere that ensures that there is little or no disruption. Expectations of good behaviour are high.

26. Teaching is effective in all areas of the curriculum. Teachers have good subject knowledge and work with enthusiasm and commitment. They give clear instructions and explanations and pupils know what is expected of them. There is an appropriate balance between the use of whole-class, group and individual teaching in most lessons. Questions are used effectively to assess understanding and help progress. Throughout the school there are good examples of teachers providing useful comments to pupils about their progress and how they might improve further. Relationships between pupils and teachers are excellent and make a significant contribution to pupils' standards of attainment and the quality of education provided.

27. Pupils' work is marked regularly; comments are used to provide challenge and to encourage pupils. Pupils are encouraged to take reading books home and work is given which is linked to the work in school. At the meeting for parents held prior to the inspection, parents expressed the view that the provision of homework was inconsistent through the school. The homework policy is vague. Parents expressed the view that the provision for homework was inconsistent and erratic across the school.

28. Inspection judgements are in agreement with parents' views. The provision of homework and the quality and range of information to parents regarding homework is inconsistent through the school. Each teacher makes their own arrangements with parents. Confusion can occur in classes where pupils have a different teacher in the morning and afternoon. Good practice takes place in some classes. In most classes there is not a homework diary or planner to provide communication regarding homework.

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

29. The quality and range of learning opportunities provided are very good in the Foundation Stage. Learning opportunities are good in Key Stage 1 and Key Stage 2. The appropriate statutory curriculum is in place. The last inspection identified two key issues relating directly to curriculum provision.

30. The school has now developed and implemented an approach to curriculum planning which ensures that the programmes of study are identified at an appropriate level for all pupils. This approach to planning enables the requirements of the National Curriculum and religious education to be fully implemented.

31. Curriculum policies have now been developed for all subjects of the National Curriculum and religious education. The new policies are of a good standard but do not consistently emphasise the requirement to meet the needs of pupils with special educational needs and pupils who are gifted and talented. The very effective and comprehensive subject co-ordinator files clearly emphasise all aspects of planning within each subject area. Arrangements for planning the implementation of the curriculum are now good. Procedures have been thoroughly and

systematically revised since the last inspection and are regularly and comprehensively reviewed and evaluated.

32. The curriculum is broad and balanced. It includes all subjects of the National Curriculum and religious education. Provision is very good in the Foundation Stage. It is good at Key Stage 1 and Key Stage 2. Time allocations for each curriculum area have been amended to accommodate the requirements of the National Literacy and Numeracy Strategies. The implementation of both strategies has been good. Amendments are currently being introduced for the foundation subjects to take account of adjustments made to the National Curriculum from September 2000. In physical education there is curriculum provision for adventurous activities during a residential visit to the Robinwood Centre. Not all pupils take part in this visit. All pupils have equal access to the curriculum provision within the school.

33. Provision for pupils with special educational needs is good in the Foundation Stage. It is also good in both Key Stage 1 and Key Stage 2. The good quality of provision is illustrated by the progress made by pupils identified as having special educational needs as they move through the school. The school complies with the requirements of the Code of Practice.

34. The provision for extra-curricular activities is good. Activities are provided at lunchtime and after school for pupils. These include soccer, rounders competitions, mathematics club, a "Challenge Group" for gifted and talented pupils at the upper end of Key Stage 2, a choir and a recorder group. Further activities for physical education are currently being planned and expect to be introduced during the current school year. These activities will add breadth and balance to the provision. This range has been developed through the commitment of staff and the involvement of members of the community.

35. Good provision is made for sex education, drugs awareness and personal development. This provision is enhanced through the creation of opportunities for pupils to take responsibility within classrooms and around the school. Older pupils quietly undertake tasks to support the smooth running of the school. Boys and girls and younger and older pupils work and play well together.

36. The school has good links with partner institutions. The link with local primary schools is well established. This link has resulted in the shared provision of a joint sports day for pupils and also provides good opportunities for staff development by sharing teacher in-service days. Most pupils move on to Egglecliffe comprehensive school at the end of Year 6. Satisfactory liaison arrangements are currently in place to support a smooth transfer of pupils. The development of other links with this school is increasing.

37. The school has developed aspects of the provision for pupils' spiritual, moral, social and cultural development since the last inspection. The ethos of the school is based on the mission statement as expressed in the school prospectus. The spiritual development of pupils is satisfactory. It is catered for through lessons such as religious education and assemblies, where pupils are encouraged to develop a sense of awe and wonder. Spiritual development is further enhanced through opportunities for prayer and reflection that are created within assembly and in some classrooms. Assemblies are important events in the school day and follow a series of themes. They make a good contribution to pupils' spiritual, moral, social and cultural development. The headteacher and other staff lead them effectively. Members of local churches also lead assemblies on a regular basis. An appropriate atmosphere and context is created to support the spiritual development of pupils, within which the conventions of worship are learnt through prayer

and by joining in with appropriate songs and hymns. Pupils are given the opportunity to pray to God or reflect in a manner that is appropriate to them. Two pupils are withdrawn from the religious element of assembly. This is managed with sensitivity. Pupils are provided with opportunities to take part in the presentation of assemblies themselves.

38. Opportunities for the development of pupils' moral development are good. The school teaches the principles that distinguish right from wrong. The school expresses a determination to encourage pupils to develop a reasoned set of attitudes, values and beliefs. Much emphasis has been placed on the creation of an appropriate moral ethos in recent times through the introduction of arrangements that positively support and encourage pupils' moral development. Staff illustrate positive co-operation between themselves and with pupils. Pupils care for each other and show a great respect towards one another in all aspects of school life. Opportunities created within the varied contexts of assembly provide opportunities for pupils to reflect. The curriculum for personal, health and social education further supports the moral and social development of pupils. For example, opportunities are created to involve the local police and the railway police, who add breadth and balance to the provision and opportunities for pupils.

39. The provision for pupils' social development is good. The school encourages pupils to take responsibility for routine tasks in classrooms and around the school. Many pupils use initiative and take responsibility when they see a need. Pupils are courteous, polite and welcoming. Adults set a good example and most provide effective role models for pupils. The organisation of many lessons within which pupils work in pairs, groups or teams makes a good contribution to pupils' social development. A good range of one day visits and a residential educational visit, the involvement of the community, such as members of All Saints church, the Emmanuel Fellowship, the police and some involvement of parents within the daily life of the school support the enhancement of pupils' social development. Pupils welcome and appreciate the breadth and range of visits and visitors that take place.

40. The opportunities for the development of pupils' cultural awareness are satisfactory. The study and appreciation of many important artists and the displays of pupil's impression of their work makes a very good contribution to cultural development. Pupils are given the opportunity to develop an appreciation of the local culture, for example, through school concerts at the Oakwood Centre and visits to performances and the Shakespeare week at Egglecliffe comprehensive school. Equally, the prominence given to religious festivals such as the Christian harvest festival and other Christian festivals support pupils' cultural awareness. Festivals of other major faiths such as Diwali are commemorated through displays and through the delivery of the religious education curriculum. The whole school does not, as yet, commemorate them together. Pupils are enthusiastic to learn about such things. Older pupils are very aware of globalisation through the media and for the need to have a clear understanding of this.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school has satisfactory arrangements for the care and protection of its pupils. The school maintains a safe and caring environment where each individual is well known and well supported. Health and safety procedures are good and these benefit from a comprehensive policy and careful daily practice. Pupils are encouraged to be aware of their own safety and to act responsibly. This is well supported by the good provision for personal, social and health education. Whilst pupils are well cared for and the staff are sensitive to the needs and circumstances of all pupils in the school the procedures for child protection are unsatisfactory overall. There is no school policy and appropriate written guidance for all adults in school is not provided. The two members of staff with this responsibility are suitably trained but insufficient information is conveyed

to other members of staff.

42. The procedures for assessing pupils' attainment and monitoring their progress are very good. This represents an area of significant improvement since the last inspection. There is an extensive system of testing and assessing pupils' levels of attainment and a comprehensive recording system that extends to all areas of the curriculum. Pupils' personal development is also included. This information is carefully analysed and used well to set individual, class or whole school targets for improvement. Areas of particular success or difficulty can be readily identified and future work planned accordingly. Pupils are encouraged to evaluate their own work and to develop an awareness of their own progress towards meeting their targets. The regular updating of samples of work allows pupils to easily recognise this.

43. The procedures for monitoring and promoting good behaviour are good. There is a clear system of rewards and sanctions. Class rules are displayed in all classrooms and are well understood by all. There is a strong emphasis on praise and reward for effort and good behaviour. This is recognised in many ways, for example, with a weekly celebration assembly where good work is shared and certificates awarded. The very good personal development of pupils plays an important role in supporting good behaviour. Misbehaviour is rare, pupils understand the system of sanctions and they are effective in bringing about improvement.

44. The procedures for monitoring and improving attendance are satisfactory. The school meets the statutory requirements with regard to the publishing of attendance figures and in the registration of pupils each day. The administrative arrangements are efficient. Appropriate procedures accompany the majority of unauthorised absences but a small number of scattered incidents do occur.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS AND CARERS?

45. The parents' views of the school are good. Parents are very appreciative of the education provided for their children. They are especially pleased with the happiness of their children at school and the teachers' high expectations for their children. They feel that the teaching is good and that their children make good progress. Some parents have expressed concern about the amount and consistency of the homework provided, the provision of activities outside lessons and the information about how their child is getting on. A small number of parents were concerned about the provision for pupils with special educational needs. The inspection findings support the positive views of parents. The provision for activities outside lessons is good. There is a range of activities outside of lessons, including after school clubs, and good use is made of residential and other visits to support the curriculum and pupils personal development. The concerns of some parents about the information they receive about their child's progress and with the provision of homework are valid. The pupils' annual progress reports are not as informative or useful as they might be. There is inconsistency in the provision of homework and lack of clarity about the expectations and requirements of homework. Pupils with special educational needs are generally well provided for, the school has followed correct procedures to try and ensure swift and appropriate provision for those pupils transferring from other schools. This has not always been as effective in ensuring such provision as parents would wish.

46. The effectiveness of the schools links with parents is satisfactory. Parents of children in the Foundation Stage are welcomed into school at the start and finish of each day. Members of staff are readily available at the end of the day throughout school should parents wish to discuss any concerns. Parents and families are invited to seasonal assemblies and special events, for example, to a popular Mathematics Day. Open evenings are held each term and there are

opportunities for parents to gain insight into their children's learning, for example, through meetings on mathematics and information and communication technology.

47. The impact of parents' involvement on the work of the school is satisfactory. A small number of parents are able to offer to help in the classrooms, with extra-curricular clubs and on school trips. The Parents' Association provides strong support for the school. They hold a variety of fund-raising and social events for both pupils and parents. These are very well supported and funds raised provide the school with welcome additional resources.

48. The quality of the information provided for parents is satisfactory. The school brochure, governors' report and newsletters are well written and keep parents well informed about the day-to-day life of the school. Each class teacher provides information about coming work and topics. Booklets about national initiatives are distributed throughout the school, for example, with information about the National Numeracy Strategy. Reporting on pupils' work and progress is made at formal and informal events and through an annual written report. Written reports are brief but do outline areas of difficulty and provide some guidance for improvement. The quality is inconsistent across the school and little useful information is provided about the work that pupils have done and the level that they have achieved.

49. The contribution that parents make to their children's learning at home and at school is satisfactory. The provision of homework and related information for parents is good in the Foundation Stage and there is good practice elsewhere in the school. The provision of homework across the school is inconsistent and limits the opportunities for parents to support their children's learning at home. When homework is provided it is generally well supported. The homework policy lacks clarity and the purpose and expectations of homework are not provided consistently for all parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The governors, headteacher and staff make a very good contribution to the quality of education in the school and the standards pupils achieve. The school shares its positive ethos and aims with the community through its vision statement and is successful in meeting its objectives. The governing body is active and fulfils its legal responsibilities by retaining oversight of the budget, plans and policies and acts as a critical friend to the school.

51. The school has made a good improvement since the last inspection in October 1995. The headteacher, staff, governing body and parents have formed an effective partnership. The school has successfully developed and implemented plans to tackle all the areas for development identified in the last report. The school has identified clear and realistic targets and is well placed to continue to build on its recent improvements, for example, in targeting higher attaining pupils' performance in the core subjects.

52. The overall leadership and educational direction provided by the headteacher are very good. Governors have a strategic view of the school's development. The school improvement plan covers the current financial year in detail and a further period in brief detail. It clearly identifies priorities. There is provision for monitoring and evaluation of the impact of initiatives and responsibilities are clearly identified. The priorities set are relevant for the school. All staff and governors are involved in setting these priorities and there are links with the budget.

53. Co-ordination of the school's curriculum and aspects of school life are suitably delegated. The early years co-ordinator provides clear leadership of the Foundation Stage provision. Staff carefully organise the curriculum to meet the children's needs. A commitment to equal

opportunities for all children is evident in the day-to-day work of the classes.

54. The role of individual curriculum co-ordinators has been developed as their area of responsibility is focused upon within the school improvement plan. All co-ordinators give at least sound leadership in their areas. In-service training is encouraged for teachers and learning support assistants.

55. The school's provision for equality of opportunity and for pupils with special educational needs is good and well managed. Policies are comprehensive and accord well with the Code of Practice. The governors' annual report to parents meets statutory requirements and provides useful information on the provision for pupils with special educational needs. The tasks of monitoring the effectiveness of individual education plans, giving guidance to staff on addressing targets and demonstrating the appropriate use of resources are carried out both formally and informally. There is a nominated member of the governing body for special educational needs who liaises with the co-ordinator. Governors report to parents about the success of the special educational needs policy and give details of the allocation of funding to support pupils. Regular reviews take place and the headteacher ensures the involvement of outside agencies where necessary.

56. The school fully meets statutory requirements for the recording and publication of National Curriculum assessments and other requirements, including those for sex education. The school's aims, values and policies suitably influence the work of all staff and there is a shared sense of purpose. Parents fully support the school's aims, as reflected in the questionnaire and at the parents' meeting prior to the inspection. The governing body fulfils its legal responsibilities and statutory requirements are met.

57. The staff working with children in the Foundation Stage are very well qualified and have high levels of experience and expertise to teach the appropriate areas of learning. They are fully integrated into the school and share the same development, appraisal and in-service training opportunities as their colleagues. All staff make good provision for children with special educational needs. The newly developed unit provides very good accommodation which is used effectively to provide opportunities for the children to experience a wide range of activities. There are firm plans to improve the range of large play equipment such as climbing frames and wheeled toys to provide opportunities for children to develop their co-ordination and social skills. The unit is well equipped with good resources, which are in good condition and used well to support children's learning. The classroom is bright and attractive with a variety of colourful and attractive displays.

58. The school has a sufficient number of suitably qualified teachers to meet the demands of the curriculum and the age range of the pupils. They are well managed and deployed according to their strengths and experience and work very effectively as a team and share a common ethos. Teachers undertake extensive training to make sure they are well matched to their curricular responsibilities. The school benefits from the commitment, hard work and enthusiasm of the whole staff, including good caretaking and cleaning and efficient secretarial and administrative support.

59. The monitoring of the curriculum is very good. Curriculum co-ordinators have good subject knowledge in their areas of responsibility and have attended appropriate in-service training courses. Support assistants make a very significant contribution to the quality of education provided, particularly supporting pupils with special educational needs and children in the Foundation Stage. Parents and volunteers provide good quality support that contributes positively to the quality of education, especially in supporting classroom activities.

60. Detailed job descriptions and appropriate procedures are in place for the appraisal and induction and mentoring of staff. There is continuing, planned professional development of staff,

and training courses are provided where staff needs are prioritised in the school improvement plan. All staff have attended relevant in-service courses to support the use and effectiveness of the methods and arrangements in the National Literacy and Numeracy Strategies for teaching.

61. The responsibilities associated with co-ordinating the provision for special educational needs are undertaken well by the nominated teacher. The provision for pupils with special educational needs is effectively implemented and money allocated to meet special educational needs is used appropriately. All procedures are suitably in place and follow the national guidance in the Code of Practice.

62. The school building is pleasant, modern and well maintained. There are good plans for the further development of the space for the information and communication technology suite and the school library to ensure effective and best use of both facilities. The school site is attractive and contains well-maintained grounds and a large playing field which provides games facilities, together with the hard play area.

63. The number and quality of resources, including books, materials, computers and other equipment is generally good. The school recognises the need to improve resources in some subjects, for example, information and communication technology, music and physical education. The stock of books is good and the well resourced library is used extensively and has contributed effectively to the good progress in literacy and research skills in other subjects. The provision of resources to teach the National Literacy and Numeracy Strategies is good. These resources are well deployed to support teaching and learning. The school makes good use of resources in the local environment, for example, visits to local farms and the visits of local people or groups to the school.

64. The strategic management of resources available to the school is very good. It is well supported by the governing body's oversight of the budget and the detailed, recorded procedures, which guide the school's management. Recommendations of the recent audit are being addressed appropriately. Financial planning is very good. A carry forward in the budget, due to unforeseen staffing circumstances, was brought forward from last year. The governing body plans to retain an appropriate amount to support contingency plans and has good plans to increase staffing in the Foundation Unit from January 2001.

65. The budget is carefully linked to the school improvement plan. The headteacher and the administrator undertake regular monitoring. The finance committee reports regularly to the full governing body and detailed reports are provided. The local education authority finance officer provides good support. The school seeks value for money when placing orders. Resources available to the school are used very efficiently. Very good use is made of teaching and support staff who are very effectively deployed. Teachers use their time well.

66. Expenditure per pupil is similar to the national average. Taking into account the size of the school, its budget and costs, the deployment of its resources, the quality of education provided and the standards achieved by pupils, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has more strengths than weaknesses. The governors' action plan will set out how the areas for improvement identified during the inspection are to be tackled.

In order to improve standards and the quality of education, the governing body, headteacher and

staff should:

- ◆ develop a consistent policy and practice regarding homework by:

- *reviewing existing practices;*
- *consulting parents on their views;*
- *communicating to parents a clear agreed policy;*

(paragraphs 28 and 49)

- ◆ improve the content of pupils' annual reports so that all parents receive more detailed information about their children's work, attainment and progress;

(paragraph 48)

- ◆ as recognised in the school improvement plan, further improve the quality and range of resources in particular for information and communication technology, music and physical education:

(paragraphs 63, 127, 171 and 178)

In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan. This is indicated in paragraph 41:

- ◆ develop a child protection policy to reflect the existing good arrangements.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
13	43	39	5	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	15	126
Number of full-time pupils eligible for free school meals	0	3

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	2	23

English as an additional language	No of pupils
Number of pupils on the school's roll (FTE for part-time pupils)	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	15	7	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 or above	Boys	13	12	13
	Girls			
Percentage of pupils at NC level 2 or above	School	91 (100)	86 (91)	86 (95)
	National	83 (82)	84 (83)	90 (87)

Teacher Assessments		Reading	Mathematics	Science
Numbers of pupils at NC level 2 or above	Boys	12	13	15
	Girls			
Percentage of pupils at NC level 2 or above	School	86 (86)	86 (91)	100 (91)
	National	84 (82)	88 (86)	88 (87)

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

As the number of girls in Key Stage 1 is less than 10, their National Curriculum test/task results are not recorded.

Attainment at Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	12	11	23

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	10	10	11
	Girls	10	10	10
	Total	20	20	21
Percentage of pupils at NC level 4 or above	School	87 (88)	87 (88)	91 (94)
	National	75 (70)	72 (69)	85 (78)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	7	8	9
	Girls	8	9	8

	Total	15	17	17
Percentage of pupils at NC level 4 or above	School	65 (56)	74 (56)	74 (56)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	2
Chinese	1
White	116
Any other minority ethnic groups	0

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6.6
Number of pupils per qualified teacher	22.9 : 1
Average class size	21

Educational support staff: YR – Y6

Total number of educational support staff	0.6
Total aggregate hours worked per week	9

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	15.0 : 1

Total number of education support staff	1.4
Total aggregate hours worked per week	46

Number of pupils per FTE adult	6.2
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FTE means full-time equivalent.

Exclusions in the last school year

	Fixed Period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

Financial information

Financial year	1999/00
	£
Total income	305,446
Total expenditure	303,495
Expenditure per pupil	1,984
Balance brought forward from previous year	19,809
Balance carried forward to next year	21,760

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out:

156

Number of questionnaires returned:

57

Percentage of responses in each category

	Strongly agree	Tend to Agree	Tend to disagree	Strongly disagree	Don't know
My child likes school	47	47	4	2	0
My child is making good progress in school	53	39	2	2	4
Behaviour in the school is good	35	56	4	0	5
My child gets the right amount of work to do at home	25	60	11	2	2
The teaching is good	52	42	2	2	2
I am kept well informed about how my child is getting on	26	54	14	2	4
I would feel comfortable about approaching the school with questions or a problem	49	39	10	2	0
The school expects my child to work hard and achieve his or her best	49	49	0	2	0
The school works closely with parents	26	49	14	4	7
The school is well led and managed	26	56	11	5	2
The school is helping my child become mature and responsible	32	60	0	2	6
The school provides as interesting range of activities outside lessons	25	42	21	0	12

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

67. When children start school they attend on a part-time basis in the term following their third birthday. On entry to school, although there is sometimes significant variation from year to year, the majority of children are deemed to be of below average attainment overall. Nursery baseline assessment, administered soon after children start Nursery, confirms this picture. The newly established Foundation Unit for nursery and reception children provides very good experiences in all areas of learning. Most children make good progress and by the end of the Foundation Stage achieve levels of attainment at least in line with those expected for their age. A significant number achieve high standards in reading, communication skills and personal and social development. Children with special educational needs are well supported and make good progress.

Personal, social and emotional development

68. Children's personal development is very good. It is carefully nurtured, through a consistent, caring approach and positive response from the staff. Children enjoy coming to school and they soon follow the class routines and join in activities with enthusiasm. Appropriate adult support enables them to acquire personal hygiene and dressing skills as they prepare for outside play or get ready for painting and cooking activities. They are given responsibilities such as taking the register to the office and carrying out helpful tasks in the classroom. They concentrate well and take pride in their achievements. They settle down quietly and listen well in discussion periods. Most children are keen to answer questions and they listen respectfully to the ideas of others. Many co-operate well with one another and have a clear sense of right and wrong. The majority of older children in the Foundation Stage are able to dress themselves confidently. At the end of lessons, children are very good at tidying away and take pride in the tidiness of their classrooms.

69. The very high quality of teaching, based on a secure knowledge of the needs of young children, enables them to make good progress and benefit from the rich experiences provided in the Foundation Unit. Children benefit immensely from the skilled classroom support which helps them to become independent and promote their personal development effectively, by ensuring that the equipment and resources are easily accessible to them.

Communication, language and literacy

70. In communication, language and literacy, children make good progress. They listen attentively and respond well to the teachers. They are encouraged to speak with confidence and listen to others. Many quickly learn to take turns when answering, asking questions and explaining their ideas. The teacher sensitively encourages all children to take part in discussions, such as when talking about a story they have heard. Good opportunities are provided for less confident children to develop their speaking skills, for example, through role-play in "The Kitchen" area and other play situations.

71. Children handle books well, begin to recognise familiar words and letters and make a good start to reading. They learn to anticipate and to make use of the illustrations to gain meaning from books. Regular storytelling and reading from big books such as "Where's my Teddy?" and "I Don't Want to go to bed" enhances their enjoyment of fiction. They concentrate well on these stories, are able to describe the main events and usually order them correctly. By the end of the Foundation Stage, a significant number are reading simple stories. Their good progress is due to effective

teaching and a flourishing partnership with parents who are enthusiastic in their willingness to hear their children read at home. Older children know most letters of the alphabet and apply their knowledge of letter sounds when looking at new words.

72. Writing skills are carefully developed, in a range of activities. Most children develop good pencil control and begin to form letters appropriately within a short time of starting school. All children have good opportunities to practise pre-writing skills and hand control. Many older children in the Foundation Stage form their letters accurately and make good attempts to write their own sentences with some help from the teachers.

73. The quality of teaching of language and literacy is very good. The teacher, nursery nurse and classroom assistants are always fully aware of the needs of children of different abilities. They effectively encourage children to participate in discussions and engage successfully in conversations that help to develop skills in speaking and listening. The teacher ensures that all writing activities provide good challenge for all pupils. Good opportunities are provided for children who have achieved the Early Learning Goals in this area to improve their language and literacy skills through the Key Stage 1 curriculum.

Mathematical development

74. The majority of older children in the Foundation Stage achieve the early learning goals for mathematics. They make good progress in developing their mathematical understanding. They sort items collected during their autumn walk. There is a good emphasis on the use and understanding of language relating to mathematics, such as heavy, light, tall, short and same. Older children recognise and name coins up to 10p. A basic understanding of shape is emerging, as many pupils are able to recognise circles, triangles, squares and rectangles. Children add and subtract small numbers easily. They enjoy singing number songs such as “Five Little Frogs” and “Five Currant Buns”. The computer is used effectively to support the teaching and learning of mathematics.

75. The quality of teaching in mathematics is very good. Group and class activities are very well organised. The children are given many opportunities to use resources and equipment to help them understand the value of numbers and the names of shapes and coins. There is good curriculum provision for the children’s range of attainment. Group activities are well planned with an appropriate focus on practical activities and recording. Children are given challenging and interesting work that helps them to make good progress.

Knowledge and understanding of the world

76. Children develop their knowledge and understanding of the world effectively through well-structured activities. They develop early investigative skills. Younger children experiment to see whether objects float or sink and use plastic tubing to blow bubbles. The theme of ‘Autumn’ has been organised well to link a range of activities and children have been fascinated by their studies of the seasons. They carefully examine the leaves and seeds collected on the autumn walk. They discuss different types of weather, understand the difference between day and night and learn about nocturnal animals and hibernation. In the woodwork area they design and make kites, learning how to use tools correctly and safely. Children are introduced to early computer skills and are able to use the keyboard to type words and play games. Children are skilful with construction kits and they enjoy making models of everyday objects such as vehicles and imaginary creatures and monsters. Children experiment with containers in the sand-tray. Observational skills and a sense of location and direction are developing well. Children gain a deeper understanding of the past and present when making a study of the local area. They look closely at things and observe changes. The regular opportunities for discussion about matters of interest encourages children's

growing understanding of many aspects of day-to-day life.

77. The quality of teaching is very good. The teacher provides a range of opportunities for children to explore the environment both inside and outside their classroom. The good experiences she provides through whole class discussions enable children to relate their own experiences to those around them. Good attention is paid to safety issues.

Physical development

78. The children in the Foundation Stage make good progress and develop sound physical skills. They run, jump, climb and balance with satisfactory levels of control and co-ordination and are aware of space as they move about in the classrooms, hall and outdoors. Physical development is fostered through a good range of indoor and outdoor activities. They begin to learn the importance of balance and methods of landing. Many children ride wheeled toys confidently and use sand and water play tools appropriately. They have a small play area to extend physical activities outside their own classroom. Children build effectively with large construction kits and bricks. They develop increasing control of paintbrushes, scissors and the computer mouse. Children gain more control as they play with malleable materials and are involved in cooking activities, painting and drawing.

79. The teacher's very good planning and provision for these activities enhance the children's progress. Staff build effectively on the children's experiences by providing stimulating, imaginative and safe activities, which encourage the children to develop confidence and increasing skill. The school is aware of the need to provide a variety of more challenging equipment for outdoor play.

Creative development

80. Children make good progress and most attain at levels at least in line with those expected for their age. Children show confidence and skill in drawing, painting and model making, in directed and self-chosen activities. Children are introduced to a wide range of techniques, including printing, colour mixing and drawing with pastel crayons. They draw and paint for a variety of purposes. They paint colourful sunflowers and explore colour and texture when making a colourful collage, such as the one related to the poem entitled "Five Little Men in a Flying Saucer". They learn about their senses and can explain how things look, feel and smell. There are regular opportunities for children to explore, investigate and experiment with a stimulating range of materials.

81. Children know songs and action rhymes and explore different ways of creating sound, for example, by clapping, stamping and maintaining a steady rhythm. They sing familiar nursery rhymes and songs, such as "Now we are standing in a big circle", enthusiastically and tunefully. They have regular opportunities to explore the sounds made by musical instruments. Children listen to different sorts of music and respond to it with simple dance movements. A representative from the local church visits the school on a regular basis and introduces different instruments to the children and they delight in the new sounds.

82. The quality of provision and teaching in this area of learning is very good. The staff give very good, sensitive support to the pupils and make very good use of observation and high quality discussion to provide children with good opportunities to experiment, explore and effectively develop the use of descriptive language. Group and class activities are very well organised. Good use is made of space and learning resources and objectives are very clear. Other adults who help provide skilled support in the classroom.

83. Assessment in the Foundation Stage is very good. A good system has been established for recording children's attainment on entry and during their time in the Foundation Unit. The assessments that the teachers make are accurate and used effectively as a basis for the future planning of activities for children and work is well matched to their abilities. Resources are used well and the very good organisation of time for children who attend the Foundation Unit on a part-time basis ensures that they have equal access to the curriculum. Homework supports progress and builds valuable links with parents, who express a high level of satisfaction for the work of the Foundation Unit.

ENGLISH

84. In the National Curriculum assessments in 2000 for 11 year olds, the number of pupils attaining the expected level for their age in English at the end of Key Stage 2 was in line with the national average. The proportion achieving at the higher level was well below the national average. Attainment was well below that of pupils in similar schools and broadly in line with the average for all schools. Since the previous inspection the school has undergone a significant change in its catchment. This is reflected in National Curriculum assessments since 1998. There has been a slight fall in standards reflecting the increase in the number of pupils with special educational needs who have transferred to the school. Over this period standards have remained above the national average.

85. The 2000 results of the National Curriculum assessment for 7 year olds shows that in reading attainment was close to the national average. In writing, attainment was close to the national average. The proportion achieving at a higher level was close to the national average in reading and below the national average in writing. Attainment in reading was below that of pupils in similar schools and above the average for all schools. In writing attainment was well below that of pupils in similar schools and broadly in line with the average for all schools. The change in its catchment is reflected in National Curriculum assessments since 1998. Whilst standards have remained above the national average, there has been a slight fall in standards.

86. By the end of both key stages, pupils' attainment in speaking and listening is above national expectations. By the end of Key Stage 1 most pupils listen with attention and are able to concentrate on what their teachers and others are saying. They listen to stories well, recount them, ask and answer questions with confidence and enthusiastically volunteer to talk about their work at the end of lessons. By the end of Key Stage 2 pupils confidently discuss books they have read and the qualities of the characters portrayed in them. They listen with sustained concentration and make thoughtful, confident responses using the wide vocabulary which they have gained from their work in the literacy hour.

87. All pupils, including talented pupils, those with special educational needs and those who speak English as an additional language, make good progress in their learning at each key stage. Younger pupils at Key Stage 1 learn to take turns when speaking in class discussions and to listen carefully to the contributions of other pupils and instructions from their teachers. At Key Stage 2 younger pupils are acquiring the vocabulary they need to talk about such things as plays, for example, script, cast, plot, setting and scene. They progress to discuss the various features of an instructional text and learn to structure and sequence their thoughts and speech. Older pupils contribute well in discussions, express their opinions clearly and take the views of others into consideration.

88. Pupils' attainment in reading is above national expectations in both key stages. Most pupils read with enjoyment and understanding. They are familiar with the language of books, for example,

author, title and illustrator, and show good understanding of their reading in the way that they recall the plots of stories, comment on characters and predict what happens next in the stories. They are able to use their knowledge of grammar, sentence construction and phonics and break words into syllables to decipher new or unfamiliar words when they encounter them. Most pupils can discuss the structure and sequence of stories. They are able to read for both pleasure and information. They are familiar with the contents and the index pages of reference books and use them readily to find information. By the end of Key Stage 2 most pupils are able to read with expression. They readily compare books with others they have read and possess good strategies for choosing books. They show good understanding of the organisation of the library and classification systems and locate information confidently. They meet with confidence the challenging work encountered in their literacy lessons, for example, examining a newspaper report, 'Bumble United Cheated of Victory' for ethical and balanced reporting. They are able to justify their answers and select the parts of the text that support their views.

89. Pupils make good progress in their reading throughout the school. At Key Stage 1 younger pupils read simple texts and use their knowledge of letter sounds to decipher unfamiliar words. At Key Stage 2 younger pupils have developed a range of strategies for deciphering unfamiliar words. They read poems and are able to discuss their similarities and differences. They learn to identify the main features of different types of text, for example, instructions for playing conkers. Older pupils read and evaluate a range of instructional texts to examine their purpose, organisation and layout. By the end of Key Stage 2 most pupils are confident readers with developed reading preferences. They read fiction with discernment and pleasure. Pupils understand the library classification systems and know the purpose of contents, index and glossary pages in non-fiction books. They can locate and evaluate information for their own purposes.

90. At the end of Key Stage 1 attainment in writing is broadly in line with national expectations. Most pupils are using full stops and capital letters although not always consistently. They usually spell common words correctly and make sensible phonetic attempts to spell the most difficult words. Higher attaining pupils engage the reader and write interestingly, for example, about the germination of seeds. They are beginning to form an interesting vocabulary.

91. By the end of Key Stage 2 pupils' attainment in writing is above national expectations. Most pupils have well developed writing skills. Their writing is often lively and thoughtful with well chosen, interesting and sometimes unusual vocabulary. Their writing covers a wide range of purposes, for example, poetry, letters, plays, arguments to support a point of view, reviews, biographies, obituaries and curriculum vitae. Their spelling, grammar and punctuation are well developed. Higher attaining pupils organise their work into paragraphs, write in complex sentences and show a well developed sense of their readers. Work is well presented in joined, fluent, well formed handwriting. This latter represents a considerable improvement on the previous inspection report where the school's handwriting policy was seen to be 'limiting potential pupil attainment'. It is now a strength of the school.

92. Throughout the school pupils, including talented pupils, those with special educational needs and those who speak English as an additional language, make good progress in their writing. At Key Stage 1 younger pupils write letters on interesting topics. They develop their writing skills across the curriculum, for example, in science work on materials they utilise the computer to write sentences such as, 'I would like a home made of brick because it is waterproof.' Older pupils learn to sequence their work chronologically in their sentences, using, for example, 'finally', 'first' and 'afterwards'. They learn to use connectives to compose sentences, for example, 'The lion roared whilst the girl cried' and use this knowledge in their story writing.

93. At Key Stage 2 younger pupils put their sentence building skills to practical use, for

example, to write convincing dialogue for a modern version of the fairy tale, 'The Sleeping Beauty'. They develop the vocabulary in their sentences refining their use of adjectives and adverbs. They develop a stronger sense of narrative and learn to sequence their sentences carefully when writing instructions, for example, 'How to make a jam sandwich'. Older pupils plan out and evaluate their stories and other writing, beginning to use complex sentences and become more discriminatory in their use of vocabulary. By the end of Key Stage 2 pupils develop confidence in using complex sentences with internal punctuation and organising their work into paragraphs. Spelling, a priority of the school, develops well throughout the key stages. Pupils progress from learning simple consonant-vowel-consonant words, through recognition of more complex spelling patterns to using strategies for learning more complex polysyllabic words, for example, they remember the correct number of C's, and S's in the word 'necessary', because, 'It has one collar and two sleeves'.

94. Attitudes to English are good throughout the school. The majority of pupils enjoy the literacy hour and are enthusiastic about the stimulating activities which their teachers provide in it. This is evidenced by some of the comments made by pupils, for example, 'wake up and look forward to the lesson', 'get to write exciting stories and poems', 'story writing is good because you get to plan it out first'. Pupils co-operate well and contribute thoughtfully in class discussions. The majority of pupils show a good degree of independence when working alone or in groups. They show a real enthusiasm for learning and sustain their efforts well.

95. The quality of teaching is very good overall. It varies between good and excellent at both key stages. This is a considerable improvement on the last report where a small minority of lessons had shortcomings. Teachers have a secure knowledge of English. They have used the literacy hour to provide interesting and stimulating activities for pupils. This has had a very positive impact on pupils' learning and attitudes. Planning for lessons is very good. In all lessons seen teachers make their lesson objectives clear to the pupils, often referring back to them during the course of the lesson to remind pupils of the focus, and return to them at the end of the lesson so that pupils can assess their own learning.

96. Teachers make good use of questioning techniques. They target individual pupils with questions pitched at their level. They use them to check pupil's understanding, to help them to deepen their responses, to extend, clarify and structure pupils' thinking. Time is used effectively. Lessons proceed at a brisk pace ensuring that pupils remain interested and involved. Management of pupils is good. They are valued and treated with respect and sensitivity. Organisation of shared group and individual work is very good. Teachers use a wide range of teaching strategies. The previous inspection found 'a lack of challenge for some pupils'. This time a good level of challenge was evident in lessons. All pupils are encouraged to extend their thinking. Activities are differentiated to meet the needs of all pupils, including talented pupils, those with special educational needs and those with English as an additional language. Individual educational plans are followed effectively. These pupils needs are recognised in lesson planning and the non-teaching staff support available is well deployed to address their needs.

97. Assessment procedures are thorough. Ongoing assessments are used to inform future lesson plans. A range of tests are used to assess pupils. Standard assessment tests are analysed to identify areas for development, which are subsequently acted upon, for example, recent analysis revealed the need for input into spelling at Key Stage 2. This has resulted in time being identified each week for pupils to work in ability bands on spellings, which are then given as homework. Marking of pupils' work is effective. Generally it helps pupils to improve by identifying targets for them. There was some evidence that this is not yet consistent throughout the school. Pupils are also encouraged to set their own targets for improvement. These targets are not yet linked to the National Curriculum levels. Pupils have reading records for use in school and home that enable parents, teachers and children to comment on and monitor their reading progress.

Literacy is used well across the curriculum to support other subjects.

98. The literacy co-ordinators have implemented the National Literacy Strategy very effectively and have done much to give a high profile to literacy in the school as evidenced by the stimulating displays and the emphasis on language that is apparent in every area of the school. They monitor and evaluate the delivery of the curriculum, through examination of teachers' planning, pupils' work, analysis of test results and lesson observations. Their evaluation leads to constructive feedback for teachers and effective well-focused plans for future development. The school has a portfolio of work in English, which has been assessed and levelled by all staff to ensure that there is consistency in assessment. The school library is adequately resourced and is used effectively by pupils to support their learning.

MATHEMATICS

99. The last inspection identified a variable quality of teaching, mostly satisfactory in Key Stage 2 but some unsatisfactory lessons at Key Stage 1. All teaching is now at least satisfactory and is good overall, with some very good teaching. Since the previous inspection the school has undergone a significant change in its catchment. This is reflected in National Curriculum assessments since 1998. The last inspection identified that the standards of attainment were in line with national expectations in Key Stage 1 but below national expectations in Key Stage 2. There has been a good improvement since the last inspection.

100. The 2000 results of National Curriculum tests and assessments for mathematics at the end of Key Stage 1 and the findings of the inspection indicate that the percentage of pupils attaining at the expected level 2 or above is above the national average. The percentage of pupils attaining the higher level 3 is also above the national average. Boys and girls are performing similarly. Attainment was broadly in line with that of pupils in similar schools and above that for all schools. The overall trend over the past four years has been one of steady improvement with some variation from year to year. During this period results have consistently been above the national average.

101. In the 2000 National Curriculum assessments at the end of Key Stage 2 the percentage of pupils attaining at the expected level 4 was well above the national average. The percentage of pupils attaining at the higher level 5 was also well above the national average. Boys and girls are performing similarly. Attainment was broadly in line with that of pupils in similar schools and well above that for all schools. The trend over the past four years has been one of steady improvement with results being above the national average. The inspection evidence indicates that by the end of Key Stage 2 attainment is above the national average.

102. Attainment on entry to Key Stage 1 is average. Evidence gained from lesson observations, the scrutiny of pupils' work, teachers' planning and from discussion with pupils and teachers, indicates that attainment is good at the end of both key stages. The rate of learning for all pupils is also good, including more able pupils, those with special educational needs and those with English as an additional language.

103. In Key Stage 1 the youngest pupils are beginning to use mathematical language such as odd, even and between. They are able to collect data by counting objects and placing the results in a tally chart. They are able to present some aspects of the results of their work in a range of different charts in mathematics or through information and communication technology. Some pupils in Year 1 are able to roll two dice and add or subtract the resulting numbers without the support of apparatus. Older Key Stage 1 pupils are able to count forward and backwards mentally in threes and sixes. More able pupils are able to use mental recall of addition and subtraction facts to ten

and above without support. Pupils are able to develop an investigation with dominoes and identify that two odd dominoes always add up to an even number and that an odd and an even domino always add up to an odd number.

104. In Key Stage 2 younger pupils demonstrate a good knowledge of shape related vocabulary, such as equilateral triangle, parallel sides and right-angled triangle. Many pupils are aware that a straight line has an angle measuring 180° . Older pupils are able to use quadrants, using positive and negative numbers. Pupils are able to incorporate and develop their understanding of four figure co-ordinates, creating a good link with geography. Year 6 pupils recognise that 0.72 is greater than 70%. These pupils are beginning to calculate the area of irregular shapes and check the answer by using inverse calculations. More able pupils are beginning to predict outcomes of calculations and are working towards developing formulae when completing work on intersections.

105. In Key Stage 1 pupils adopt a good attitude towards their work. Pupils' attitudes are greatly influenced by the quality of teaching. Pupils are attentive, well behaved, work effectively individually and in groups and participate with interest and enthusiasm. Older pupils within the key stage are independent and take a good level of responsibility within the classroom. Pupils are encouraged to support and praise one another. In Key Stage 2 pupils' attitudes are also good. All pupils are highly motivated, relationships are very good and pupils are very supportive of each other. Boys and girls and pupils of different age groups work comfortably and easily together, which is illustrated effectively by the Year 5 pupils that join the Year 6 group for mathematics each day.

106. The teaching of mathematics in Key Stage 1 is always good and is often very good. At Key Stage 2 it is good overall and often very good. Teachers have a very good knowledge and understanding of the subject and teach the basic skills well. They motivate and enthuse pupils during the brisk mental mathematics sessions. Teachers' planning is very good and provides a clear focus on learning objectives in most classes, which is effectively conveyed to pupils. The plenary session provides good opportunities for pupils to reflect on what they have learned. Teachers' planning is most effective where it consistently identifies ways of differentiating work and challenging the more able pupils. This happens in many classes, particularly with the older pupils where more able pupils are inspired by the teaching, use their initiative and take responsibility for their own learning.

107. Pupils are encouraged to attend the popular mathematics club that is held after school once a week. Older pupils who are talented or gifted are also encouraged to attend an after school club to further extend their opportunities. The "Challenge group" is having a positive impact on pupils' learning. In the good and very good lessons there are high expectations of pupil behaviour. In these lessons pupils are always well managed and kept on task with interesting and varied activities. Pupils with special educational needs and pupils with English as an additional language are effectively supported.

108. The subject has a very good system for the assessment, analysis, evaluation and recording of pupils' work. The use of National Curriculum non-statutory tests introduced in Years 3, 4 and 5 and the structures that have been put in place in Years 2 and 6 to analyse areas of strength and weakness of pupil understanding through testing, are very good. Teachers are aware of the need for constant dialogue and feedback to pupils on their performance in mathematics during lessons. This takes place effectively and often to great effect during the plenary session towards the end of lessons. Pupils' work is always marked and often includes diagnostic feedback to pupils.

109. The National Numeracy Strategy has been implemented well. The teaching approach expected by the strategy has been fully adopted. The subject is very effectively led by the co-ordinator. A new mathematics policy has been developed to reflect the aims of the National

Numeracy Strategy. The policy does not identify the school's strategy towards raising the standard of attainment of gifted and talented pupils. Monitoring and evaluation of the subject has been very thoroughly developed since the last inspection and includes the scrutiny of teachers' planning and pupils' work and extensive classroom observation which has contributed to a significant improvement in the quality of provision. The subject co-ordinator and other staff have attended in-service training and have provided extensive staff training within the school to support the development of the numeracy strategy. Good use is made of information and communication technology within lessons. The subject is very well resourced; resources are accessible and effectively used.

SCIENCE

110. At the end of Key Stage 1 the 2000 teacher assessments for pupils aged 7, show attainment at level 2 and above was very high in comparison with the national average. The proportion of pupils attaining level 3 was also above the national average.

111. At the end of Key Stage 2 the 2000 national tests for pupils aged 11, show attainment was above the national average at level 4 and above. It was above the average for all schools. The proportion of pupils' attaining level 5 was also above the national average. Compared with similar schools, the proportion of pupils' attaining level 4 was below the average and at level 5 similar to the average. Over the past four years the trend has been one of steady improvement with standards of attainment in science above the national average.

112. Standards seen at the time of the last inspection in 1995 were judged to be in line with national expectations at the end of Key Stage 1, but a significant minority of pupils were considered to be underachieving in Key Stage 2. Evidence from the current inspection indicates that standards in science throughout the school are above national expectations. This improvement is a reflection of the very good quality of teaching, following several recent appointments of new members of staff.

113. By the end of Key Stage 1, pupils have a sound understanding of forces and motion. They use simple equipment to carry out investigations and make simple observations. Younger pupils have experience of handling a variety of wheeled, rolling and sliding objects. Older pupils, when investigating forces by experimenting with model cars on ramps, discover that pushes and pulls are forces that can cause familiar objects to move, speed up, slow down or change direction. Pupils in Year 2 experience and explore magnetic force and are able to talk about their findings and make suggestions. They understand the need to make things fair. Most pupils identify parts of the body with ease and understand the need for hygiene. In their work on materials, pupils know that some materials can change their state due to the effect of temperature, for example, that water is a liquid but can also be a solid and a gas. Through challenging experiences such as following recipes, measuring out and weighing ingredients when cooking currant buns and crispy cakes, pupils recognise the changes that occur in foods when they are cooked. In investigative science, pupils record their findings appropriately. By the end of the key stage, pupils have covered all aspects of the subject.

114. By the end of Key Stage 2 all pupils have a good understanding of scientific investigations, as the teachers provide carefully structured opportunities to work systematically through scientific processes. Pupils combine their activities in science with other subjects such as mathematics, design and technology and English. For example, when discussing light and shadows in Years 5 and 6, pupils use sophisticated scientific language such as source, beam and opaque. Scrutiny of work shows that most pupils are developing a good understanding of the complexity of fair tests

and are familiar with the need to change only one variable at a time when conducting experiments or undertaking investigations. Pupils describe correctly how devices within a variety of electrical circuits function. They are able to carry out investigations and predict outcomes to find out which materials make good conductors or insulators of electricity. They know that there are forces of attraction between magnets and magnetic materials. They understand that friction is a force which slows moving objects and experiment with a variety of surfaces to test their ideas. Most pupils know the different organs of a plant. They understand the circulatory system. They explain the differences between solids, liquids and gases correctly and confidently explain condensation and evaporation. By the age of 11 most pupils have a good detailed knowledge across the science curriculum. They learn to select appropriate apparatus and equipment, how to use it safely and explain and demonstrate their results confidently. Throughout the school, most pupils express themselves effectively in written and oral work. Observations and measurements are recorded in different ways, by written accounts, diagrams and graphs. Information and communication technology is used well to support pupils' work in science.

115. Learning is good in both key stages. In Key Stage 1 pupils regularly carry out investigations which ensure a steady development of scientific skills. Younger pupils draw pictures of articles they have pulled out of the "Feely Box" and use words such as hard, bumpy, smooth and shiny to describe them. Older pupils learn how to record their findings in charts, for example, they produce bar charts to record the colour of the eyes of the pupils in their class. In Key Stage 2 pupils continue to develop their understanding of investigative work, by working collaboratively and in discussions with the teacher. In Years 4 and 5, when investigating insulators and conductors, pupils confidently plan an experiment, list the required equipment, predict the outcome, carry out the experiment and devise an appropriate recording system to clearly illustrate which materials electricity will pass through. Progress is good throughout the school as pupils become more confident in exploring ideas and considering possibilities. At both key stages, pupils with special educational needs and those who speak English as an additional language are also well supported and make good progress.

116. The pupils' attitude to learning in science is good. They show interest and enthusiasm in the practical nature of the work and set about their investigations sensibly and responsibly. Their behaviour is good throughout and relationships with each other and the teachers are very good. Pupils listen well to others and are co-operative, polite and helpful. Particularly good is the way pupils develop mature and responsible attitudes to their work. They collaborate well when deciding how to carry out their investigations and devising ways for recording what they have done. Pupils respond well during class discussions and confidently describe what they have done and what they have discovered.

117. The quality of teaching is very good. Some excellent teaching was observed in Years 5 and 6. Teachers are confident and have good subject knowledge. The quality of lesson planning is very good and provides interesting and stimulating work for pupils. Lesson objectives are made clear and higher attaining pupils are challenged to extend their learning. Class management is very good and there is skilful use of praise and encouragement. Pupils develop the ability to observe, describe and record their findings as a result of challenging investigative work. Teachers have high expectations of pupils' behaviour and response. Through very effective questioning techniques they provide challenging introductory discussions, effectively recapping on what pupils have learnt in previous lessons. They conclude well by reinforcing what has been learned during the lesson. The high quality of teaching has a very positive impact on pupils' attainment and progress.

118. The science curriculum is broad and balanced. All of the National Curriculum programmes of study are covered in increasing depth as pupils move through the school. Planning ensures that all pupils have equality of opportunity and provides considerable support for all staff. All members

of staff are aware of health and safety considerations in the teaching of science. The subject co-ordinator provides very good leadership and promotes a common sense of direction, in which the main teaching points derive from interesting investigative work. Effective monitoring of teaching and pupils' work ensures that high standards are maintained. Improvements to standards have been made as a result of detailed analysis of National Curriculum assessment and test results. There are sufficient resources to ensure that all aspects of the National Curriculum can be delivered effectively. Good use is made of the school's local environment.

INFORMATION AND COMMUNICATION TECHNOLOGY

119. Pupils' attainment in information and communication technology is good and above national expectations by the end of both key stages. All pupils make good progress in their learning as they move through the school. The work is planned and organised in such a way as to be accessible to pupils of all abilities and so they all make good progress. Pupils with special educational needs are well supported and make good progress. Pupils' work with computers is displayed around the school and information and communication technology is used well to support the other subjects of the curriculum.

120. By the end of Key Stage 1, pupils can name the keyboard and monitor, switch the computer on and off and work enthusiastically with word recognition and number games. They are competent in using the keyboard to enter portions of text. They control the mouse to produce simple paintings and enter data to produce simple charts or graphs. Higher attaining pupils access the Internet to obtain information as part of their work in other subjects, for example, when discovering information about the work of Paul Klee. They are aware that entering a sequence of instructions into a programmable robot will cause it to move and turn, and they use a tape-recorder to record and play back talks in lessons and their own stories. In discussing their work, pupils are able to use information and communication technology terms such as mouse, delete, enter and cursor, with understanding.

121. By the end of Key Stage 2, pupils explore and solve problems, for example, in connection with their artwork and mathematical geometry. They display data and comment intelligently on it. They are adept at using various programs to create artwork and various print styles. Pupils have secure understanding of a range of functions. Older pupils access the Internet to obtain information linked to their work in other subjects, for example, when studying the Second World War in history. They use the computer to create their own newspaper arranging the text and graphics. In their work on data handling, older pupils produce graphs linked to their work in mathematics and science. They make good use of their numeracy skills to produce spreadsheets linked to work in history, to help calculate the catering costs for a party and they can discuss their purposes and usefulness.

122. The pupils enjoy their work in information and communication technology. They regard the computer as a useful tool and can appreciate its importance as part of the work in many different contexts. Increasingly they come to regard the computer as a tool to aid them in a variety of ways in all curriculum areas. Pupils are confident in their use of the hardware and can carry out a range of operations such as saving work on disk, correcting text with a word processor and printing their work. The pupils readily discuss more complex operations such as using the Internet for accessing information.

123. The pupils' attitude to learning in information and communication technology, their behaviour and the quality of their relationships throughout the school are very good. Whenever they are given the opportunity, pupils enjoy working on the computer. Their behaviour while working on the computer is good and they handle equipment properly and carefully. When working together in pairs, pupils are co-operative and helpful towards each other and are good at sharing and taking

turns.

124. The quality of teaching is good at Key Stage 1. At Key Stage 2 it is always good, often very good and sometimes excellent, particularly for the oldest pupils. Pupils are given the skills and understanding to make good use of the computer in most curriculum areas. Teachers build on previous knowledge and use correct computer language throughout the lessons. Good subject knowledge and planning enabled the teachers to use a stimulating and imaginative approach, which engages the pupils' interest and promotes high standards. Teachers are generally confident and make good use of the range of computers and software available contributing well to pupils' understanding of information and communication technology as well as developing their literacy and numeracy skills.

125. The planning of information and communication technology is developed well. Thought has been given to how each pupil will receive the appropriate allocation of time during the week for information and communication technology and daily planning indicates provision for information and communication technology. There is some direct teaching and use of other strategies, such as peer help for sharing knowledge, to help pupils gain information and communication technology skills. Teachers maintain checklists of experience and suitable use is made of these to record assessments of pupils' computing skills or the capability they have shown with the programs they are using.

126. The policy and scheme are good and work is being implemented systematically. Pupils' response is good. They listen attentively and follow instructions carefully. They ask questions and seek support, where required. The scheme of work for information and communication technology has been planned to ensure progression in all aspects of the subject and across the different subjects of the curriculum. There are good procedures for the assessment of pupil's learning which is used well to inform planning for future learning.

127. The overall level of resourcing is satisfactory and the school has good plans to further develop the information and communication technology suite within the library. The school has benefited from support of the Parents' Association to help fund the acquisition of new equipment including a digital camera and scanner. The subject is co-ordinated effectively and has appropriate documentation in place.

RELIGIOUS EDUCATION

128. One lesson was observed in Key Stage 1, it was not possible to inspect teaching in Key Stage 2. Judgements are based on discussion with pupils and teachers together with the scrutiny of pupils' work and teachers' planning. Pupils' attainment is in line with the expectations of the locally agreed syllabus at the end of both key stages. This is similar to the findings of the previous report.

129. By the end of Key Stage 1 pupils have gained an understanding of Christianity and Hinduism. They have a satisfactory knowledge of Christianity. Their knowledge of Hinduism is less secure. They understand why the Bible is important to Christians. They recall details of stories from the old testaments. Pupils know about the life of Jesus and can recall events from the Christmas and Easter stories. They know that these times of year are Christian festivals that celebrate episodes from the life of Jesus. Their knowledge of key beliefs and values that Christians hold is less secure.

130. By the end of Key Stage 2 pupils understand the place of the books of the Bible among

world religions. They know that it is a collection of books written at different times. They know some of the key people in the Bible, for example, Abraham, Moses and King David. They have discussed the Ten Commandments and know the function of priests and prophets. They know about the work of famous people who have benefited mankind, for example, Elizabeth Fry, Lord Shaftsbury, Thomas Barnado, William Wilberforce and Martin Luther King. They have studied the significant events in the life of Jesus and have gained a deeper understanding of his importance in the Christian faith. They have learned some of the similarities between religions, for example, they know that Sikhs, Muslims, Christians, Jews and Hindus all have a holy book and that they worship one deity. They know that the Qur'an is the sacred book of the Muslims and know the rituals involved in its handling. They have gained an understanding of the importance of religion in the lives of religious people.

131. Progress in learning at both key stages is satisfactory for all pupils, including talented pupils, those with special educational needs and those who speak English as an additional language. Pupils study aspects of religion in increasing depth. At Key Stage 1, pupils develop an awareness of why people pray, gain insight into the composition of the Bible and the differences between the Old and New Testaments. They develop an understanding of stories from the New Testament and through this begin to understand some of the key Christian values. Pupils learn about aspects of Hinduism. They gain knowledge about Hindu gods and goddesses, such as, Rama, Sita, Krishna and Ganesha. They gain an understanding of Hindu ceremonies and worship through participating in setting up a shrine in the classroom.

132. In the lower half of Key Stage 2 pupils extend their knowledge of Hinduism with activities to reinforce their learning, for example, they make Diwali sweets and Arti lamps as they study the Hindu festivals. They examine the translation and transmission of the Bible and the work of monks in creating manuscripts. Pupils learn about the role of the Bible in the church and in the lives of Christians as a guide for their belief and lives. They explore the feelings of characters in Bible stories and learn to empathise with them. In the upper half of the key stage this work on feelings is extended with pupils writing in the role of biblical characters in order to explore their feelings. They reflect on ways in which Christian belief influences and motivates the lives of individuals. Pupils learn about the ways in which the Bible helps Christians to live their lives through work on the Ten Commandments and the teaching of Jesus. They gain knowledge of aspects of Hindu and Muslim worship, learn about key people in these religions and the symbolic meaning of such things as light and water.

133. Pupils' attitudes to learning are good at both key stages. The school has created a very positive atmosphere in which pupils show sensitivity and respect for the thoughts, feelings and views of others. They have good relationships and show a readiness to discuss their own thoughts and feelings with openness and confidence. Pupils show an excitement, interest and a sense of awe in their learning when looking at religious artefacts, for example, a very old Bible with illustrations and gilt edges. In class discussions they listen attentively to the teacher and to one another and show interest and enthusiasm when responding to questions.

134. The quality of teaching in the one lesson seen was good. The teacher had good subject knowledge and used resources, in this case, a very old Bible, well to create a sense of awe and wonder. Teachers' planning is good with lesson objectives clearly stated. It provides good coverage of the locally agreed syllabus. Good quality displays of artefacts and attractive information books are used well by teachers to stimulate interest and provoke research. For example, a Hindu display that includes figures of Rama, Sita and Lakshmi, as well as an Arti lamp, a Thali plate, sweets for Diwali and reference books on Rama and Sita.

135. Literacy is used effectively to support the subject. There is a good supply of attractive

reference books covering the faiths studied and pupils use their writing skills to explain religious practices and beliefs and to retell biblical stories. The pupils regularly visit local churches, for example, Emmanuel Fellowship, Egglecliffe Parish Church and St Mary Magdalene in Yarm. Church leaders are regular visitors to assembly and classes, especially in the Foundation unit and Key Stage 1. The subject is co-ordinated with enthusiasm and commitment. Staff have visited a Sikh temple to increase their understanding of other cultures. Teachers' planning is monitored before and after each term and lessons are observed in order to evaluate delivery of the subject. Clear plans exist for future developments in this subject.

ART AND DESIGN

136. The previous inspection report identified art as a subject with average attainment and progress in both key stages. From the scrutiny of display, pupils' work and from discussions with teachers and pupils and the observation of lessons at both key stages, it is clear that there has been significant improvement in standards throughout the school in this subject. By the end of both Key Stage 1 and Key Stage 2 pupils attain levels in art and design which are above those expected nationally and they make good progress. Pupils with special educational needs make good progress at both key stages. They develop both technical skills and creativity in their work. During the inspection some good work from both key stages was on display. This included some very good drawings and paintings using famous artists as inspiration as well as some very good work linked to the topic theme being studied.

137. By the end of Key Stage 1 pupils have extended their skills in printing, painting and modelling, building well upon their previous learning in the Foundation unit. They observe pattern, texture, line and tone with skill. Younger pupils draw effective portraits in the style of "Self Portrait" by van Gogh. Pupils in Year 2 enjoy learning to paint fish in the style of Paul Klee. They use pastels to create pictures based on "The Scream" by Edward Munch. Thick paint is used boldly to produce a map of the Orchard Estate. They make interesting and pleasing prints using fruits and vegetables. Inspiration and ideas are developed through topic themes and lead to pupils developing skills with textiles, clay work and design.

138. By the end of Key Stage 2, pupils gather observations and ideas using a sketch book, experiment with their ideas and adapt their work showing good use of a variety of techniques. They make good observational and scraperboard drawings of seashells. They study and emulate the style of Lowry and Modigliani. Op Art by Bridget Riley provides pupils with experiences of experimenting with line and shape to create optical illusions. They work in three dimensions on collage work for displays and co-operatively produce giant flying insects and colourful fleece hangings which are attractively displayed in the school hall. The pupils use information and communication technology well to produce a colourful display of reflective symmetry.

139. Learning is good in both key stages. Pupils steadily improve their skills and techniques, benefiting from the extensive range of materials available to them. Their well developed reading and speaking and listening skills help them to improve their knowledge of the contribution made by well known artists and research their work appropriately.

140. The pupils' response to art and design is good and assists their learning. They are well behaved, enthusiastic and concentrate hard. They work well together and share materials. The majority of pupils are confident and can talk about their work using appropriate vocabulary, such as colour tones, texture and pattern. Their personal development is very good. The pupils make appropriate choices and take responsibility for clearing away after lessons.

141. The quality of teaching is very good. Teachers stress the need for pupils to observe closely

and very good use is made of examples of the work and styles of famous artists and of pupils' own work. The teachers are well organised, with the appropriate resources readily available. There is very good use of questioning to help pupils develop and refine their work. The teachers' planning is very clear with good learning objectives, which plays a significant part in the good progress made by pupils.

142. Art and design is very well managed by the subject co-ordinator. Good use is made of the natural environment surrounding the school. There are many links with other areas of the curriculum, including observational work in science, careful planning in design and technology, personal and social education and religious education. For example, pupils in Year 2 study the story of "The Golden Fish" linked to the theme of "Something Special". Pupils are encouraged to assess and evaluate their own work and this has a positive effect on raising attainment.

DESIGN AND TECHNOLOGY

143. Pupils reach appropriate standards of attainment in design and technology by the end of both key stages. Evidence from the one lesson seen at Key Stage 1, discussions, displays, the scrutiny of work, photographic evidence and teachers' plans indicate that all pupils, including those with special educational needs, attain standards in line with those expected for their age.

144. In Key Stage 1 pupils in Year 1 understand that construction kits can be used to try out ideas. With good support from the class teacher they effectively and accurately fit components together to make sliding and lever mechanisms. Pupils in Year 2 successfully use simple tools such as scissors, needles and thread. They build on their own experience of materials and techniques and consider different ways of joining materials together, for example, in designing and making fabric seashells. They know that the consideration of materials is an important feature when designing and making. They design and make finger puppets, vehicles with moving parts to transport Humpty's friends to his birthday party and food for the party tea.

145. In Key Stage 2 there are close links with history and religious education as pupils in Years 3 and 4 design and make clay pots to link with their studies of Diwali. Pupils in Years 5 and 6 plan an invitation and food to entice people to a celebration linked to their studies of life in Britain in the Second World War. In Years 5 and 6 groups of pupils follow their plans to construct models of houses following a visit to Yarm.

146. Learning is satisfactory in both key stages. Progress of all pupils, including those with special educational needs, is satisfactory. They take full part in this subject and develop both designing and making skills effectively. Throughout the school pupils develop their literacy and numeracy skills as they make plans and designs, measure materials, follow instructions and write up their evaluations and compile lists of resources needed for the making aspect of the work.

147. Pupils' attitudes in the lesson observed were positive. They behaved well, were keen and interested and participated eagerly in discussions. They worked together extremely well, helping each other to overcome difficulties and listening to others' opinions sensibly. Where appropriate, they are aware of health and safety requirements, such as washing their hands and their tabletops, before handling food. They are sensible when reviewing their progress towards achieving their goals and set realistic targets for their next lesson.

148. Scrutiny of the pupils' work indicates that the teaching of design and technology in both key stages is at least satisfactory and that the teachers have a sound understanding of the subject. In the lesson observed teaching was good. The teacher had clear learning objectives and high

expectations. Time was well managed and the teacher used effective questioning skills to provide good challenge for all pupils.

149. The policy and scheme of work for the subject are comprehensive and ensure a proper coverage of the national curriculum requirements, both in terms of content and skills taught. Very good use is made of classroom assistants. Resources are satisfactory and are readily accessible. Assessment in the lesson seen was conducted well as the teacher closely observed the pupils at work, listened to them carefully and took time to check their understanding and knowledge in the discussion sessions.

GEOGRAPHY

150. During the period of the inspection it was only possible to observe two lessons, which were both in Key Stage 1. Evidence has been gained from the scrutiny of pupils' work, discussions with pupils and staff, from displays around the school and the scrutiny of teachers' planning. The last inspection was critical of teachers' planning. The current inspection identifies that good progress has been made to address this issue.

151. The review of evidence indicates that attainment is broadly in line with national expectations at the end of both key stages. Pupils with special educational needs are supported to attain at a good level. Higher attaining pupils are achieving at a standard above that expected for all pupils at the end of both key stages. Pupils adopt a good attitude towards the subject and are interested in their work. Good teaching creates a positive working environment within which pupils thrive, working in an atmosphere of collaboration and respect for one another.

152. Pupils make good progress in their learning at both key stages, steadily increasing their level of knowledge and understanding. Most work at a good pace, maintaining an interest and concentrating effectively on the task in hand. Pupils with special educational needs and pupils with English as an additional language make good progress. Pupils display a good attitude towards geography in lessons, behave well, are often self-motivated, form very good relationships and demonstrate very good personal development. The subject makes a good contribution to the social and moral development of the pupils.

153. The quality of teaching in those aspects seen is good. Subject knowledge and understanding is good, supported by effective planning and clearly stated learning objectives, which are conveyed to and understood by pupils. Teachers' expectations of pupils are high and pupils are well managed. Teachers' day-to-day assessment is satisfactory. Good use is made of information and communication technology. Teachers make good links with numeracy and literacy, where for example, teachers may use flash cards to introduce key geographical vocabulary. Teachers reinforce pupil learning by creating interactive displays, such as the large scale map of Orchard Estate that was made by pupils.

154. Pupils in Key Stage 1 recognise a compass and most can use it to explain different directions. Many know that a map is normally presented facing north. Pupils recognise a key on a map, can use it to gather information and explain its purpose. Pupils can identify a motorway and a main road on a map. Higher attaining pupils are able to explain why a journey may be quicker on a motorway than on a main road, even though the distance may be greater. High attaining pupils can name the countries that make up the United Kingdom and know that Dublin is in Ireland, which is not a part of the United Kingdom.

155. Older pupils in Key Stage 2 are familiar with appropriate methods for finding out information

using the Internet, resource books, globes and atlases. Year 6 pupils are able to locate the United Kingdom on a globe and explain which continent it is in. High attaining pupils can explain how the water cycle works, that rainfall is greatest in upland areas on the western side of Britain. Pupils are able to read and interpret weather maps that present a wide range of information. They recognise that Britain's climate is influenced from the west and the Atlantic.

156. The subject co-ordinator has established a good new policy and has introduced an effective scheme of work based on the guidance provided with the revised National Curriculum. The curriculum is broad and balanced and often supports pupils with special educational needs and high attaining pupils. For example, high attaining pupils from Year 6 are given the opportunity to attend a summer school at Teesside University, where they undertake a river study of the Tees. Not all work is sufficiently differentiated to meet the needs of pupils with different prior attainment. Pupils' work is assessed but currently there is not a system in place to assess work according to National Curriculum levels or to pass such assessment information on to the next teacher as pupils pass through the school. Information and communication technology is used to good effect, for example, younger pupils create high quality maps of the British Isles and develop their knowledge by placing the names of each country in the correct part of the map using a software program.

157. Subject leadership is good. The co-ordinator has made good progress to develop the subject policy and a scheme of work in a relatively short period of time. The scheme of work is being developed to take account of the requirements of personal, social and health education and also citizenship. The monitoring and evaluation of the subject is very good and includes the regular scrutiny of teachers' planning and of pupils' work across the school. The next planned development is to enable the co-ordinator to observe teaching of geography in other classes. The level of resources has been extended and is satisfactory. The accommodation is appropriate for the subject.

HISTORY

158. Judgements are based on the observation of lessons, a scrutiny of pupils' work at Key Stage 1 and Key Stage 2, displays around the school, teachers' planning and discussions with staff and pupils. History has been a focus of development since the last inspection, particularly with the enhancement of teacher planning and the introduction of the subject co-ordinator file. Improvements have been made in these areas of the subject. There has been a satisfactory rate of improvement since the last inspection.

159. The standard of attainment in history is satisfactory when compared with national expectations at the end of Key Stage 1 and Key Stage 2. Pupils with special educational needs and pupils with English as an additional language make satisfactory progress in their learning. High attaining pupils also make satisfactory progress.

160. Pupils have at least a satisfactory and in many instance a good or very good attitude towards history. They describe the work as challenging, varied and interesting. Year 6 pupils find the work on Britain since the Second World War stimulating. Pupil's behaviour is always good and often very good. Relationships are very good. Pupils work well together in different types of groups, supporting each other with sensitivity and kindness. Pupils' personal development is very good.

161. The quality of teaching is very good in Key Stage 1 and good in Key Stage 2. Teachers' knowledge and understanding, supported by effective planning, ensures that good teaching methods are used and that materials are presented in an interesting way that motivates and

involves the pupils. Expectations of pupils are good. Lessons are well managed, with pupils being given clear instructions. Effective teacher questioning skills support the differentiation of work that enables pupils to participate fully at a level within which they feel comfortable. The quality of ongoing assessment supports pupils' progress. The marking of work sometimes indicates to pupils what they need to do next to improve further. Good teaching supports pupils to develop skills and knowledge and to work productively and at a good pace. Good teaching challenges the pupils. Teachers use varied and interesting displays to stimulate and reward pupils in areas such as the Second World War, the wives of Henry VIII and the Romans. Artefacts are used effectively to further stimulate interest.

162. In Year 2 pupils are able to empathise with the story of Greyfriar's Bobby. More able pupils can describe the main events of the story and put these in a clear sequence, indicating an increasing appreciation of chronological order. Pupils are able to make deductions from the

clothes that people are wearing and from sepia photographs that events were a long time ago. Pupils with special educational needs are able to place a series of prepared statements in chronological order.

163. Older pupils are also enthusiastic about history. They work with interest. Year 6 pupils are able to identify sources of evidence using resources such as museums, books, the Internet and individuals that have personally experienced the period of study. Pupils appreciate the concept of cause and consequence. They recognise and are able to explain the main sequence of events leading to the outbreak of the Second World War. More able pupils can appreciate that there are different interpretations of war leaders from differing national perspectives. Younger Key Stage 2 pupils are able to deduce from a picture and discussion that Henry VIII presented an image of himself intended to demonstrate wealth and power. These pupils are able to use information from sources to answer questions about the past.

164. There is a satisfactory history policy in place and an extensive subject co-ordinator's file. The scheme of work has recently been enhanced to incorporate the revised National Curriculum guidance, which is currently in the process of being implemented. The history curriculum is broad and balanced and meets the needs of all pupils, including those with special educational needs and the more able. The curriculum is enriched by visits to places of interest such as Beamish museum, Eden Camp and the Timothy Hackwith museum. History makes a satisfactory contribution to the spiritual, moral, social and cultural development of pupils. The curriculum is planned to ensure that it is accessible to all pupils equally. Whilst there is a system for the assessment and recording of pupils' progress this does not currently take account of National Curriculum levels of attainment. The school intends to meet this need once more pressing priorities have been dealt with.

165. History is effectively led by the subject co-ordinator who is endeavouring to make good progress. The co-ordinator monitors planning and pupils' work. Some classroom observation has taken place. The subject is well resourced and enhanced through the increasing availability and use of information and communication technology. The resources are readily accessible to the staff.

MUSIC

166. The teaching of music was observed in one lesson in Key Stage 2. It was not possible to inspect the teaching of music in Key Stage 1. Judgements are based on evidence from teachers' planning, displays in classrooms and discussions with teachers and pupils, together with the one

lesson seen. It is judged that standards at the end of both key stages are in line with national expectations. This is similar to the findings of the previous report.

167. By the end of Key Stage 1 pupils have developed positive attitudes to music. They can name some musical instruments, follow the contour of a song and copy simple rhythms and melodic phrases. They have learned a repertoire of songs and accompanied them with tuned and untuned percussion instruments.

168. By the end of Key Stage 2 pupils can compose four beat tunes and perform in groups for the class. They have listened to a variety of music, for example, Second World War songs, brass bands and chorale. They have used various instruments to build up sound compositions, a storm for example. They can sing in rounds, have composed music on computers and have a satisfactory understanding of musical terms, for example, beat, pitch, tempo, dynamics and staccato.

169. Most pupils, including talented pupils, those with special educational needs and those who speak English as a second language, make satisfactory progress in their learning. In Key Stage 1 pupils learn to listen carefully to music and identify loud and soft, high and low, fast and slow passages. They learn to sing expressively and recognise repeated melody patterns. They learn to play accented rhythms on percussion instruments and compose appropriate accompaniments for animals after listening to Saint-Saens' 'Carnival of the Animals'. In the lower half of Key Stage 2 pupils develop their musical vocabulary, learning for example, dynamics, tempo, pitch and duration. They compose their own tunes in pairs and learn to sing rounds. In the upper half of Key Stage 2 pupils learn how music can create a mood. They learn to express a mood. They learn to express their opinions about different types of music and to identify on and off beats. They identify different instrumental groups, compare and contrast pieces of brass band music and compose sound pictures. Pupils listen attentively and sustain concentration. They co-operate well in groups, are responsive in discussion and show enthusiasm for music.

170. The quality of teaching in the one lesson observed was very good. The lesson was well planned with clear objectives and the teacher had good subject knowledge. The pace of the lesson was brisk. Pupils showed obvious enjoyment of the activity; singing an African unison song, then a round. Lessons are well planned using a commercial scheme that gives good coverage of the National Curriculum. It provides progressive teaching of skills through interesting activities.

171. The subject is effectively co-ordinated. Issues identified at the time of the previous inspection have been effectively addressed. There is a clear commitment to future development and there are appropriate plans to improve the range of resources. Teachers' planning is monitored on a termly basis and there is a framework for the observation of lessons to evaluate delivery of the curriculum. Pupils have the opportunity to receive instrumental lessons on brass instruments taken by a peripatetic music teacher. Extra-curricular activities include recorder and choir groups taken by the music co-ordinator.

PHYSICAL EDUCATION

172. Standards of attainment are satisfactory at the end of Key Stage 1 and Key Stage 2 and are broadly in line with national expectations. This is a similar standard to that identified at the time of the last inspection. The school has made a satisfactory level of improvement since the last inspection.

173. At Key Stage 1 younger pupils explore various body shapes and demonstrate good skills of balance, for example, using one leg only. They can balance using their bodies creatively, move and

respond to music used as a stimulus for a lesson. Pupils are aware of space and use it effectively. When learning dance older Key Stage 1 pupils are able to walk, turn, leap and land with reasonable fluidity of movement, in time with the music. Pupils who lack confidence in this area begin to overcome difficulties with support. Pupils respond well to the music and work with energy and enthusiasm.

174. At Key Stage 2 older pupils show an increasing understanding and appreciation of the value of physical activity. All pupils demonstrate well-controlled movement and make a good use of space. Many pupils are able to show well controlled sequences in movement that indicate thought and planning that is based on previous learning. Pupil demonstration indicates good progress with the development of skills and thoughtful interpretation. When giving feedback to one another the majority of pupils comment constructively and with sensitivity about the movement of other individuals and pairs. Their feedback shows a growing awareness of the elements of movement.

175. Learning for all pupils, including those with special educational needs, is good in Key Stage 1 and very good in Key Stage 2. They understand the rules, the expectations of them and the need for safe practice. Pupils with special educational needs show enthusiasm and a developing level of skill. Pupils show a keen interest in physical education and most work hard to improve performance. Pupils' attitudes are good in Key Stage 1 and very good in Key Stage 2. They behave well and work effectively, independently or in pairs and groups. Pupils listen carefully and follow the instructions of the teacher.

176. The quality of teaching is good in Key Stage 1 and very good in Key Stage 2. This is a substantial improvement on the last inspection when the quality of teaching was variable. Teachers have high expectations of pupils and provide clear and precise instructions. The pace of lessons is good. Teachers make good use of the available resources.

177. Resources are now clearly labelled and accessible, which older pupils manage effectively, by preparing for lessons and putting equipment away efficiently. The range of activities is satisfactory. Visitors such as coaches from a professional soccer club and a further organisation provide specialist coaching. Pupils enjoy participating in such activities. Outdoor and adventurous activities is provided during the residential to the Robinwood Centre and therefore is only available to those pupils who attend the residential visit.

178. The two recently appointed, well qualified co-ordinators for physical education are keen to develop the subject. They have audited the equipment, identifying areas for development and further resourcing. The co-ordinators are currently revising the curriculum, taking account of the guidance recently made available nationally to schools. The co-ordinators intend to further develop the good arrangements for monitoring and evaluating the subject. The co-ordinators demonstrate an energy and enthusiasm for the subject, which has already been illustrated through the establishment of an aerobics club for parents and members of the community. This activity is to be put in place alongside a gymnastics club for pupils during the current school year.