

INSPECTION REPORT

NORTHBROOK PRIMARY SCHOOL

Leyland, Preston

LEA area: Lancashire

Unique reference number: 131674

Headteacher: Mr. C. Rogerson

Reporting inspector: Mr. R. Gill
4074

Dates of inspection: 8th – 11th January 2001

Inspection number: 230397

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 5 -11

Gender of pupils: Mixed

School address: Bannister Drive
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Appropriate authority: The Governing Body

Name of chair of governors: Mr. W. Evans

Date of previous inspection: Not Applicable

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
4074	Mr. R. Gill	Registered inspector	Art and design, music.	What sort of school is it? The school's results and pupils' achievements. How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
8988	Mrs. J. Cross	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with its parents?
3240	Mr. D. Wilkinson	Team inspector	Special educational needs, mathematics, information and communication technology.	How good are the curricular opportunities?
21666	Mr. A. Margerison	Team inspector	Foundation Stage, English, history, geography.	
29426	Mr. D. Grimwood	Team Inspector	Equal opportunities, science, religious education, design and technology, physical education.	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved?	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	25
PART C: SCHOOL DATA AND INDICATORS	26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	33

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a larger than average sized primary school for boys and girls aged between four and eleven years old. It has 275 pupils on roll. At the time of the inspection there were 39 children on roll of reception age. They are taught in one reception class and one mixed-age class for reception and Year 1 children. The majority of pupils are from the immediate locality. Taken together, pupils' attainment on entry is well below that found nationally. The proportion of pupils with special educational needs is close to the national average. Six pupils have statements of special educational needs, which is twice the number found in most primary schools. All pupils are of British heritage. The number of pupils eligible for free school meals is broadly typical. The school opened as an amalgamated infant and junior school in September 1999.

HOW GOOD THE SCHOOL IS

Northbrook Primary School is an effective school with a strong and caring ethos in which pupils behave very well. Standards reached by eleven year olds are generally satisfactory in English and science, but they are currently lower than expected in mathematics. The good quality of teaching generally has a positive effect on pupils' learning throughout the school even in mathematics because children enter the school with very weak skills in this subject. The recent amalgamation of two schools to form this primary school has been accomplished well. The headteacher, staff and governors have been very effective in this respect. Expenditure for all pupils is relatively high, but nevertheless, the school gives satisfactory value for money.

What the school does well

- The process of amalgamation has been successful and well managed, particularly by the headteacher.
- The school provides a strong ethos in which pupils are very positive about their learning, behave very well and form very good relationships with adults and other pupils.
- Teaching and learning is generally good mainly because pupils are given clear direction in their learning and expected to work hard.
- The very good provision for pupils' moral development is greatly enhanced by the comprehensive programme for personal, health and social education.
- Standards in design and technology for eleven year olds are higher than found elsewhere.
- The provision for reception-aged children is very well organised and helps them to master quickly important skills for future learning.

What could be improved

- Pupils' confidence in mental calculations in arithmetic and ability to use and record what they have done.
- Achievements in writing at length with well-formed handwriting and more accurate spelling.
- Knowledge and skills in information and communication technology throughout the school.
- The role played by co-ordinators, particularly in English, mathematics and science, in evaluating teaching, standards and pupils' work to determine aspects for improvement.
- The use made of test results, the assessment of pupils' progress in lessons and their involvement in talking about what they have learnt.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the school's first inspection. It has made good progress since the process of amalgamation started in 1999. There is a new set of aims in place and good progress has been made in putting the aims into practice. All staff have been delegated new roles and properly inducted into the nature of their responsibilities. Where relevant, the headteacher and governors have continued to tackle the key issues for action contained within the reports for the, now closed, separate infant and junior schools, for example, in increasing the resources available for many subjects and including those for information and communication technology. The teaching of the National Strategies for Literacy and Numeracy has continued to play a major feature in the curriculum. The governing body is well organised to carry out its responsibilities of developing this new school even further. There is still more to do to complete the work of amalgamation in the respect of continuous programmes for teaching and the effective use of resources.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	N/A	N/A	E	E
mathematics	N/A	N/A	D	E
science	N/A	N/A	C	C

Key

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

This table shows that pupils' overall attainment, at eleven in 2000, was well below the national average in English, below it in mathematics and similar to it in science. It was also well below average in English and mathematics, when compared with pupils' results from schools with a similar free school meal figure. It was average in science when compared to similar schools. This was a year group that contained many pupils who found learning difficult. The number of pupils reaching the expected level in English and mathematics was satisfactory, but there were too few who achieved at the higher level and too many who did not reach the expected level. This had a detrimental effect on the school's average grade. Standards have been better. For example, in 1999, the year of amalgamation, pupils were well above the national average in English and science and in line with it in mathematics.

Standards achieved by eleven year olds in English and science are currently average. The number of pupils reaching or going beyond the expected level in reading is satisfactory, but there are few pupils who are reaching more than satisfactory levels in writing. Current standards in mathematics are below the national expectation for pupils at the age of seven and eleven.

Overall, pupils' learning, throughout the school, is good and they achieve well when their low attainment on entry is taken into account. Many children do better than might be expected, particularly in reading where the extra support given to pupils, who need help, is proving beneficial. The school is on course to meet this year's targets for eleven year olds in English. There are good strategies in

place to tackle current weakness in mathematics in an attempt to reach the school's ambitious targets for eleven year olds.

By the age of five, children generally do not reach expected levels in any area of learning, except in creative development and physical development where achievements are as would be found in many other schools. Beyond mathematics, pupils in the infants and the juniors fall below expected levels in information and communication technology. This is because the school has only just received enough computers to teach the skills required and it is too soon to see the benefits. In all other subjects most pupils achieve what is expected for their age. By the time they are eleven, pupils in the juniors attain higher than expected levels in design and technology.

Pupils with special educational needs achieve satisfactorily. They receive good support from teachers and special needs assistants, but the targets contained within their individual education plans are sometimes written in too general a way and make progress towards them difficult to achieve.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils of all ages have very positive attitudes towards their learning. They are enthusiastic and diligent in their work and want to succeed.
Behaviour, in and out of classrooms	Pupils are generally very well behaved in lessons and at all other times of the school day. There are no exclusions from the school.
Personal development and relationships	Relationships throughout the school are very good. Pupils' personal development is typical for their ages. They enjoy helping with tasks around the school in their role as house captains, vice captains and monitors.
Attendance	Attendance is good. It is above the national average and there are no unauthorised absences.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

The quality of teaching and learning was satisfactory or better in virtually all of the lessons observed; in 60 per cent of lessons teaching was good or better and in nine per cent of all lessons it was very good. In the one unsatisfactory lesson, teaching expected too little of the pupils in history and they made slow progress in gaining knowledge. Teaching is generally good throughout the school and, as a result, learning is good overall except in information and communication technology where pupils' experience with computers has been too limited. The weakest aspects of teaching are in the use made of test results to set targets for pupils' learning, the assessment of pupils' progress in lessons and the involvement of pupils in talking about their own successes and areas for development. The teaching of English is satisfactory overall for pupils throughout the school. It is often good in lessons

devoted to the National Literacy Strategy and where reading is the subject of extra attention, particularly in the juniors, but the teaching of writing is not rigorous enough and expectations for those pupils capable of higher attainment are too low. The teaching of mathematics, using the National Numeracy Strategy, is generally satisfactory for pupils aged five to seven years and good in the juniors. Teachers help pupils make achievements, that, whilst not always in line with national expectations, are good compared to their low levels of attainment at the age of five. Teaching is good overall in science, religious education and physical education. It is good in design and technology for seven to eleven year olds. It is also good in the reception classes. Teaching ensures that pupils' attitudes to learning are very positive and they concentrate hard on their lessons. Behaviour in lessons is very good and sometimes exemplary. The school meets satisfactorily the needs of pupils with special educational needs, but provides insufficient challenge for those pupils capable of higher attainment, particularly in writing, mathematics and information and communication technology.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Pupils experience an interesting range of activities including those for personal, health, social and emotional development and extra-curricular activities.
Provision for pupils with special educational needs	Satisfactory. Pupils are generally well supported in lessons, but targets for their learning are sometimes too general to be of great use in teaching.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is good overall, the strongest element being the very successful cultivation of pupils' moral development. The social dimension is well provided for and pupils' spiritual and cultural developments are promoted satisfactorily. There is, however, too little emphasis on increasing pupils' understanding of multi-ethnic British society.
How well the school cares for its pupils	The needs and sensitivities of the pupils are well understood and tackled by the staff who care for them effectively. Very high standards of behaviour are promoted particularly well. The school goes to considerable lengths to assess the attainment and progress of its pupils particularly in literacy and numeracy. It does not make sufficient use of this information to set targets for groups or individuals. Pupils are not involved enough in talking about their own learning.

The school's partnership with parents is satisfactory. Home visits to the families of pre-school children are a significant strength, but some of the information, about the curriculum, for parents is sparse and as a result parents are not able to help their children with school work as well as they otherwise might.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has been particularly effective in dealing with the amalgamation. Many key staff have assumed responsibilities for a full primary school and are working hard, but sometimes lack the necessary knowledge and skills of evaluation.
How well the governors fulfil their responsibilities	In the short time available the governors have successfully assisted in the amalgamation and established procedures to fulfil their longer-term responsibilities. Governors are very ably assisted by the school's secretary to fulfil their financial duties.
The school's evaluation of its performance	The school is well aware of its strengths and weaknesses related to the creation of a new school. The lack of a longer-term plan for development currently hinders a full evaluation of performance.
The strategic use of resources	Satisfactory use is made of resources, including grants for staff training and special educational needs.

There are a good number of teachers and support assistants. They are all generally well deployed and used, although some classroom support assistants are not well used in lessons where the teacher needs to speak to the pupils as a class. On these occasions support staff play too passive a role. The accommodation is adequate and maintained to a good standard, but conditions in some areas outside classrooms are cramped. The outside play area for reception-aged children is not well equipped for physical development. Resources for teaching and learning are satisfactory and used well, but not all staff know what is available. The governors take a very active interest in all aspects of school life. They seek information from all sources, including parents, and they work satisfactorily to find ways in which to run the school more efficiently and effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good. • The school expects their children to work hard and achieve their best. • The staff are approachable. • The school helps their children to become mature and responsible. • Their children are making good progress. 	<ul style="list-style-type: none"> • Greater consistency in the amount of homework set. • The timing of consultations with class teachers about progress. • The range of activities outside lessons.

Inspectors agree with all that parents most like about the school and with what they would like to see improved apart from the range of activities outside lessons. Extra-curricular provision is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils' overall attainment, at eleven in 2000, was well below the national average in English, below it in mathematics and similar to it in science. It was also well below average in English and mathematics, when compared with pupils' results from schools with a similar free school meal figure. It was average in science when compared to similar schools. This was a year group that contained many pupils who found learning difficult. The number of pupils reaching the expected level in English and mathematics equated well with the national figures, but there were too few who achieved at the higher level and too many who did not reach the expected level. This had a detrimental effect on the school's average grade. Year 6 pupils in 1999 and 1998 did considerably better, in the two years before the amalgamation. For example, in 1999 pupils were well above the national average in English and science and in line with it in mathematics.
2. Standards achieved by eleven year olds in English and science are currently average. The number of pupils reaching or going beyond the expected level in reading is satisfactory, but there are few pupils who are reaching more than satisfactory levels in writing. Current standards in mathematics are below the national expectation for pupils at the age of eleven.
3. This year, the school has set some challenging targets, in English and mathematics, for eleven year olds and is on course to meet them in English despite the lack of higher attainment in writing. The school will struggle to meet them in mathematics. There are suitable plans to provide extra tuition for all pupils that need an extra boost before the tests, but pupils' lack of speed and flexibility in mental arithmetic and slow pace of working out written problems in mathematics means that targets may not be achieved.
4. The results for the national tests taken in 2000 show that pupils' reading, writing and mathematics, at the age of seven, are similar to that which is achieved at eleven. Reading and writing are satisfactory, but not enough pupils reach higher levels. Standards in mathematics are low due to the fact that too few pupils are capable of reaching the higher level. This lack of higher attainment makes the school's average grades lower than many other schools. Current attainment in Year 2 follows a similar pattern with mathematics and pupils' writing being the key weaknesses.
5. Initial assessments on entry to the reception class show that the majority of children are well below average in literacy, mathematics and personal and social development. This is borne out by the findings of the inspection. In all areas of learning except physical development and creative development, where achievements are as found in most other schools, children do not achieve what is expected of them by the age of five. They have, however, made considerable progress from a very low starting point. Pupils achieve well in the reception classes owing to the good teaching that they receive. This year, for example, children's achievements are at least good in all areas of learning and very good in knowledge and understanding of the world and personal, social and emotional development owing to the exciting opportunities they have in these areas of learning.
6. Since this is a new school, it is not possible to draw any conclusions about trends in results over a period. However, the last inspection reports for the two schools, that closed to form Northbrook primary school, and the school's own evidence of improvements made after the introduction of a

nation-wide scheme designed to improve pupils' reading, for example, show that pupils' achievements are good. They are good in mathematics despite the fact that the school's results do not always compare well to the national average. They start in the reception class with attainment which is well below that found in most schools, and many reach the nationally expected level by the age of eleven – some go beyond it. For example, in 2000, nearly one in three pupils reached the higher level in the national tests.

7. In English, pupils in Year 6 are reaching expected levels in reading and writing. Standards this year are better in reading than they are in writing, because general standards in handwriting, spelling and composition do not extend beyond average. Some pupils do not reach the average because their handwriting is not properly formed, their work contains too many inconsistencies in spelling and they do not write pieces of sufficient length. Pupils' achievements in reading are well supported by adults from within the school and from the community who have been trained in the Better Reading Partnership Scheme. This is having a positive effect on standards. Pupils' achievements in listening and talking about their ideas are satisfactory. They are encouraged to take part in lively discussions during the lessons, but they are not so good at explaining and drawing conclusions verbally about what they have done.
8. In mathematics pupils in Year 6 are not reaching the required levels in enough numbers to make standards satisfactory at the moment. Many are unsure of simple number facts when they have to apply them quickly in solving a problem. They find it difficult to work at speed. This is particularly evident in group work. Higher attaining pupils are often set the same work as pupils with average ability. This provides consolidation and boosts confidence, but it is not demanding enough and attainment for these pupils is limited by this lack of challenge.
9. In science, many pupils have acquired a satisfactory level of scientific knowledge by the time they are eleven. They are able to conduct experiments into physical processes, make predictions, record results, vary aspects and choose variables in a test situation. They extend their understanding in a wide variety of contexts, but always through a good measure of practical work. Knowledge is acquired at a good pace as demonstrated by the average standards achieved in national tests and the acceptable number of pupils that reach the higher levels.
10. Beyond English, mathematics and science, pupils' attainment is typical for their age in virtually all subjects. In information and communication technology standards are not high enough because a lack of computers until very recently has not allowed teaching to build up skills and knowledge, in a step-by-step fashion, that would help pupils to achieve expected levels by the age of eleven. The school also makes too little use of computers in classrooms to extend pupils' learning and provide extra challenges for those capable of higher attainment. In design and technology standards go beyond those expected for eleven year olds owing to the good teaching they receive.
11. Pupils with special educational needs achieve satisfactorily in lessons. They are well supported by teachers and classroom support assistants who know them well. Individual education plans are up to date and meticulously kept, but targets for learning that should guide teaching are often written in too general a way. This limits pupils' progress in lessons and over time. Pupils who are capable of much higher attainment often lack guidance and extra challenge. For example, not enough is demanded of them in their writing, and mathematics lessons lack the drive and pace to give them real challenges. The attainment of boys and girls is generally similar although the test results show slight variations from year to year depending on the individual pupils involved.

Pupils' attitudes, values and personal development

12. The conducive atmosphere for learning described in the last reports of both schools before the amalgamation has successfully been maintained.
13. Pupils in the reception year show interest and enjoyment in their learning. They have established trusting relationships with all the adults who help them during the school day and get on well with their classmates and other children. They are very well behaved inside school and in the playground. In assembly they sit still, are attentive and join in the proceedings maturely with the older pupils.
14. In the infants and juniors pupils' attitudes to learning are also very positive. Boys and girls are equally enthusiastic about their work and keen to succeed. A striking feature of lessons is the way that pupils of all ages and abilities listen carefully to teachers' explanations and instructions. They are confident in asking questions if they need further clarification and swiftly get on with the tasks set for them. During literacy and numeracy lessons pupils work well independently and in small group situations. Occasionally pupils lose interest when they sit and listen for too long or when they are insufficiently challenged in their learning. All ages show high levels of concentration and diligence. For example, in a Year 1 and 2 art lesson during the inspection pupils persevered well to alter the shape of a cardboard box by sticking paper or card shapes to it that they had sculpted. Undeterred by the difficulty of using gummed paper tape as a fastener the classroom was a hub of industriousness for almost an hour as pupils created their sculptures.
15. Parents are correct in thinking that the pupils are generally very well behaved. Lessons are usually conducted without any necessity for class teachers to check behaviour. This means that pupils can concentrate fully on their learning without any distractions. Pupils behave equally well in assembly and on educational visits. For example, Year 5 pupils were a credit both to themselves and the school on an educational visit to the local high school to use a computer suite. Pupils' very good attitudes and behaviour throughout the lengthy visit enabled high school staff to teach them more than they had anticipated and the brisk walk there and back passed pleasantly, sociably and safely. Just occasionally, and most often in physical education lessons or lessons not taught by their class teacher, a small minority of pupils fail to meet the school's very high expectations regarding their conduct.
16. Pupils' behaviour is also generally very good in the playgrounds despite there being very little to keep them occupied. Instances of bullying are rare and are dealt with swiftly and effectively according to parents. There have been no exclusions from the school since the amalgamation. The behaviour of the occasional pupil admitted following exclusion from another school usually significantly improves in the supportive environment that enhances their life chances.
17. Pupils relate very well to each other and to all the staff. Their personal development is broadly typical for the age group. They are reasonably polite and courteous but are rather reserved when talking to visitors. They have respect for others' feelings and opinions and look after their own and others' property well. They enjoy their roles as house captains, vice captains and monitors and take their duties very seriously. Older pupils annually take pleasure in organising and running sports day refreshments and the school's spring bulb show café, to which senior citizens are invited. Their use of initiative in lessons and around the school is fairly typical for their ages.

18. Attendance is good. The level of attendance is above average and there is no unauthorised absence. Pupils are generally punctual in their arrival at school. These factors contribute significantly to the standards achieved by pupils because their learning generally takes place without interruption.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching throughout the school is good overall. This is a new school so there is no strict comparison with a previous inspection report. However, the reports from the two schools that closed, to form the present primary school, show that teaching was good and a strength in both cases. In the juniors, for example, teaching was strong in planning for lessons, management of pupils and teaching overall in English, mathematics and science. This has been maintained except for the fact that pupils' lack of success at the higher levels in writing makes teaching in English satisfactory now.
20. The good quality of teaching for children in the reception classes ensures that children make effective progress from an early age. This is a strength of the school because the good progress that children make in this year provides a firm foundation on which to build future learning. The keynote to the school's successful teaching in these classes is the way in which the work is geared to improve the skills of children who start with low levels of attainment in vocabulary and knowledge of simple arithmetic, for example. Whether a child is in the reception class or the mixed age class with Year 1 children, they receive work that is matched very well to their capability. Teaching is very adept at creating fascinating lessons that capture the children's imagination and make learning fun. This results in improved knowledge of basic skills, very good behaviour and positive attitudes to the work. Typical of this was a lesson in which the teacher showed the children a rucksack full of mysterious objects. The children were spellbound as to what it contained. The revelation of maps and other objects associated with places and finding ones way around gave great meaning to the geographical work. This kind of high quality management of children and their learning is present in a wide variety of contexts, from games to improve children's vocabulary to lessons in which they master letter formation in writing.
21. Teaching is good for five to seven year olds. There are some common aspects in which teaching is highly successful. Most lessons begin with very well delivered talks, which command the pupils' attention and set the tone for the subsequent work. Teachers are very clear about what the pupils have to do and this results in efficient learning. Often classrooms are organised in a meticulous fashion, making learning resources easily available for pupils and allowing teachers to make valuable reference to good quality displayed work for teaching purposes. Typical of this kind of powerful beginning to a lesson was in a Year 2 class where the pupils, in literacy, were studying a story called 'The Snowlambs'. The story was told in a fascinating way and the discussion promoted about the birth of the lambs and descriptive words was most valuable. The drawback of these whole-class sessions is the classroom support assistants sit passively while the teacher is talking without a specific role to play. Subsequent group work in such lessons is generally satisfactory and often good, but there are times when pupils' interest wanes with a lack of challenge or they sit for slightly too long as a class and then find it hard to apply themselves to the independent tasks. Computers are not used enough in classrooms to extend or complement the learning. This tends to limit the variety of tasks undertaken during group work time. Lessons usually end with a chance to share what has been accomplished. On these occasions, pupils enjoy listening to their teacher's comments, but are not given enough chances to talk about their learning; their successes and problems. The teaching of mathematics follows a similar pattern. Good use of finger puppets, for example, is made to improve skills in counting and sums at the beginning of the lesson. However, group work is

sometimes not well matched to the particular difficulties experienced by pupils in the past and recapitulation at the end of lessons is not sharp enough concerning what has actually been learnt and what needs to be practised next time.

22. A similar picture in terms of strengths and weaknesses exists in the juniors. The context is more complicated because pupils in Years 5 and 6 are placed in smaller class units for English and mathematics lessons and there are also times when teachers swap classes to use a specialist knowledge as in the case of music or design and technology. Many lessons are powerful in their initial impact and result in learning that is characterised by very attentive pupils who respond extremely well to the tasks they are given. In the best lessons, whether pupils are discussing a poem like 'The Mistletoe Bough' or singing a nonsense song about hats with different sized brims, they respond most positively and reach high standards of attainment. Teachers generally have a good knowledge of the subject and this provides a clear direction to the learning. Weak lessons occur very occasionally where the lack of knowledge about Ancient Greece, for example, limits the amount of new learning that takes place. Teachers give good demonstrations at the beginning of lessons, for example, in information and communication technology where pupils were shown how to use a program to help them write better stories or in science where tights were being stretched to test their elasticity. This part of the lesson can sometimes provide moments of sheer pleasure. For example, pupils in Year 4 gasped with delight when they saw some examples of paintings by Turner. They were genuinely amazed about his use of colour in depicting landscapes. Classroom support assistants have a limited role during these sessions and contribute little to the proceedings. However, they make up for this during group time when they give valuable help to those pupils who find learning difficult.
23. Sometimes group work is not well matched to pupils' current attainment and demands are not specific enough. This is particularly true in mathematics lessons and when pupils are asked to write. Computers are not often used to extend pupils' learning in class-based lessons. They are, however, beginning to be used effectively in the school's new computer room. Homework is too inconsistently applied across the classes and does not form a regular and valuable role in helping pupils improve in their basic skills. One of the most common drawbacks to lessons is the ending because teachers miss opportunities to involve pupils in detailed discussions about what has been learnt. Plenary sessions are used and the progress of the lesson is considered, but pupils do not often end up with a clear idea of what they have learnt and what they need to try harder at next time.
24. The school is continuing to use the national frameworks for teaching literacy and numeracy that were successfully implemented in the two previous schools. The system in the juniors of making smaller, single age, classes in Years 5 and 6 for English and mathematics is working well. Pupils' learning benefits from a greater degree of individual attention.
25. Teaching in all subjects throughout the school, except in mathematics and information and communication technology, helps the pupils achieve what is typical for their age. Teaching is particularly good in science, religious education and physical education in both the infants and the juniors. Furthermore, teaching is good for pupils aged seven to eleven in mathematics and design and technology. This is influenced more strongly than in the infants by smaller teaching groups and the expertise of the teachers. Pupils who are capable of achieving the higher level, in English and mathematics, are sometimes disadvantaged by not being set challenging enough activities, not being expected to produce more complex pieces of writing and having too few opportunities to talk about their own learning at the end of the lesson. In the one unsatisfactory lesson, teaching expected too little of the pupils in history and they made slow progress in gaining knowledge. The marking of work does not give enough information to pupils about what should

be improved. The good teaching in lessons results in good learning where pupils concentrate well, and gain knowledge and understanding at a good pace. Pupils with special educational needs are taught satisfactorily. They receive good support from teachers and classroom assistants, but targets written in their individual education plans are sometimes too vague to allow learning to be specific enough. Pupils who have been excluded from other school are well provided for in lessons. They absorb the high expectations for behaviour and generally live up to those expectations.

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

26. There is a good range of learning opportunities for pupils. The formal curriculum and a rich variety of other activities help provide this. There are very good arrangements for pupils' personal, social and health education. The programme of extra-curricular activities is good. A number of educational visits and visitors help enrich pupils' learning. The school has satisfactory links with the other local schools and the neighbouring playgroup.
27. The curriculum for the children in the reception class is good. It is broad and balanced and provides good opportunities for children to develop their skills and understanding in all areas of learning. The teachers in the two classes plan together and are able to largely overcome the potential difficulties created by the mixed-age reception and Year 1 class. Consequently, all children have full access to the full range of activities outlined in the national guidance for children aged three to five with one exception. There is no opportunity to develop physical skills through the use of very large outside play equipment. All adults place a strong emphasis on developing children's personal social and language skills. The children have a positive and enriching start to their school life.
28. The school meets the need to teach each aspect of the National Curriculum apart from information and communication technology where the curriculum is too narrow. The school allocates sufficient time for each subject with a substantial emphasis on the teaching of English and mathematics. The time allocated to physical education enables the school to provide a good breadth of experiences in this subject. The school teaches Years 5 and 6 in smaller units for literacy and numeracy due to an additional group being formed by deployment of a part-time teacher and the headteacher. Pupils, and the standards achieved, benefit directly from this method of teaching. Teachers' planning is generally satisfactory, but teachers give insufficient attention to planning for information and communication technology. For example, there are too few references to the use of the technology to support the work in other subject areas. The school appropriately follows a two-year programme of topics to cater for the fact that in some classes there are two age groups. Certain aspects of this programme require refinement in order to ensure that, in subjects like art and design, pupils' learning experiences are built upon step-by-step. The teaching of religious education follows locally agreed guidelines in a systematic fashion.
29. Satisfactory provision, in line with the recommendations of the Code of Practice, is made for pupils with special educational needs. Pupils with difficulties are identified at an early stage and individual educational plans are in place for all pupils with clear dates for review at appropriate intervals. Many targets in these plans need a sharper focus so that when reviews take place, their teachers can more easily identify pupils' progress. The school is anxious to meet the needs of all and is rightly proud of the fact that they have successfully integrated pupils excluded from elsewhere into the full life of the school.

30. Currently, there are clubs for gardening, recorder, choir, netball and football. The school arranges a good programme of educational visits – for example, the trip to Ribchester in connection with the pupil’s history topic. The Year 6 pupils take part in an annual residential visit to Malham and the present Year 5 are due to take part in a residential visit which incorporates some time working with computers. Varieties of visitors enrich the curriculum for pupils – for example theatre groups, and representatives from such services as fire, and road safety.
31. The school is committed to social inclusion, which is particularly reflected in its approach to special educational needs. Any specialist support for these pupils by withdrawal from lessons is sensitively timetabled to take place in that part of the lesson when individual work takes place. There are positive steps to promote equality of opportunity – for example, girls are actively encouraged to take part in the school football club and team games. In relative terms, boys outperformed girls in the national tests in the Year 2000. However, there is nothing to suggest this was anything more than the make-up of that particular group of pupils. There are examples of the school’s work in promoting racial awareness, for example in its choice of music in lessons, but, in general, there is too little of this work within the school’s programmes for cultural development.
32. There is specific time within the school timetable for all pupils to receive teaching in personal, social and health education. The teachers plan a relevant and very good range of topics such as drugs education, self-esteem, and water and road safety. An experimental programme of work based on the practices of the former schools, together with reference to recently published national and local guidelines determines the content of lessons. This programme of work and the time allocated to it is very good. It is too soon to see the full effect on pupils’ personal development, but its initial effect is already apparent.
33. There are satisfactory links with neighbouring institutions. There are appropriate visits to the pre-school playgroup in order that teachers have a good knowledge of the pupils starting school. Similarly, there are productive links with the local secondary schools. During the week of the inspection, some Year 5 pupils visited the local high school to use their computer suite, which not only helped their computer skills but also helped introduce them to the ways of secondary school life.
34. Overall, the school’s provision for spiritual, moral, social and cultural development is good with a particular strength in the very effective fostering of pupils’ moral development. Pupils’ social development is promoted well and their spiritual and cultural development are cultivated satisfactorily.
35. The daily acts of collective worship have a strong moral and social dimension. They are based around weekly themes such as caring, courage or friendship, often with a pertinent story that brings home the message suitably to pupils. Sometimes the stories are rightly set in different cultures. The spiritual dimension is often most apparent at the end of the worship during periods of reflection and prayers. In a particularly good infant assembly on thankfulness the spiritual aspect was successfully interwoven throughout the worship. Pupils participated a great deal by sharing thoughts on their personal gratitude. They were given sufficient time and encouragement to reflect on these and relate them to their own lives and experiences. Sometimes such opportunities are lacking or too brief to be meaningful. Making the atmosphere for the worship more special could also further heighten pupils’ spiritual development. For example, the visual setting for assemblies is much the same from day to day and most staff are not present to share this important time and reinforce the messages.

36. In lessons such as music, art and literacy more than usual opportunities are provided for spiritual development. During the inspection, for example, Year 4 pupils gasped in awe as the class teacher revealed a high quality print of a seascape by Turner and Year 6 pupils became totally absorbed in the sense and feeling of a poem by Henry Munro read aloud.
37. Pupils are taught very effectively to distinguish between the right and wrong way to behave through the school's very positive approach to behaviour and discipline. Personal, health and social education lessons also contribute very effectively to pupils' social and moral development. For example, the juniors have thought about emotions such as anger and jealousy and how they might better control them.
38. Very good relationships are actively promoted by the staff who all set good examples for the pupils. Qualities such as care and consideration for others are effectively encouraged and suitably extended to those not known personally by the pupils through, for example, charitable fundraising. The good range of extra-curricular activities, educational visits and residential visits for older juniors further contributes to their social development. The infant and junior children are unable to mix much socially because their playtimes and lunchtimes are held at different times. This limits pupils' personal development because opportunities are missed for older children to help look after the younger ones, but this arrangement does prevent overcrowding outside and make the school building a calmer place at the beginning and end of breaktimes. There is more scope than usual for pupils to assume responsibility for tasks around the school as house captains, vice captains and monitors. They are insufficiently encouraged, however, to take responsibility for their own learning, for example, by undertaking personal research.
39. Pupils are successfully taught about their own cultural heritage. Lessons on local and British history, visits to churches, theatres and museums, the school choir and visits by performers all contribute effectively. This aspect of provision for pupils' cultural development is good. Opportunities to learn about others' faiths and cultural traditions in lessons such as religious education, art, music and dance are broadly typical of provision in primary schools nationally. Sensitive displays of photographs taken in Asia and Eastern European war zones effectively raise pupils' awareness of the different lifestyles of children in other parts of the world. There is too little emphasis, however, on increasing pupils' understanding of multi-ethnic British society. The visit of a Sikh poet has been beneficial in this regard but there are, for example, no educational visits to places of worship other than Christian, nor links with schools of different ethnic mix.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. Pupils' academic performance and personal development are monitored effectively through a systematic range of formal and informal assessments. Several of the staff have a long association with teaching families in this locality and know pupils' home backgrounds and circumstances well. This enables pupils' needs and sensitivities to be recognised quickly and dealt with more appropriately by the staff. The visits paid by reception staff to the homes of children who are about to start school are extremely worthwhile. They more effectively enable staff to discuss concerns of parents and find out how the children are developing because they are in familiar surroundings. This system promotes early identification of special educational needs and medical conditions so that suitable support can be introduced from the outset. Outside agencies are involved where appropriate.
41. Good arrangements are made to promote the welfare, health and safety of the pupils. The headteacher usefully consults with mid-day staff each term to discuss any problems concerning

their important role. In response to their suggestions at the last meeting teachers now communicate better with them about pupils that are allowed to stay indoors at lunchtime. This has enabled the supervisors to be more effective. Teachers with training in child protection have pooled their expertise since the amalgamation and suitably clarified the school's procedures to the staff. Several members of the teaching and non-teaching staff are trained in first aid and attend appropriate refresher courses. The governors take a keen interest in health and safety and undertake formal assessments of risk that are prioritised and tackled accordingly. Road, water and fire safety are given a suitably high emphasis through the school's very good personal, health and social education programme, as is drugs awareness.

42. The school is not complacent about its above average attendance level and has good ways of monitoring and promoting regular and punctual attendance. Parents are clearly informed about their responsibility to let the school know why their child is absent in the prospectus and newsletters. They are suitably contacted by the staff if they fail to do so. Telephone messages from parents are always noted and filed with their letters about absence for future reference. The headteacher monitors the registers of attendance and explanatory notes effectively. Suitable action is taken if parents appear to be condoning their child's absence and involves the education welfare officer where appropriate. The registers are marked very swiftly at the start of the school day and pupils arriving even a minute or two late are appropriately asked for a reason.
43. High standards of behaviour and absence of oppression are very effectively promoted by the school's very positive approach to behaviour and discipline that tries to 'catch pupils being good'. Staff expectations regarding pupils' conduct is very high and all have the same firm but fair approach. This enables pupils to be clear about the boundaries of acceptable behaviour. Teachers are very good in lessons at raising pupils' self-esteem and praising positive behaviour to demonstrate best practice. This calm approach is usually very successful in moderating misconduct without any need to resort to rules or to chastise pupils. The almost total absence of displayed rules around the school is very unusual in primary schools nationally. The house point system is used effectively and judiciously to reward particularly good behaviour. More serious incidents of unacceptable behaviour such as bullying are dealt with effectively and suitable records are kept.
44. The school takes considerable care to track the progress of its pupils, particularly in literacy and numeracy. The pupils undertake a series of commercially produced assessments as they pass through the school and an impressive amount of data is collected. Pupils are assessed at the beginning and end of their reception year and in Years 2, 4 and 6. Statutory assessments are appropriately carried out for seven and eleven year olds. The school also uses nationally recognised assessments in English and mathematics for pupils in Years 4 and 5 as well as using a separate standardised test to assess their reading levels at the end of Years 3, 4, 5 and 6. The school is therefore in a position to make accurate predictions about the likely performance of its pupils in national tests. It is also able to make early identifications of those pupils likely to have special educational needs. Having gained this information, the school does not make sufficient use of it to set targets for individual pupils or groups of pupils. The information is not sufficiently used to assist or amend curriculum planning for the benefit of its pupils. Assessment data, particularly information from national tests, is not sufficiently analysed to diagnose areas of weakness in the pupils' learning or to find the different groups of pupils that appear to make better progress than others. For example, there has been no attempt to find a reason for boys doing considerably better than girls in the 2000 national science tests for eleven year olds. There are no consistent arrangements for assessing progress in subjects other than English,

mathematics and science, whether to inform the planning of work or to give parents clearer information about their children's progress in annual reports.

45. The quality of the marking of pupils' work is variable. At best, teachers offer encouragement and suggestions as to how work might be improved. On occasions however, marking is little more than a series of ticks.
46. The use of the plenary sessions, advocated in the National Strategies for Mathematics and Literacy, has been enthusiastically embraced by the teachers and is also used in other subjects. Teachers use these sessions to build pupils' confidence, but the effect of this work is variable because in many cases teachers do not pinpoint the essential learning that has taken place. They do not talk about any specific targets that pupils may have been challenged by or involve the pupils in discussing their own learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The school's partnership with parents is generally satisfactory and their opinions about the school are positive. Following the very good start made by reception staff in establishing relationships with the families there are some aspects of the school's links with parents that are underdeveloped. As a result the contribution that parents are able to make to their children's learning at home is less than usual.
48. The reception staff visit the homes of all children in the term before they first start school to get to know the families and exchange important information. The school invests considerable time and energy in this work and it pays dividends. Encouragement is suitably given to these parents to attend induction meetings and open days that effectively inform them about school routines and expectations.
49. The prospectus is attractively illustrated with children's drawings and is reader-friendly and welcoming. It includes more information about the subjects that are taught than is common in such documents. Monthly newsletters keep parents well informed about everyday school life and dates of forthcoming events. They are told very little about the focus of current lessons. The fairly recent inclusion of news from the infant department, written in chatty style in response to requests from parents, is notable and provides a good example as to why parents find the staff so approachable.
50. Parents are very supportive of school productions and other major events but their attendance at occasional meetings to explain how literacy and numeracy are taught has been disappointing. Parents are not invited by the school to attend any of the assemblies during the week, including the merit award ceremony, which is unusual.
51. A significant number of parents are dissatisfied with the amount of homework set for their children and inspection findings agree with them. There is not enough consistency between classes or regularity within classes. Parents are suitably encouraged to make comments in their children's reading records, but they are given too little guidance on supporting learning at home.
52. Parents are given two formal opportunities annually to discuss their child's progress with class teachers and are welcome at any time to make informal arrangements to meet with staff. Some parents indicated that the main consultations take place too close to the end of the school year to be of value, particularly if there are problems. The school acknowledges parents' views in this. The annual written reports about how children are getting on inform parents effectively about their children's progress in English, mathematics and science and set general targets for

improvement. Reporting in other subjects focuses too much on enjoyment levels and what has been taught to the whole class.

53. Parents of pupils who have statements of special educational need are suitably involved in the formal process of annual review, but arrangements are too informal for those whose children have lower category special needs. They are neither invited to reviews nor formally made aware of the targets set for their children and the support that they might give other than during the consultations that all parents have with teachers.
54. Ample encouragement is given to parents to get involved in school by volunteering their assistance. The number of adults that help in lessons, assist with extra-curricular activities and the 'friends' association is small. Their help is much appreciated by the staff and is very beneficial to the children. A private after-school care club operates on the premises and is a useful facility for parents. Some parents would like the range of activities outside school to be improved but inspectors found that this is already better than in most schools.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The school is led in an effective way. The headteacher, staff and governors have all worked very well to accomplish the amalgamation of two schools and the settling-in period for the new primary school. The governors have a really close working relationship with staff, parents and children and this has helped to achieve the task. Many of the governors have a wealth of good experience to bring to their responsibilities and have quickly helped to establish effective procedures for school management. The headteacher, in particular, has won the confidence of the new team of teachers by effective leadership and setting an example by regular teaching. This has resulted in a shared commitment, amongst the staff, to succeed. The school has an effective set of new aims that clearly relate to raising standards. There is still more to do to complete the work of amalgamation in the respect of continuous programmes for teaching and the effective use of resources, but this does not detract from the good work already undertaken.
56. The headteacher's leadership and the governors' regular involvement in the school ensure that they know the school's strengths and weaknesses. These issues are represented in the school's plan for development, but this is for one year only. The governing body intends to make a more far-reaching plan at the end of this financial year, but as yet there is nothing in writing. Many of the weaknesses are due to the time needed to establish routines and for new policies to work in practice after an amalgamation. Parents' views of the school are mainly positive, but they are not yet able to play a full part in their child's education because homework is not applied systematically enough throughout the school and they do not receive enough information about the curriculum that their child is following. The lack of a parents' consultation evening in the spring term leaves parents short of information about what improvements need to be made, in their child's learning, before the end of the school year.
57. The school has many strengths. All parents who responded to the pre-inspection questionnaire believe, correctly, that teaching is good. The quality of teaching has been maintained during a period of upheaval and transition with staff successfully taking on new roles, although in subjects like mathematics, information and communication technology and art, teaching throughout the school is not fully consistent and results in slower progress than expected in some aspects of learning. Broadfield junior school was inspected in 1998 leaving it too little time to make significant progress in its points for improvement before the amalgamation, whilst Earnshaw Bridge infant school, which was inspected in 1996, had more time available. There is evidence in the present curriculum that progress was made in providing a wider range of opportunities in art

and music for infant-aged children. However, standards in information and communication technology, which was a key issue for both schools, have not been raised because the computers and software were not available until very recently. The most important aspect of development since the schools' last reports is the good process of amalgamation leading to a fully operational primary school. The school provides successfully for children who enter it with well below average knowledge and skills. The leadership and management for children in the reception classes are good. Planning is thorough and takes account of the most recent national guidance for the nursery and reception age range. This impacts positively on children's learning and ensures that they can make best use of the National Curriculum in Year 1.

58. The school has a really strong ethos that is based on very positive relationships between adults and pupils and between pupils themselves. As a result, pupils are very well behaved. When they leave the school for educational purposes, for example, to go to the local secondary school for a computer lesson, they behave impeccably. Everyone concerned, on these occasions, acknowledges that they are a credit to the school. The headteacher and governors are proactive in accepting pupils who have been excluded from other primary schools. These pupils soon become acclimatised to the self-discipline expected throughout the school and behave accordingly. The school has a very well developed programme for teaching personal, social and health education. This is regularly timetabled in all classes and is effective in helping pupils consider important issues for their general development and well-being – for example, an awareness of drug abuse.
59. The school has begun a programme for monitoring teaching, which includes support from the local education authority. The governors for literacy and numeracy are also involved in monitoring the effects of teaching and of standards in general. However, this level of management is not yet well developed. Subject co-ordinators have seen a limited number of lessons to judge the quality of teaching and suggest improvements, but a systematic programme of monitoring is not yet in place which would link into the national requirements for monitoring in relation to performance management. Moreover, co-ordinators, particularly in English, mathematics and science, do not regularly see pupils' books and work to evaluate learning or analyse test results fully to determine how teaching needs to be improved so that standards can be raised.
60. Management of the work related to special educational needs is satisfactory overall. Policies and procedures, from the two former schools, have been successfully combined. New procedural documents are all in place and the co-ordinator makes sure that pupils' individual education plans are all up to date and used in classes. However, some of these plans are not easy to use as a prompt for teaching because the targets for learning are too vague. This lack of clarity in some targets prevents effective teaching and limits pupils' learning.
61. There is a good number of teaching staff who are deployed and trained effectively. The governors have employed one extra teacher so that class sizes can be reduced towards the end of the juniors in English and mathematics lessons. This is having a beneficial effect on learning. Classroom support assistants play an effective role when the pupils are working in groups, but there are many occasions when they sit with nothing to do while the class teacher is talking. This represents an ineffective use of resources. The accommodation and resources for learning are generally satisfactory, although the shared area in the infants is cramped and limits what can be taught outside the classrooms. There are also occasions when resources are in school, but some teachers are unaware of their existence. Computers are beginning to be well used in the computer room, but other computers are underused in classes to allow pupils maximum

opportunities to extend their learning. The area for reception age children to play outside is sparse and generally lacking in equipment for climbing, for example.

62. The school makes satisfactory use of available grants. These grants are largely designated for specific purpose and have been put to good use, for example for staff training. Funds available for information and communication technology have been well used to provide much-needed computers. Funds for special educational needs are used effectively, mostly to employ staff. Governors monitor closely the benefit from the funds for special education needs.

63. The headteacher and governors have managed the financial aspects of the amalgamation well. The school's current development plan is brief, but the governors have already established systems, carried out by its committees, designed to ensure that the next plan is more long term and closely linked to the school's budget. The school's secretary and administrative assistant work is extremely efficient. The secretary works very closely with the governors to make sure that the budget is well monitored throughout the year. The governors and office staff make sure that money is spent wisely by researching how to spend it and choosing the goods and services that represent the best value for the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. The headteacher, staff and governors, with support from the local education authority should:

Improve standards in mathematics throughout the school. To do this they should (Paragraphs 3,4,8,82,84) :

- ensure that pupils practise their mathematical knowledge when solving problems;
- provide more challenge for higher attaining pupils;
- increase the speed at which pupils work so that they accomplish more in a given time; and
- make sure that the school's programme of work provides a step-by-step approach from one class to the next.

Improve standards in writing throughout the school. To do this they should (Paragraphs 4,7,79,80) :

- make sure that pupils are taught to join letters as soon as they are capable;
- improve the accuracy of pupils' spelling;
- provide greater challenges for average and higher attaining pupils to ensure that they write longer and more complex pieces of work;
- make sure that the marking of pupils' work gives information about how writing should be improved; and
- allow pupils to use computers more often when writing.

Improve standards in information and communication technology throughout the school. To do this they should (Paragraphs 10,28,100,114,118) :

- ensure that pupils are taught a comprehensive programme of work in each class and year group;
- improve teachers' expertise and confidence with computers; and
- ensure work is properly matched to pupils' current attainment.

Strengthen the role played by co-ordinators, particularly in English, mathematics and science, in evaluating teaching, standards and pupils' work to determine aspects for improvement (Paragraphs 59,81,87,94,100,113,124, 135).

Improve the use made of test results, and assessment information from lessons, to set targets for individuals and groups of pupils that are discussed in lessons (Paragraphs 23,25,44,46,85,93,106).

Other areas for improvement identified during the inspection are:

- the school's development plan and outstanding issues from the amalgamation (Paragraph 55);
- individual education plans for pupils with special educational needs (Paragraphs 29,60);
- outside play equipment for reception children (Paragraphs 61,73);
- information for parents (Paragraphs 49,56);
- the role played by the classroom support assistants at the beginning of lessons (Paragraphs 21,22,93,100,104); and
- multi-cultural education (Paragraphs 31,39).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	70
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	51	39	1	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)	0	275
Number of full-time pupils eligible for free school meals	0	56

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	0	52

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	15	14	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	13	13
	Girls	11	12	12
	Total	22	25	25
Percentage of pupils at NC level 2 or above	School	76 (n/a)	86 (n/a)	86 (n/a)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	12	12	12
	Total	25	25	25
Percentage of pupils at NC level 2 or above	School	86 (n/a)	86 (n/a)	86 (n/a)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	25	17	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	20	23
	Girls	11	8	12
	Total	29	28	35
Percentage of pupils at NC level 4 or above	School	69 (n/a)	67 (n/a)	83 (n/a)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	21	25
	Girls	11	*	14
	Total	29	29	39
Percentage of pupils at NC level 4 or above	School	69 (n/a)	69 (n/a)	93 (n/a)
	National	70 (68)	72 (69)	80 (75)

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

**Figure omitted because number of pupils fewer than 11*

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	275
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes:

YR – Y6

Total number of qualified teachers (FTE)	11.7
Number of pupils per qualified teacher	23.5
Average class size	27.5

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	99

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	551963
Total expenditure	551783
Expenditure per pupil	1809
Balance brought forward from previous year	39053
Balance carried forward to next year	39233

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	275
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	42	6	0	0
My child is making good progress in school.	50	45	2	0	3
Behaviour in the school is good.	39	52	6	0	3
My child gets the right amount of work to do at home.	17	59	23	0	0
The teaching is good.	53	47	0	0	0
I am kept well informed about how my child is getting on.	31	53	13	3	0
I would feel comfortable about approaching the school with questions or a problem.	64	33	2	2	0
The school expects my child to work hard and achieve his or her best.	53	44	0	0	3
The school works closely with parents.	34	55	11	0	0
The school is well led and managed.	41	48	3	0	8
The school is helping my child become mature and responsible.	41	55	0	0	5
The school provides an interesting range of activities outside lessons.	13	55	14	5	14

The school's practice in setting homework is a significant concern of parents.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

65. Children are admitted to either a reception class or a joined Year 1 and reception class in the September following their fourth birthday. At the time of the inspection, there were 27 children in the full reception class and 11 children in the split class. Few have received pre-school education. The majority of children enter the reception classes with levels of skills, knowledge and understanding in the areas of learning that are well below average. In physical development and creative development children's levels of ability on entry to school are below average.
66. The staff are both very experienced teachers of young children with a very secure understanding of their needs. By planning activities together and sharing resources, they make sure that, for the most part, all children have equal access to the full range of experiences prescribed in the curriculum guidance for children of their age. Teaching is at least good in all the areas of learning so as children move through the stage, they make good progress overall. Children make very good progress in knowledge and understanding of the world and in personal, social and emotional development. The consistent strengths of the teaching are the clear and consistent expectations of behaviour reflected in very effective management and organisation of activities. Children are generally very clear about they have to do and what is expected of them so behaviour is very good and concentration levels are sustained well. Staff are sensitive to the progress that children make and, supported by assessments done in lessons, are able to identify early any children who have particular difficulties or who may have special educational needs. Consequently, by the end of their reception year, although the majority of children are attaining at levels below that expected for their age, except in physical and creative development, they are well placed to continue their work towards, and in, the early stages of the National Curriculum in Year 1.

Personal, social and emotional development

67. There is a strong emphasis placed on the personal, social and emotional development of the children. The very good progress the children make reflects the very good quality of teaching and the importance the school attaches to this area of the curriculum. The children benefit from the well-established routines and structures such as registration period and the use by teachers of the National Strategies for Literacy and Numeracy as the basis for planning. A good example of the planned development of children's personal skills is the inclusion of the reception children in the daily assembly. The teachers and the classroom support staff work successfully together to establish a calm and caring atmosphere where children feel confident and concentrate on learning. The children make good progress in developing good relationships with each other and the adults. They are co-operative, helpful and polite. They develop the ability to listen and respond to instructions. For example, when using the hall for physical education they stop and start when told, try hard to complete the activities and follow the rules explicitly. Consequently, children become more independent being able to work, for limited periods, without direct supervision on a range of activities such as painting and constructing models. In these activities, they develop a clear awareness of each other and take turns to share equipment. The good relationships enable the children to explore and experiment with confidence and take full advantage of the good range of experiences available. Overall, they have developed greater confidence and independence, but their ability to concentrate for longer periods and work productively with other children is not yet as expected for their age.

Communication, language and literacy

68. The emphasis placed on the personal and social skills also has a positive impact upon the children's skills in language and literacy and children thoroughly enjoy the activities provided. Throughout all activities staff talk to children and encourage them to use appropriate vocabulary pertinent to the topic. Consequently, the most articulate children can explain in detail what they have done and how they have done it, for example, how they did their literacy task. During role-play activities children talk with each and adopt particular roles. The higher attaining children do this well, but others find it more difficult. Staff create effectively imaginative scenarios that encourage children to develop language skills and find pleasure in stories and characters. For example, the teacher in the reception class regularly uses soft toys as characters to introduce sessions.
69. Listening skills are developed well through a variety of activities including story time, listening to audiotapes and participation in a wealth of incidental discussions. All adults provide good role models as they demonstrate full attention and respect for what is said by other adults and by the children. Children follow their example and listen carefully to their teachers as activities are discussed, stories told or instructions given. The majority of children respond appropriately to straightforward questions and there are few completely irrelevant contributions made to discussions.
70. From a very low starting point where few children can write their names, hold a pencil correctly or read basic words or sounds, early reading and writing skills are developed well in an environment that presents many opportunities for children to encounter the written word. Where worksheets or other printed materials are used, the staff explain to children what it says. From the outset, children are taught that signs, symbols and print carry meaning. Staff celebrate books, and stories are read with expression and enthusiasm. This communicates itself to the children so they listen attentively and respond well to questions about what they can see in the pictures. Most of the children know that print is linked to the picture and that the printed words carry the story. The higher attaining children can retell familiar stories from the pictures, include some detail of the characters and events. They can read their name and are beginning to learn some letter names and sounds. Average attaining children can retell a familiar story, but the details are scanty. All children are encouraged to take books home to share with their families. Teachers provide many opportunities for children to begin to learn to write. Children quickly begin to develop their skills in writing so that by the end of the reception year the majority of children can do so and have developed basic writing style. The letters are generally correctly formed and legible, although some letters are reversed and inconsistent in size. The majority, with some help, knows the initial letter of their name. All children hold a pencil correctly and most have developed a fine control so that even those children who are not writing independently make their marks carefully and with intent. However, too few children are confident enough in early reading or writing for the majority to be judged as reaching the expected by the age of five.

Mathematical development

71. The teaching of mathematics is good. The majority of children do not fully attain the early learning goals by the end of the reception year because they find it hard to use their knowledge of numbers in practical activities. Nevertheless, they make good progress in lessons. They develop a secure understanding of basic mathematical ideas and language. Lessons are carefully planned and provide a good range of activities that develop the skills and understanding of the different groups of children. As a result children enjoy the lessons and show positive attitudes. In the split reception/Year 1 class the teacher follows the national numeracy guidelines, but lessons and activities are varied slightly in timing and pace so that the children are fully involved in the lesson. In the reception class, the teacher uses short, brisk activities that involve rhymes and songs to reinforce basic number concepts and counting. Consequently, children are fully involved in the whole-class activities. They have good levels of concentration and are well prepared to do their independent tasks. These are well matched to the abilities of the different groups of children so that they make good progress in developing basic mathematical skills and understanding such as ordering numbers. By the end of the reception year the majority of children can count to 10 and have secure understanding of the number order and recognition. Higher attaining pupils know numbers at least to 20 and can count forwards and backwards. They can also write the numbers and can sort objects according to colour. Other children find this more difficult.

Knowledge and understanding of the world

72. Most children enter the school with a very limited experience of the world. For example, a minority of children in the reception class does not recognise pictures of buses and fire engines. The breadth of the curriculum and very good teaching ensure that children make very good progress in developing a knowledge and understanding of the world about them. Children with special educational needs benefit from the same range of opportunities so they also make good progress in broadening the range of their experiences and awareness of the world around them. Although most children do not fully achieve the early learning goals, the breadth of their knowledge develops well. For example, through a lesson looking at the sort of weather and clothes worn by people when going skiing, they learn the names of the different garments and about the weather conditions in mountainous and snowy areas. Through a topic on old and new toys children begin to develop an understanding of the passage of time. They have good opportunities to play with water and sand, investigating and experimenting with different materials and containers. Regular opportunities to use the computer develop children's control skills and confidence in using an increasing range of programmes and effectively develop their language and mathematical skills. A strength of the teaching is the constant use of language. Teachers and support staff are continually talking to the children, encouraging them to talk about what they are doing and asking questions. This helps the children look carefully at what they are handling, take care with the equipment and in the process develop their observational skills. However, the limited knowledge of the world that the children possess when they enter the school prevents them reaching national expectations by the end of the reception year.

Physical development

73. The quality of teaching and learning in this area is good and the children make good progress in developing their physical skills so that they are on course to achieve the expected levels by the end of the year. The teachers' effective use of the school hall for formal physical education lessons enables the children to enjoy a large space and to develop their awareness of each other, space and movement very well. Good management strategies ensure that lessons run smoothly,

have a good pace and children concentrate on their tasks. Children enjoy the lessons and try very hard in all that they do. Clear routines are established so the children get organised quickly, understand what is expected of them, are attentive and try hard. Suitable activities encourage children to hop, run and jump with increasing confidence and control. Through a good range of activities and games children learn how to move with increasing confidence and awareness of each other and space. Sensitive support by the class teacher encourages the less confident to join in and give help to those who are not so clear as to what to do. Some physical education lessons take place outside, but these are formal taught lessons. The school does not have suitable facilities or resources for a full range of outdoor activities to provide fully for the recommended curriculum for children of this age. The development of skills in handling tools is promoted well in both classes through activities such as working with play dough that involve shaping, cutting, joining and pasting. The children handle construction toys and equipment confidently and purposefully to realise their own ideas.

Creative development

74. The teaching of creative development is good and children are on course to achieve the expected levels by the end of reception year. Children learn a wide range of skills and techniques from painting to collage and modelling work. Through careful instruction children learn how to use a range of tools and equipment to cut shape and join materials such as paper, card and malleable materials. As in all other areas of teaching, communication plays a very important element in the work and adults are constantly talking to and discussing with children what they are doing. Praise encourages children to look carefully at what they have done. Consequently, they make good progress in developing the skills outlined in the programmes of study. Throughout the reception classes, children have many opportunities to sing songs and to learn rhymes. The teacher in the reception class in particular is enthusiastic about singing and constantly uses little sung phrases to attract children's attention or to reinforce a point. This enthusiasm is infectious and the children develop an enjoyment of music and singing so they join in the songs enthusiastically. This kind of enjoyment in their work is duplicated throughout all creative activities.

ENGLISH

75. The achievement of eleven year olds in English in the 2000 national tests, the first since the school opened, was well below the national average. The findings of the inspection are that pupils in Year 6 are achieving higher standards this year. This is particularly the case in speaking, listening and reading. The school is following the national pattern in writing where standards are lower than in reading. Variations in standards are explained by differences between groups of pupils, the positive impact of the National Literacy Strategy and school-based initiatives such as the Better Reading Partnership. The achievements of boys and girls are similar and any differences are due to groups of boys or girls who find difficulty with their work rather than in the teaching they receive. The achievement of seven year olds in the 2000 national tests in reading was well below those found in most schools and schools of a similar context; standards of writing were below that found in most schools and in similar schools. However, inspection findings are that the standards are improving. This year, pupils in Year 2 are achieving standards in reading, speaking and listening close to those found in most schools. However, standards in writing are less well developed particularly for higher attaining pupils, few of whom are developing a fully secure use of basic grammar and a cursive style of writing. Nevertheless, the school is on course to meet its targets for English in 2001.
76. Pupils with special educational needs make satisfactory progress. Their achievements are similar to the expectations outlined in their individual education plans. This is due to the school's

method of grouping pupils in smaller groups for teaching, thereby giving teachers more contact with individual pupils.

77. Pupils listen carefully to their teachers and gradually develop more confidence in expressing their ideas and opinions. The youngest pupils lack confidence and often need considerable prompting by the class teacher to share their thoughts. Throughout the school teachers explain new ideas and instructions carefully and use a range of questions well to encourage pupils to give considered and thoughtful answers. This approach is effective so that their confidence and independence develops well, with the result that by the age of eleven most pupils willingly contribute to class discussions and plenary sessions. For example, pupils in Year 5 happily shared their short dramatic version of a poem and pupils in Year 6 happily discussed their history topic on Victorian Leyland. In the best literacy lessons, pupils are fully involved at the end of lessons giving examples of their work, such as reading their work to the rest of the class and evaluating how work could be improved. Unfortunately, in other lessons these opportunities to extend pupils' skills in speaking and listening are frequently lost because teachers do not provide enough time to fully involve pupils in evaluating the success of their work against the starting objectives of the lesson.

78. The majority of pupils enjoy reading. The oldest pupils choose their own reading material from class and school collections. Pupils of average and higher attainment recall stories accurately and they can explain the plot, referring well to specific characters and events by way of illustration. They are confident and read with good expression and understanding of the importance of using punctuation and emphasis to bring a reading alive. For example, pupils in a Year 6 class read a poem aloud with enthusiasm and good awareness of expression and how to vary the pace of the reading to give sense and rhythm to the poem. Pupils are able to research ideas and topics using a range of sources, particularly the higher attainers, although the opportunities they get to fully extend these skills in English lessons and in other subjects through library research and the use of computer-based encyclopaedic software or the Internet is limited. Infant pupils are enthusiastic readers and are pleased to share their reading with adults. The best readers are fluent and expressive readers who are able to capture the listener by achieving good variation in pace and tone of voice. Most pupils are aware of their errors, frequently self-correcting themselves. Although their reading is slightly hesitant and lacks the expression of the best readers, they have a secure knowledge of letter sounds and other strategies, such as using pictures, to work out new words or to predict what might be happening in the passage. The lower attaining pupils have a more limited sight vocabulary, but enjoy reading and use the basic words and skills they have developed well to complete their work. The majority of pupils can name some authors and have a secure understanding of how to use the index and contents sections in non-fiction books to find specific information although they have few opportunities to use the school library.

79. Pupils' skills in writing are not as well developed as their reading skills. This is a consistent pattern throughout the school. For example, in the juniors, more advanced writing skills are not taught or used by pupils sufficiently quickly so that in Year 4, few pupils write in a joined up style – an essential element of the national expectations for their age. By the age of eleven, the higher attaining pupils write neatly in a joined up style and use capital letters and full stops accurately. Their writing is organised in a series of sentences that extend their ideas logically and in interesting ways, fluently well matched to the audience. They are beginning to use more complex punctuation such as speech marks in their writing. However, the majority of pupils' writing style is less well developed. The writing is cursive and care is taken over presentation, but inconsistencies in size and letter formation reflect the less than fully fluent style. Although most words are spelt correctly, there are a significant number of careless errors such as full

stops and capital letters either missing or used inappropriately. This lack of rigour in grammar is a consistent feature of the pupils' writing throughout the school and reflects the variation in marking of pupils' work. Although some of the marking is valuable and informative, much of it gives very little guidance to pupils as to how they could improve their writing and there are few references to the objectives of the task or any previous targets set in the comments. As with the research element of reading, pupils have too few opportunities to compose and present their work in different ways in both English lessons and in other subjects. This is particularly true of the higher attaining pupils. Computers are not used enough to allow pupils to compose pieces of writing.

80. The teaching of English is never less than satisfactory and is occasionally very good. This is despite the fact that the teaching of writing is not as good as that for reading. Teachers, in general, do not pay enough attention to the development of handwriting, spelling, punctuation and the composition of longer, more interesting pieces of writing. The best teaching is seen when teachers follow the structure of the National Literacy Strategy, which has been introduced well into the school, and use particularly well chosen tasks, which are based on the text being studied. This is particularly true in Years 5 and 6 in the smaller single age classes. For example, a Year 5 lesson, based on a poem, developed seamlessly and naturally moving from the text to work on grammar to a closing session that referred back to the starting point. The class teacher, who used a variety of questions that required pupils to use their knowledge to the full, led class discussion very well. This approach ensured that pupils of all abilities developed a more secure understanding of the teaching points and were given good opportunities to practise and reinforce their learning. The closing sessions are used effectively to check that pupils in different groups have understood their work and to give them the opportunities to share with each other what they have done. A positive approach to managing the lessons and pupils is a consistent strength throughout all the lessons seen during the inspection. This is founded in very good relationships between pupils and adults and between pupils. Expectations of behaviour are explicit and instructions given to pupils are clear and unambiguous. Consequently, pupils behave well and work with good concentration and speed even when an adult does not directly supervise them. This includes pupils with special educational needs whose tasks usually match their needs and when taught directly by the teacher benefit from sensitive support. Where pupils are withdrawn for individual teaching, for example for Better Reading Partnership sessions, they benefit from very effective targeted teaching so they make very good progress in developing their reading skills. This method of identifying the learning needs of specific pupils and designing individual programmes is having a positive impact on standards and on the attitudes of pupils towards reading.
81. The subject is led by a recently appointed, but committed and experienced co-ordinator who is a skilled teacher of the subject. The National Literacy Strategy is firmly embedded in the life of the school and there are well-established approaches to assessing and tracking pupils' progress against the levels of the National Curriculum. However, the school has not developed ways of using this information to act as a focus for the co-ordinator's work in monitoring teaching or to set targets for individual pupils. Homework is applied inconsistently throughout the school and therefore does not help to ensure the best possible progress. Although the co-ordinator is beginning to have an impact upon the direction of the subject, the work has yet to positively impact on standards.

MATHEMATICS

82. Pupils' attainment is below the national average throughout the school. Standards remain very similar to those reported in national test results for the year 2000. At the ages of seven and

eleven, pupils' results in 2000 were about five per cent below the national average. Considering that pupils are well below the national average when they enter the reception class, the progress they make over their time in school is satisfactory. However, standards do vary between year groups due to the make-up of the groups and are better in some years – for example, the standards in Year 4 are broadly typical to those found nationally. Pupils make better progress towards their targets in the juniors owing to the good teaching that they receive. Any difference in attainment between boys and girls is due to the individuals concerned and not to any aspects of teaching. There are good strategies in place to tackle current weaknesses in mathematics in an attempt to reach the school's ambitious targets for eleven year olds.

83. The quality of teaching is good in the juniors and satisfactory in the infants. The teaching of the National Numeracy Strategy is having a significant effect on pupils' ability to recall number facts. The impact of this teaching is raising standards but it will take some time to accrue. Good learning, particularly in the juniors, is evident in lessons where the teachers encourage pupils to explain their thinking or demonstrate their methods to other pupils. This emphasis is inconsistent between classes and learning is less successful where teachers do not discuss the answers pupils give or where teachers spend too little time with pupils exploring other strategies of calculation. Nevertheless, all pupils receive regular arithmetic practice to keep their skills sharp. Year 1 pupils can read numbers up to 20, while in Year 2 they can count up to 50. Pupils acquire an increasingly good knowledge of how numbers fit into a sequence. Year 5 pupils read numbers through to millions and have a satisfactory knowledge of place value.
84. There are weaknesses in problem solving. In pupils' exercise books and in oral questioning too often the focus is on a straightforward calculation. For example, in Year 2, whilst many pupils can add 5 and 3 mentally, when asked to respond to 5 more than 3 they are far less successful. Similar weaknesses are apparent in some inverse operations – for example, pupils who know the 7 times table are slow to respond to questions such as, how many 7s make 35. In some lessons, the work undertaken by the higher attaining pupils is very similar to that set for the middle group and therefore the work for them is insufficiently demanding. Pupils with special educational needs make satisfactory progress towards the individual targets set for them by a combination of additional adult support and work carefully matched to their attainment.
85. All teachers have good relationships with their classes and misbehaviour very rarely impedes the progress of lessons. Teachers manage their classes well, particularly in Years 5 and 6 where smaller, single age, classes have been created by employing an additional member of staff. All teachers satisfactorily follow the planning structure of the numeracy strategy. The pace of lessons is generally better for pupils aged seven to eleven. In the infants, the complex organisational arrangements, or the fact that the teaching jumps too quickly from one topic to another, slows the pace of learning. The balance of work covered in each age group varies. For example, in Year 5 the teachers pay better attention to the teaching of measure, data and such topics as probability than is the case at Year 6. This is a fault in the planning of the curriculum that has not yet been monitored during the school's normal review of subjects. Insufficient use is made of information and communication technology to support the teaching of the subject. Rarely do the pupils use computers in the lessons apart from in the infants where they are used to practise basic number recognition and for sums. Marking is generally satisfactory, but it is better in some classes where attention is drawn as to how pupils might improve their work. Group work is sometimes not well enough matched to the particular difficulties experienced by pupils and discussion at the end of lessons is not sharp enough concerning what has actually been learnt and what needs to be practised next time.

86. Pupils are very attentive to their class teacher and listen well to each other when they learn how others have tackled a calculation. They present their work neatly in their exercise books, which helps promote the accuracy of their work. However, in independent work, they are often slow to get on and teachers need to expect more of them.
87. The newly appointed co-ordinator has had limited influence to date due, in part, to a lack of experience of the junior age range. Some monitoring of teaching has taken place to provide information, which is used to improve the quality of teaching and raise standards. The school tests pupils regularly and keeps annual records of pupils' attainment within each year group. However, insufficient use is made of this data to set target for different groups of pupils or to assess the strengths and weaknesses of varying aspects of the work. Homework is not well used to help pupils meet any targets set for them and is inconsistently applied across the school.

SCIENCE

88. Standards are average throughout the school. In the 2000 national tests for eleven year olds the school's results were similar to other schools nationally and with the results of schools of similar intake. The fact that boys did better than girls was due to the number of girls in the year group that experienced difficulties in learning in general. Current standards in the present Year 6 are as expected for their age and they are on course to meet the school's target for 2001. Results for seven year olds in 2000 were below the national average and below the average for schools of a similar intake. However, current standards in Year 2 are close to the national average.
89. By the time they are seven pupils have gained a clear understanding of many scientific principles, for example, basic forces and what effect these forces have on various materials. Pupils have great fun in finding out about how forces act on various materials. For example, some pupils in the infants were really amused at how elastic responded to various weights being attached to it. They also investigate light, identifying primary and secondary sources. They have used torches to find objects in completely darkened rooms and studied how light is reflected. They do much practical work to study changes and decide whether these changes are reversible or not by making jellies and butter or cooking flapjacks. This practical investigation, devised in lessons that are taught well, helps to consolidate their thinking.
90. The good teaching in science continues in the juniors. By the time they are eleven, pupils are able to conduct experiments into physical processes, making predictions, recording results, varying aspects and choosing variables. For example, in Year 6 pupils extend their understanding of light by practical work, measuring shadow lengths, investigating shadow lengths at different times and recording results in the form of line graphs. They recreate classic experiments like Newton's experiment with refracted light and look in detail at the structure of the eye and the way it reacts to light. This kind of in-depth work linked to the application of mathematical skills is the result of good teaching.
91. Teaching is consistently good throughout the school and pupils are enthusiastic and co-operate well with each other. The good teaching has resulted in pupils with a good knowledge of various scientific ideas, but also a good understanding of how to go about testing and drawing conclusions. Pupils are able to sustain concentration for acceptable periods of time and this aids their learning. Teachers adopt a very positive manner, making full use of praise and encouragement to build pupils' self-esteem and to coax them into extending their responses. Teachers use questioning well to challenge pupils to extend their thinking and learning. For example, pupils investigating conductors were asked why it could be that some pencil 'leads'

appeared to conduct electricity and others not. This led to much discussion and investigation before an answer was found. This positive approach is particularly helpful at encouraging progress from pupils with special educational needs. Science is often successfully linked to the teaching of English. In Year 2, for example, pupils, in response to the story 'Jelly for Tea,' put a jelly baby into the middle of their solidifying jelly and later ate their way through to it. They learnt about changes of state while enjoying the taste of jelly.

92. Teachers are confident in using correct words and terminology to extend pupils' knowledge and vocabulary. A teacher of Year 2 pupils used the words 'distort', 'elasticity' and 'ellipse' in the space of a few minutes. It also means that they are able to utilise events that occur and materials brought in by pupils and are able to use anecdotes as examples of scientific phenomena. This happened when a pupil brought in an elastic toy with writing on it which appeared to change when it was stretched: the teacher was able to demonstrate and discuss this phenomena using balloons at various stages of inflation.
93. There is some useful discussion at the end of lessons, but in general pupils are not expected to talk about what they have learnt in any depth. The quality of marking is variable, sometimes being little more than ticks and seldom offering more than encouraging remarks. There are examples, in the marking, of higher attaining pupils being offered excessive praise for performing relatively simple tasks. Classroom support staff are not always used to the best advantage. They are well used in group or practical situations, particularly to help the learning of pupils with special educational needs, but are often not well used when the teacher needs to talk to the class all together.
94. The management of science is generally effective. The co-ordinator has monitored some teaching and learning both through direct observation of teaching and through some scrutiny of teachers' planning and pupils' work. This has been useful to the staff concerned, but has not been practised enough. Assessment arrangements are not fully developed. Assessment information is not used to set targets for individuals or groups of pupils. This weakness, within the picture of generally good teaching, means that pupils are not able to see precisely what they need to do to improve their work. Computers are sometimes used in lessons, but not enough use is made of them throughout the school.

ART AND DESIGN

95. Standards reached by seven and eleven year olds are broadly typical for their age. The curriculum, and consequently pupils' skills, is weighted in favour of drawing and painting, and work in printing and textiles is less evident. Three-dimensional work as represented by sculpture using clay and cardboard boxes is satisfactory. Progress over the years, brought about by satisfactory teaching, is not evenly acquired. Therefore learning, which is satisfactory overall, is not evenly developed throughout the school. This is because the quality of teaching depends on the individual teachers' confidence in the subjects and how far they have gone in implementing the school's new scheme of work.
96. By the age of eleven, pupils can study a painter like Monet and show a reasonable understanding of what is meant by Impressionism. They can mix, for their own work, a selection of the colours that Monet used, comparing their results closely with the originals. Their achievements are restricted to these accomplishments because they have not acquired, over a number of years, many other ways of talking and thinking about an artist's work. At the age of seven, pupils' sound achievements are enhanced by the school's partnership with a local secondary school. Older pupils have loaned some of their own sculptures to act as an inspiration for the infants. As

a result, box models, made by the seven year olds, on the theme of a fantasy playground, were well constructed and imaginatively decorated.

97. One of the strengths of the teaching is that pupils enjoy their work so much. Year 6 pupils, for example, are exceptionally well behaved despite having to manage a wide range of paint and other resources. Pupils throughout the school become fully engrossed in their work. They invariably try very hard as when listening to a talk by their teacher about an artist's work or a topic like sculpture. Pupils in Year 2 buzzed with excitement when looking at secondary aged pupils' three-dimensional work and pictures of work completed by Picasso and Elizabeth Frink.
98. Teaching is satisfactory overall. It is strong in the management of resources and the organisation of the lesson and weaker in using the work of artists to spur pupils into producing original work of their own. Also pupils have insufficient opportunities to talk about the work that they have done, thereby showing a facility for self-assessment. As a result pupils learn enthusiastically, but do not develop their critical faculties. Lessons in which teaching has benefited from the school's new scheme of work help pupils to produce better work. For example, in Year 5 pupils were sketching cross-sections of fruit and noting onto the sketch ideas and descriptions that would help when they reproduced their sketches into a motif on a clay tile. Pupils in Year 1 have been experimenting with different kinds of line drawn by using a wide range of pens and pencils. These lines have given them ideas for a three-dimensional piece made out of brightly coloured pipe cleaners. The work from these two lessons was of a good quality. However, these good examples do not yet represent a coherent development in art throughout the school.
99. There is no direct policy statement for the subject that explains how teachers are to use the new scheme of work and this means that teachers cannot make sure that the school's purpose and direction in art is developed in their lessons. Consequently, art is often used as a tool for illustration in other subjects, such as history and pupils are not developing their skills in art in all areas. There are few examples of the work of known artists around the school and while teachers plan to teach their class about a famous artist, there are few saved examples of any work having been produced. Sketchbooks, used in the juniors, are not produced to a common format and contain little beyond quick sketches and little that represents experimentation towards a wide range of art techniques.
100. Since this is a new school, progress from the last inspection cannot be noted, but the school has made a sound start in tackling the issue of providing a step-by-step programme of development in art throughout this newly formed primary school. Overall plans for teaching are now generally guided by the school's new scheme, but it is too early to see many results of this in pupils' work. The assessment of pupils' work has not been tackled and is a weakness in the teaching that limits learning. There is no collected work, by pupils, for staff to discuss, and lessons contain too few opportunities for pupils to discuss their own work and that of others. The co-ordinator has arranged for some artists to visit the school. This scheme is well under way and designed both to raise pupils' expectations about what they can achieve and to provide valuable training for teachers. The co-ordinator has been active in ensuring that resources are available, but has not tackled the issue of what standards, teaching and learning are like and how they could be improved. Computers are rarely used for artistic purposes.

DESIGN AND TECHNOLOGY

101. Pupils' levels of attainment are typical of those seen for pupils aged seven, but are above those usually seen for pupils aged eleven. Pupils, including those with special educational needs, achieve well throughout the school.
102. By the age of eleven pupils are able to construct buggies with electric motors. Using computers, they are able to programme the movements of these buggies. Higher attaining pupils are able to add flashing light systems and hydraulic lifting devices to their basic buggy. This work is a particularly good example of the way in which good teaching is responsible for effective learning and high standards. Many pupils extend and consolidate their learning in science and music by making musical instruments. Finished products are usually either string or percussion instruments and although the quality of the finished products does vary many are of good quality and capable of producing a range of notes. Younger pupils make a thorough study of packaging. They study the purpose and structure of packages and whether the material used is suitable to protect the contents. They complete design sheets for packages and logos. There did seem a missed opportunity as no pupils had completed logos using a computer. They also complete evaluation sheets, practising their skills in literacy.
103. By the time they are seven pupils have had some good experience of food technology. They consolidate numeracy skills cutting fruit into various fractions, producing fruit salads as well as extending their scientific learning on the senses, particularly taste. They make and study the nutritional value of banana sandwiches as well as cooking crispy cakes. They also make cress 'sheep', which they are able to 'shear' as the cress grows. They prepare for later stages in their learning, when they will study packaging, by constructing various geometrical three-dimensional shapes and extend these skills making angels at Christmas and embellishing commercially produced cubes into their own 'sculptures'.
104. Teaching is satisfactory in the infants and good in the juniors. Teachers adopt a very positive and encouraging manner with pupils giving them confidence to answer questions and put forward their own ideas. Ideas are seldom dismissed but teachers will, by questioning, get the pupil to evaluate these ideas to gauge their feasibility. Teachers allow extended periods of time for design and technology so that pupils have time to discuss, design and evaluate their ideas and models. For example, a teacher of older pupils was prepared to allow pupils considerable time before expecting written designs and this was rewarded when the designs came quickly after long periods of discussion. Good use is made of plenary sessions for individuals and groups of pupils to explain their designs. These are beneficial in giving others ideas and also for the speaker to explain his or her ideas and in some cases spot weaknesses in the design. Teachers do not always make full use of classroom support staff. They are deployed well in practical sessions to support learning by individuals or groups of pupils, particularly those with special educational needs, but they are often unproductive during introductory or discussion sessions at the end of lessons.
105. Pupils' attitudes to design and technology are good. Pupils concentrate and co-operate well in groups. Older pupils in particular are prepared to listen to and consider the ideas of others. These good attitudes help their learning and give confidence to others, particularly those with special educational needs.
106. There is no record of skills learnt or written assessments of pupils' progress throughout the school and this is an area for development. Resources are adequate to support the curriculum and are accessibly stored. The co-ordinator has considerable expertise in the subject and has done some in-service training for other education authorities. He has undertaken considerable training himself and has encouraged other staff to attend courses to improve their own

knowledge and confidence. Particularly good use is made of displays of pupils' work. These not only celebrate the work, but also trace the stages of various projects clearly and precisely, informing pupils and teachers as well as helping to consolidate the learning of the pupils involved.

HISTORY AND GEOGRAPHY

107. All pupils, including those with special needs, gain sound knowledge and understanding of the two subjects. They develop subject skills such as basic research and observation satisfactorily, although the higher attaining pupils have too few opportunities to fully use and extend their information and communication technology, literacy and numeracy skills within lessons.
108. The quality of teaching and learning is satisfactory overall. The main strength of the teaching is the management of pupils. Explanations and instructions are clear and explicit so pupils understand what is expected of them and what they have to do. Some teachers use role-play, such as pretending to be a Victorian teacher and class; some use striking displays such as the Greek temple in Year 4 to give added interest to lessons. Consequently, in the majority of lessons, pupils make sound progress in developing their skills, knowledge and understanding. In addition, this has a major impact upon pupils' behaviour and attitude in lessons. They are enthusiastic and interested in lessons and behave well.
109. By the age of seven, pupils have a secure a sense of chronology and can correctly sequence specific events. They know about some important events in British history such as the Gunpowder Plot and in the process they learn about the lives of some famous people such as Guy Fawkes and how they affected the present day. Through a topic on toys they learn how places and things change over time and begin to learn a range of vocabulary to describe the past and present such as old and new. In geography, pupils develop a secure knowledge of countries in the United Kingdom and the names of some places further afield. Younger pupils learn that on maps different colours signify land and water and symbols are used to represent places. Teachers develop these basic skills well. By the age of seven, pupils can draw diagrams of the infant area using rulers, colour keys and clear labels for specific places and items of furniture. They learn about Leyland and the important buildings in the town and they are able to compare different places using the climate and weather. Although opportunities to write and record their ideas are limited, they are able to use appropriate vocabulary to explain their ideas.
110. Junior pupils build on these basic skills in both history and geography so that by the age of eleven they have acquired the subject's skills, knowledge and understanding satisfactorily. In history, pupils know about different periods, events and important people in the history of the United Kingdom and in the ancient world. For example, through a topic on the Greeks they learn about the religion, culture and some of the important battles in the history of the Ancient Greeks. Teachers use other subjects well to support the topic by, for example, creating replica Greek vase designs in art. Older pupils develop abroad understanding of the life of people in the Victorian age. They learn how life was different for people and the important events that shaped the modern world such as the development of motorised transport. Their research skills develop satisfactorily so that they can use a range of sources such as textbooks, photographs and artefacts to find evidence about specific topics, but they have limited opportunities to plan, organise and pursue research for themselves. In geography, pupils build on the knowledge they acquired in the infants about weather and climate to develop a broader understanding of how the physical landscape, such as rivers and mountains, affects where settlements are placed and how they are used by people. The older pupils learn about physical geographical features and the processes that affect the landscape such as river erosion and how people try to control and limit

the affect by river defences. They learn about different habitats and begin to compare the positive and negative aspects of living in different places.

111. Teachers have appropriate knowledge of both subjects and use this to plan lessons that are generally well matched to the objectives for the subject. However, in the lower juniors there are distinct inconsistencies between classes in the approaches taken to teach the same topic and in Years 5 and 6 there is an over-reliance on worksheets as the base for written activities. Consequently, although the planned activities cover a broad range of the topics, there are insufficient opportunities for all pupils, particularly the higher attaining, to fully extend their learning. Furthermore, the teachers' appreciation of how history and geography can be used to develop pupils' basic literacy, numeracy and information and communication technology skills are not often evident. Throughout the school, insufficient opportunities are provided for pupils to write in different formats, conduct surveys and produce graphs from the data and/or to use the computers to present their work.
112. Teachers expect pupils to remember and apply knowledge from previous lessons. In the introductions to a significant number of lessons the teachers ask probing questions, often directed to specific pupils, so that all pupils are fully involved in the discussion and need to use their knowledge to provide answers. This aspect of assessment is good, but the quality of marking is generally weak and inconsistent across the school. It gives insufficient information to pupils as to how they could improve their work, and teachers do not place a high enough emphasis upon maintaining a high quality of presentation. Consequently, the quality of pupils' written work, particularly that of the oldest pupils, is below that expected for pupils of the age, with insufficient attention being paid to handwriting, grammar, punctuation and spelling.
113. Since the school opened the curriculum for both subjects has been reviewed in line with the national recommendations, and the subject policies have been reviewed. The curriculum in history makes a good contribution to pupils' social and cultural development through a good range of visits to local places, museums and other places of interest. Information and communication technology is beginning to be used as a method for research in history, but overall it is under-used, particularly as a way of processing data or presenting work in different ways. The co-ordinator provides satisfactory leadership to the subject by maintaining resources, in history, providing topic packs for colleagues and providing advice when required. However, the wider role of the co-ordinator in monitoring the quality of pupils' work and the teaching in the subject is underdeveloped. This limits the co-ordinators' capacity to develop proactively their subject across the whole school.

INFORMATION AND COMMUNICATION TECHNOLOGY

114. Standards are below the national expectation throughout the school. The classroom-based computers are under-used and pupils do not receive a broadly balanced curriculum. It is not unusual for the computers to be switched off and not in use at all. Recently there has been a significant improvement in resources for teaching the subject. A new computer suite has been opened with sufficient computers to enable teachers to teach the curriculum well.
115. Throughout the school, the strength in the present provision is in the pupils' use of computers for word processing. Ten and eleven year olds know how to use the software to set out their writing in the form of a newspaper and they are able to edit their work appropriately. Year 5 pupils have created the title page for a calendar by choosing images available within the software and then word-processed a short message to go with it. In Year 4, pupils have word-processed their 'Jack Frost' stories and have used the spell check facility to edit their work. In Year 3,

pupils use software that enables them to create their own storybook about the Ancient Greeks, combining both text and pictures. These Year 3 pupils show a satisfactory knowledge of how to position pictures, alter the size of images and use a variety of font sizes in the word processing. The difference in standards between year groups is in some cases small. The pupils do not systematically build on previous experiences and learning is therefore unsatisfactory and erratic. Pupils, throughout the school, have too few opportunities, for example, to use graphic software to draw pictures, to use the technology to draw graphs, to experiment with control technology or to retrieve information to support their work in other subjects. However, there are pockets of provision in some of these areas. Year 6 pupils have successfully used the technology to control the operation of the model vehicles they have made. In Year 4 pupils have just begun to be taught how to use a CD-ROM to retrieve information.

116. Pupils in Years 1 and 2 receive too few experiences to ensure a meaningful programme of work. Pupils have used the computers to develop their skills with the mouse. Often these experiences are in the form of games, some of which are to develop pupils' understanding of numeracy and spelling patterns. Pupils undertake some very basic word processing but the higher order skills, such as saving their work, are underdeveloped. Across the breadth of the curriculum, standards are below expectations.
117. Since the computer suite has been operational, the learning of pupils in the juniors has improved. The Year 6 pupils have just begun to learn about spreadsheets and with a great deal of teacher assistance are able to produce a table capable of generating their multiplication tables. Lower junior pupils have a clearly defined programme of work mapped out for them which when completed should enable them to attain satisfactory standards in handling text and image.
118. Overall, the quality of teaching is unsatisfactory. Planning for the subject is weak which reflects low levels of knowledge and expertise from teachers. Nevertheless, some good teaching takes place. In good lessons, teachers are well briefed in the use of the software and systematically build up the pupils' understanding. The teachers manage their pupils well. On the few occasions when pupils were seen working at computers, usually in pairs, they were well behaved, co-operated sensibly and respected the equipment. Too little use is made of the technology to support the work of pupils with special educational needs. During the inspection period, one group of Year 5 pupils visited the computer suite at the high school. This was their first visit. It was a very good learning experience for pupils where they further developed their word-processing skills including use of a spell-checker and the centring of text.
119. Since the school opened some 15 months ago, much of the time of the subject co-ordinator has been given to overseeing the development of the computer suite. Gaps in software provision have been identified and sufficient software is now available to give far more breadth to the curriculum. This has placed great demands on the co-ordinator's time, but these objectives have now been successfully completed. The school has adopted the most recent national guidelines for the teaching of the subject. However, not enough time has been devoted to thinking about how the work suggested for each year group can be best matched to present levels of pupils' attainment. Many pupils bring into school a wealth of experiences from home. They word process, e-mail messages to friends, search the Internet and seek information from CD-ROMs. Currently, the school does not capitalise on this expertise amongst the pupils.

MUSIC

120. Standards achieved by pupils are generally typical for their age at seven and eleven. Pupils have a positive approach to the subject, particularly in singing, which is of a high standard in Years 5 and 6. This high standard in singing is the result of particularly able teaching that produces rapid

progress in learning. For example, pupils, in a Year 5/6 lesson, bristled with enthusiasm when taught to breath properly and were consequently able to make a range of different sounds with their voices, whilst standing and breathing properly. Their attitudes to learning were typical of those found throughout the school. These pupils took delight in their success and listened with rapt attention to the teacher's directions. The teaching was brisk and brimming with confidence in the subject. Pupils learnt techniques of singing in a systematic and colourful way because the teacher demonstrated the key points with precision and great gusto.

121. Pupils' achievements in singing accelerate rapidly at the end of the juniors. Techniques have been built up steadily beforehand by enthusiastic, but non-specialist, teaching. Standards in other areas are not so well advanced by the time pupils are eleven. They listen to recorded music and compose their own pieces using the school's tuned and untuned instruments, but results are not so dramatic and past performances of compositions have not been captured on tape as a record of pupils' achievement. This omission tends to limit pupils' opportunities to talk about their learning, which is a current weakness in teaching and learning. Even in the best lessons pupils are not given much of a chance to think about how well they have done and what they have learnt. Teaching overall is satisfactory throughout the school although some teaching, particularly at the end of the juniors, is very good.
122. Attainment, by the time pupils are seven, is as would be expected across the range of activities. Most pupils can clap and tap rhythms well and sing in tune. Enthusiasm for learning is good, but pupils' knowledge and skills are not sufficiently developed because instruments are not always talked about by name, and there are insufficient opportunities to play these instruments and for pupils to talk about what they have done.
123. Pupils throughout the school listen to recorded music, but not as part of a structured curriculum that sets out to develop a broad knowledge of composers and types of music. The school has recently introduced the national scheme of work to guide lessons, but it is too early to judge its success. Some teachers are still using an older commercially published scheme of work and while this is beneficial for singing and rhythm work it is less useful to help pupils compose their own music. Composition is energetically undertaken in some classes. For example, in Year 3, pupils composed some simple sound patterns after looking at the colours in Kandinsky's paintings. They noted down their ideas using symbols to represent the sounds. This was exciting work, but it is not a regular feature in the school's programme and these skills have not been developed and extended systematically.
124. Music lessons make a good contribution to pupils' spiritual and cultural development. For example, nine and ten year olds enjoyed music played on the sitar, using five notes in a scale compared to the European seven notes. On occasions, pupils are visibly moved, emotionally, by their success in singing. The school choir provides a very good opportunity for pupils to further their enjoyment in this respect. Singing in collective worship is sometimes lively and tuneful, but at other times it lacks lustre. The co-ordinator has played a leading role in ensuring that the curriculum is organised, resources are ready and pupils and parents know about the range of musical opportunities on offer outside lessons. However, the issue of standards and how they can be improved has not yet been tackled systematically.

PHYSICAL EDUCATION

125. Standards are at the level expected of pupils aged seven and eleven although in swimming and water safety standards are higher than expected. Younger pupils achieve good standards in dance. Pupils with special educational needs are fully involved in all areas of physical education

and make satisfactory progress. The school provides a good range of activities for pupils to enjoy. For example, pupils in Years 5 and 6 have the chance to participate in a range of adventurous activities although this is not a statutory requirement. Outside agencies provide expert tuition, over extended periods, in sports like cricket and tennis; individual pupils have very good tennis skills, and extra-curricular sessions provide further opportunities for pupils to develop their football and netball skills. School teams in football, netball, cricket and swimming give pupils the opportunity to develop their skills in competitive situations. The school is particularly successful in fielding teams of mixed gender.

126. The quality of teaching is good throughout the school. Lessons are conducted at a brisk pace and the physical nature of the lesson is emphasised. Young pupils practising their dance movements work continuously moving from one type of movement to another accompanied by a rhythm beaten out on a drum. Year 5 pupils, developing their striking skills in tennis, move through a series of increasingly complex movements using both backhand and forehand strokes. The good pace helps to keep pupils focused on their learning. They have no time or opportunity to become distracted. Teachers often encourage the pace of the lesson by taking a very physical approach, joining in the activity quite vigorously and being out of breath as they give the next instruction. Teachers stress the effects of physical exercise on the body so pupils in Year 1 know that the heart is a muscle and that muscle is strengthened by working and they know the heart is working because it is beating faster. Pupils in Years 1 and 2 are on the way to mastering a sequence of well-controlled movements in completing country dances like Farmer's Jig because teachers insist on pupils striving for high quality.
127. Some teachers are imaginative in linking the lessons to other areas of the curriculum, a good example being when pupils in Year 2 practised pushing and pulling movements prior to studying forces, involving pushes and pulls, in science. Where lessons are not quite so successful it usually concerns a lack of physical involvement by the pupils. In some lessons, for example, although the tasks set are appropriate and demanding, the number of pupils involved in the task at any time is low. A good passing and shooting exercise for older pupils involved two pupils performing the task while the rest of the class waited their turn.
128. All teachers stress the importance and reasons for warming up muscles prior to exercise, but in some cases the session is perfunctory. Other sessions on the other hand, involving devices like the 'Wheel of Fortune', were imaginative and not only entertained pupils but involved them in considerable physical effort. Sessions to relax the muscles at the end of lessons are generally much more successfully completed and have the benefit of leaving pupils calm and ready to start their next lesson.
129. Pupils' attitudes to physical education are positive and their behaviour in lessons is good and this has a beneficial effect on their learning. Even in lessons where pupils were not sufficiently involved they behaved well and in good lessons radiated enthusiasm.
130. Physical education is effectively managed. The co-ordinator is an enthusiastic practitioner who has a clear idea of how to raise standards further. There have been some opportunities to monitor some teaching and learning, and written feedback has been provided to teachers. This has helped to improve teaching and learning. Arrangements for assessing pupils' progress are not well developed and this prevents learning from being even better. The school occupies a most spacious site, which would benefit from the markings of grids to aid small-sided games activities. Top Sport and Top Play schemes have been thoroughly and systematically introduced. These are national schemes introduced to help pupils become more involved in sport and reach higher standards. The training undertaken by teachers in these initiatives has had a beneficial

effect on both their knowledge and confidence and means that teachers are confident in offering coaching points. The thorough review of both policy and scheme of work, which has resulted in documents of quality, has further enhanced their knowledge and confidence.

RELIGIOUS EDUCATION

131. Pupils' levels of attainment are in line with those expected of pupils aged seven and eleven. Pupils including those with special educational needs achieve well in relation to their prior attainment.
132. The quality of teaching and learning is good and in a few cases is very good when teachers with a particular interest in religious education provide specialist teaching to other classes. This helps learning in that pupils benefit from the good subject knowledge and enthusiasm of a committed teacher. In most lessons teachers know their subject matter well and bring the work to life by a creative use of resources and dramatic story telling. For example, in Year 1 pupils were being introduced to Judaism through the telling of the story of Hanukkah, introducing the festival of Hanukkah and its comparison with Christmas. The teacher had advent candles from the local church and was able to contrast these to the Menorah. The teacher had an actual example of a dreidl to show the children, engaging their interest and enthusiasm for further study. The work on Buddhism in Year 6 was similarly brought to life by a good set of artefacts connected with that religion. Learning is enhanced by the way teachers adopt a variety of approaches to the written recording of lessons and this provides good support for work in literacy and in some cases other areas, such as science, in Years 3 and 4, for example, where a study of the symbolism of light in religion is linked to the physical nature and uses made of light, as in the Morse code. Pupils in Year 4 write play scripts, some of which are extended and imaginative, and pupils in Years 5 and 6 write an account of the birth of Jesus from the perspective of either Mary or Joseph. Pupils with special educational needs are set written tasks designed for their capabilities.
133. Teachers show considerable sensitivity to the beliefs of others and a feature of some lessons is the way pupils, who are Jehovah's Witnesses, are included in the lesson without compromising their beliefs. Information and communication technology does not play a significant part in the teaching of religious education. However, a lesson on features of religious buildings given to Year 4 children was supported by some splendid photographs of local churches taken by a teacher using the digital camera.
134. Pupils' attitudes to religious education are positive and help their learning. The close attention they pay shows these good attitudes during lessons and the care with which pupils present their work.
135. Management of the subject is effective. Some monitoring of teaching and learning has been undertaken and teachers have been provided with written feedback. This has helped to improve lessons. The programme for religious education is enriched by a series of outside speakers, none of whom is more influential than the local vicar who has also supported work by pupils in Years 3 and 4 by staging mock weddings and baptisms at his church. Pupils visit the church for services at Christmas and Easter. This helps to broaden their knowledge of Christianity. Although the co-ordinator is starting to collect a portfolio of pupils' work, assessment procedures in religious education remain underdeveloped. This prevents work being set that more closely matches the needs of individual pupils.

