

INSPECTION REPORT

WOODHOUSE PRIMARY SCHOOL

Brighouse

LEA area: Calderdale

Unique reference number: 107528

Headteacher: Shirley Stoker

Reporting inspector: Anna Dawson
11608

Dates of inspection: 4 – 7 November 2002

Inspection number: 246683

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Daisy Road Brighouse West Yorkshire
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Ken Blackburn
Date of previous inspection:	June 2000

INFORMATION ABOUT THE INSPECTION TEAM

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11608	Anna Dawson	Registered inspector	Science; the Foundation Stage.	The characteristics and effectiveness of the school; the school's results and pupils' achievements; key issues for action; leadership and management.
9039	Bernard Eyre	Lay inspector		Pupils' attitudes, values and personal development; partnership with parents and carers; pupils' welfare, health and safety.
	Alan Hardwicke	Team inspector	Mathematics; information and communication technology; English as an additional language.	Quality and range of opportunities for learning.
	Sally Howard	Team inspector	Art and design; design and technology; geography.	
	Peter Sudworth	Team inspector	English; history; educational inclusion.	The quality of teaching and learning;
	Therese Kenna	Team inspector	Music; physical education; religious education; special educational needs;	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Woodhouse Primary School is a large school for children from 4 – 11 years of age in the town of Brighouse, West Yorkshire. It draws its pupils from the area that surrounds the school and some pupils travel from the nearby authority of Kirklees. Most pupils have attended a nursery or a playgroup before they start in one of the two reception classes in the year they become five. Pupils enter the school with a broad range of attainments. In general their social, language and mathematical skills are above average. There are 377 pupils on roll in full time education; of these 200 are boys and 177 are girls. They are grouped in 14 classes. Six per cent of pupils have special educational needs. Most of these pupils have language and learning difficulties. This is below the national average of 23.7 per cent. The percentage of pupils who have a statement of special educational need at 0.7 per cent is below average. The percentage of pupils eligible for free school meals at four per cent is below average of 18.6 per cent. Most pupils are of white European origin. Other heritages include pupils from India, Pakistan, China and the Caribbean which make up seven per cent of the population. Only 0.3 per cent is learning English as an additional language. Pushto is their first language. There are 8 per cent of pupils leaving or joining the school at other than the normal times. This is not characteristic of Year 6 where approximately 25 per cent of pupils have joined or left the school other than in their reception year. The characteristics of the school are broadly similar to those reported at the time of the last inspection in 2000 apart from the number of pupils on roll. This has recently increased by 42. The school has identified a small number of very able pupils.

HOW GOOD THE SCHOOL IS

This is a rapidly improving and effective school. Pupils have very good attitudes to work and relate very well to one another. The school is well thought of by the parents and the community. The headteacher provides very good leadership. She is fully supported by a committed hardworking staff and a very supportive governing body. Children's achievement is good in the reception year; most exceed the expected goals by the end of their reception year. Pupils continue to achieve well in Years 1 and 2 to attain well above average standards in reading, listening skills, mathematics and science. Between Years 3 and 4 pupils' achievement is satisfactory but accelerates within Years 5 and 6. Pupils achieve well throughout the school in reading and listening skills. These are well above average by Year 6. The school gives good value for money.

What the school does well

- Pupils achieve well to attain standards that are well above average in reading, listening skills, mathematics and science by Year 2 and in reading and listening skills by Year 6. Children get a good start to their education and make good progress in the reception classes.
- The headteacher has set very good educational direction for the school and it is well managed by a committed and hardworking staff who are well placed to move the school forwards.
- There are very good relationships within the school. Pupils are keen to learn, take pride in their work and show respect for themselves and others.
- The quality of teaching within the Foundation Stage and Year 6 is very good.
- There is very good provision for pupils' moral and social development.
- There is a very effective governing body and the school receives very good support from the parents.

What could be improved

- Pupils' writing and spelling.
- The organisation of the provision for pupils with special educational needs.
- The work that is given to the higher attaining to challenge them further in their learning.

- The monitoring of teaching and learning by the subject leaders.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the last inspection in 2000. Since then most of the key issues have been resolved. There has been good improvement in standards in English, mathematics and science although there are still some higher attaining pupils that could do better. Standards overall in writing and spelling should be higher. The organisation of provision for pupils with special educational needs and the monitoring of teaching and learning by the subject leaders need further improvement. In other aspects of the work of the school, the quality of teaching and learning, the curriculum, pupils' behaviour, attendance, the work of the governing body and pupils' spiritual, moral, social and cultural development are all better than they were two years ago.

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	2000	2001	2002	2002
English	D	A	B	C
mathematics	D	A	A	B
science	B	A*	B	C

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Caution must be exercised when interpreting the test data because fluctuations are caused between year groups according to the differing attainments of the pupils.

In 2002, pupils in Year 6 attained well above average standards in mathematics and above average standards in English and science when their results were compared with those of all pupils nationally. When compared with the results of pupils in similar contexts, the Year 6 pupils attained above average standards in mathematics and average standards in English and science. They exceeded the targets set by the school for English and mathematics in 2002. This was mainly due to the effective teaching and the high expectations of the staff within Years 5 and 6 and the pupils' enthusiasm for learning. Pupils did better in mathematics because a high percentage attained the higher level 5.

By the end of their reception year, most children achieve well and exceed the Early Learning Goals by the time they enter Year 1. Most are working towards or within the National Curriculum. By the end of Year 2, pupils achieve well and attain well above average standards in reading, mathematics and science. In Year 6, pupils are currently achieving well and are on course to attain above average standards in mathematics, science and English overall. In reading and listening skills, pupils attain well above average standards, above average standards in speaking skills and average standards in writing throughout the school. The school has been successful in raising standards in English. However, writing and spelling remain a focus for improvement, as pupils' attainment is not as high in writing as it is in reading. In science, and mathematics as well as English, some of the most able pupils are not always stretched and could achieve higher standards. Pupils with a statement of special educational needs get good support and make good progress towards their targets. Other pupils with special educational needs make satisfactory progress. They often miss important teaching points when they are withdrawn from classes and the teaching assistants are not always deployed to make best use of time to help these pupils learn. Those learning English as an additional language and those from minority ethnic backgrounds achieve satisfactorily.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning. They concentrate very well during lessons because they enjoy school and are keen to learn.
Behaviour, in and out of classrooms	Behaviour is very good in lessons and in and around school. Pupils are welcoming and polite to visitors.
Personal development and relationships	Very good. Pupils respect the views of others and play and work happily together.
Attendance	Very good. Most pupils have very good attendance. They are punctual and arrive on time.

The positive approach by the school towards encouraging pupils' very good behaviour, their positive attitudes to work and respect for self and others, is central to its aims and values. The pupils' enthusiasm to learn is a major contributing factor to their improving achievement.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Satisfactory

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

The quality of teaching and learning is good overall. It is very good in the reception classes and good in Years 1, 2 and 5 and very good within Year 6. It is satisfactory in Years 3 and 4. The quality of teaching ranged from excellent to unsatisfactory with the best teaching seen within the reception year and Year 6. In the best lessons, teachers adopt the methods advocated by the *National Literacy and Numeracy Strategies*. The staff set clearly focused objectives and question pupils frequently to review their learning. The basic skills of reading and mathematics are taught well and the teaching of writing is satisfactory. Where learning is not as effective, the work set does not always meet the needs of all the pupils, particularly those that are higher attaining and at times those with special educational needs. Planning is effective for the most part when it addresses the needs of all groups of pupils. Most pupils with special educational needs make satisfactory progress towards their individual targets. Vital teaching is often missed when they are withdrawn from English lessons as teachers are introducing and demonstrating the learning objectives. There is good support for the pupils with a statement of special educational need who make good progress. The school is in the early stages of identifying and making provision for those pupils who are gifted or talented. At present these pupils often work with a year group above their own in Key Stage 2, but at a level that is appropriate to them and learning is satisfactory. The teaching assistants work satisfactorily with small groups of pupils.

Very good management of pupils provides a climate for learning where pupils concentrate on what they are doing and work hard. Reading, mathematical and investigative skills in science are taught well and are a strength. There are still improvements to be made to pupils' spelling and story writing skills. Opportunities for pupils to develop their skills in information and communication technology are restricted because there are too few opportunities for pupils to practise their skills in all subjects. The

staff share their expertise well in planning the curriculum. However, they do not use their assessments of pupils' work well enough in Key Stage 2, to plan work to meet the needs of all the higher or lower attaining pupils. The extent to which they are able to monitor teaching and learning to carry out their subject responsibilities is not sufficient. There is good provision for pupils in the Foundation Stage of learning. There are a wide range of interesting and relevant activities planned. The pupils have been in school only for a few weeks but have happily settled into their new routines. There are well-planned opportunities for pupils to learn about a range of cultures and traditions. There is satisfactory provision made for pupils learning English as an additional language. Visual methods and explanations given for subject vocabulary helps them make satisfactory progress. These pupils and others from minority ethnic backgrounds are fully included in all aspects of school life. There are good opportunities for pupils to learn about the cultural diversity in our society.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. There is good provision for pupils in the reception classes. In other classes the school provides a satisfactory range of experiences. There is a very good range of extra-curricular activities.
Provision for pupils with special educational needs	Satisfactory. The teachers identify learning difficulties early. The pupils with statements of special educational need make good progress because of the good support they receive. Other pupils make satisfactory progress. However, when they are withdrawn from the classroom, they often miss important teaching points. This has an adverse effect on learning.
Provision for pupils with English as an additional language	Satisfactory. Pupils are helped well to make satisfactory progress and are included in all aspects of school life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for pupils' moral and social development and good provision for pupils' spiritual and cultural development. Pupils are prepared positively for living in a diverse society.
How well the school cares for its pupils	Good. The school takes good care of the pupils. There are very good procedures to promote pupils' good behaviour. Procedures for assessment overall are satisfactory. Successful procedures are applied for child protection.

The school has good partnership with parents. Most parents are very appreciative of the care given to their children and support the school very well with fundraising activities. A minority of parents help pupils learn in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very good leadership. The school is managed well. The staff work very well together as a team and share very good commitment to improvement.
How well the governors fulfil their responsibilities	The governing body is very supportive of the school and has a very good overall view of its priorities. The governors have very good procedures to

	monitor the work of the school.
The school's evaluation of its performance	Good. The school evaluates its performance through careful monitoring of test results and individual achievements. The senior management team monitors some teaching and learning. However, there is insufficient monitoring of teaching and learning by the subject leaders.
The strategic use of resources	Very good. The school has successfully resolved a deficit budget in the first two years and, with the help of parents through fundraising activities, made considerable improvements to the accommodation.

There is good accommodation and satisfactory resources to help the pupils learn. However the teaching assistants are not always efficiently deployed to make the best use of their time to help those with special educational needs.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children enjoy school and achieve well. • That the school is well led and managed. • That the quality of teaching is good and pupils are expected to do their best. • That pupils behave well and there are good relationships between pupils and staff. • That the school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • Some parents feel that they are not well enough informed about their children's progress. • Some parents feel that there are not enough interesting extra-curricular activities.

Inspectors agree with most of the positive views of parents. Some pupils could do better and attain higher standards. Parents receive good information about their children's progress although reports could be improved if the language used in them was less formal. The range and quantity of extra-curricular activities are very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils enter school with a wide range of attainments. Most pupils' attainments on entry to the school are above average in their language, social and mathematical skills. In relation to their starting points, most children get a good start to their education and make good progress in reception classes. By the time they leave the reception classes, most have attained the *Early Learning Goals* that are expected nationally of children of this age and are working towards the first level of the National Curriculum. A minority of children have not yet attained the expected goals and a minority are working at level 1 in the National Curriculum. The majority of pupils continue to achieve well by the end of Year 2 and attain standards that are well above average in English, mathematics and science. There is a more variable picture in Key Stage 2 caused by fluctuations in teaching and learning and differences between the overall attainments of the year groups. Pupils in these year groups, particularly in Year 6 have suffered interruptions to their learning caused by frequent staff changes within the past four years. In this year group there is a high movement of pupils in or out of the school. Only approximately 75 per cent of pupils in Year 6 started in the reception class when they entered school. By the time they leave Year 6, pupils are on course to attain above the expected standards in mathematics, science and physical education. In writing and speaking skills, the pupils are on targets to attain the expected standards by the end of the year. There are strengths in reading and pupils' listening skills, where standards are above average.
2. In the 2002 National Curriculum tests and assessments in Year 2, pupils attained high standards in reading, writing and mathematics. When standards are compared with those of other schools in a similar context, pupils attained above average standards in reading and well above average standards in writing and mathematics. The 2002 results showed good improvement from 2001 in mathematics. In Year 6, pupils attained well above average standards in mathematics and above average standards in English and science. When compared with similar schools, pupils' attained above average standards in mathematics and average standards in mathematics and science. This group of pupils along with the present Year 6 has suffered considerable disruption with changes of teachers and high numbers of pupils leaving and entering the school. This has had an adverse effect on their learning.
3. In any analysis of the school's results in national tests, caution must be exercised. The proportion of pupils taking the tests who have special educational needs varies from year-to-year and causes fluctuations in the overall percentage of pupils attaining the expected standards in English, mathematics and science.
4. Most pupils currently in Year 2 are achieving well in reading and listening skills. They are on course to attain well above average standards by the end of the year. Pupils do not do as well in writing and speaking where standards are average. In mathematics and science, pupils' achievement is good and they are on target to attain well above average standards by the end of Year 2. In Years 3 and 4, pupils' achievement is satisfactory. By Years 5 and 6 pupils' achievement is good and they are on course to attain above average standards in English, mathematics and science. Throughout the school attainment is well above average in reading and listening skills. Writing and speaking skills are average.

5. By Years 2 and 6 in all other subjects, apart from physical education where standards are above average, pupils are attaining standards that match the national expectations. In religious education pupils attain the expected standards of the locally agreed syllabus by Year 2 and Year 6.
6. The staff are very committed to improving standards and the quality of pupils' work. In the last two years standards in English, mathematics and science have risen and good progress has been made. Pupils exceeded their targets for English and mathematics in Year 6 in 2002. Although other subjects were not reported in detail, there has been recent significant improvement in the coordination and quality of the curriculum and teaching and learning.
7. The school monitors the attainments of all pupils and works out targets for predicted achievement. Using assessment information from standardised tests and teacher assessments, the staff identify pupils who are not achieving as well as they should. However, there is no provision for the regular monitoring of teaching and learning in all subjects. Some of the staff have recently joined the school and have not been trained to monitor the quality of teaching and learning. Without monitoring for consistency in practice, daily lesson planning does not always meet the needs of some of the higher attaining pupils in Key Stage 2 and of some pupils with special educational needs. Because teachers do not consistently use their assessments well enough to match the work to the attainments of these pupils, they are not all achieving as well as they could. However, there are more pupils attaining at higher levels than there were at the time of the last inspection in 2000. The school is in the early stages of identifying those who are gifted or talented. Some provision is made within the setting of year groups to help them reach their potential but the school recognises there is further work needs to be done.
8. Pupils who are learning English as an additional language and those from ethnic minorities are included well in all activities. Pupils learning English as an additional language are not in the early stages in their learning and make satisfactory progress. The staff use visual methods to help the pupils understand the lessons. For example, they introduce lessons with visual stimuli such as pictures or overhead transparencies. Subject vocabulary and the lesson objectives are clearly explained. Good questioning and the constant checking of pupils' learning help the teachers to monitor pupils' progress and rectify any misconceptions.
9. The pupils with special educational needs who have a statement of special educational need make good progress. This is because the teaching assistants help them effectively. Most other pupils with special educational needs have learning difficulties in literacy or numeracy. They find it difficult to understand or follow texts and to answer questions, to spell accurately or to solve mathematical problems. The teaching assistants liaise with the teachers to plan their work. The very good relationships that the assistants have established with the pupils are particularly effective in boosting pupils' confidence in learning and prompting them to answer questions. This enables the pupils to succeed in tasks at their own level. However, when they are withdrawn from class they can miss important parts of their learning and this results in satisfactory progress overall.
10. For the last two years, the comparisons of boys and girls results show there is no significant difference in the attainments of boys and girls. Equality of opportunity is

given considerable attention. There is equal curriculum provision for pupils and boys and girls undertake similar activities.

Pupils' attitudes, values and personal development

11. The attitudes of the pupils to the school and their behaviour are very good. This significant strength provides a secure platform to enable the pupils to make further improvements in their learning. The pupils with special educational needs, those from minority ethnic backgrounds and those learning English as a second language have a positive attitude to their work and develop their self-confidence well. This has improved from the last inspection when behaviour was good. The personal support that they receive and their attendance is also very good. Pupils are keen to come to school and they enjoy talking about their work. They explain in some detail the lessons that work well and identify those where improvements can be made. They feel that the school routines are fair and that their teachers are kind and helpful. Several past pupils have written letters to express their appreciation of the school. Pupil numbers are increasing, especially in the older classes and newcomers are made to feel welcome, consequently they settle quickly.
12. Standards of behaviour are very good and as a result the pupils feel secure and in most lessons they learn well. There are simple but effective classroom rules. The behaviour management policy contains the right balance of rules and guidance; occasional shortcomings are addressed swiftly. Most parents believe that the behaviour of the pupils is good and that they are well supported generally. There have been no exclusions.
13. Pupils' very good personal development is secured by the commitment and dedication that all of the adults give to the personal interests of the pupils. The school is aware that it has to work hard to improve its reputation in the community and it is doing this effectively. This is confirmed by the supportive comments made by parents and the increasing number of pupils on the school roll. Pupils receive good support when they are upset and the school is sensitive and supportive. These matters are addressed with appropriate discretion. The school has a policy for racial equality and it provides numerous opportunities for pupils to develop an understanding of different cultures and faiths.
14. The pupils are becoming effective citizens, being well prepared for the experiences they will encounter in adult life. Their personal development is supported by the numerous opportunities they have to assist in the running of the school and they respond very well to the trust displayed by their teachers. There is a distinct sense of ownership and pride in the school. From the reception class onwards pupils are consulted about the school's routines, this helps them to have a mature and balanced understanding about democratic processes including how to act responsibly. The older pupils are being well prepared for the next stage of their school life. There is no graffiti or litter, pupils say that they enjoy their school, parents agree; regular attendance and good punctuality provide further confirmation that the progress made by the school over the past two years has created a confident and happy environment. The school is well prepared to ensure that more pupils attain their full potential.
15. Attendance is very good, being well above the national average. This has significantly improved since the last inspection when it was average. There are few problems with

punctuality and the school day runs smoothly. The small amount of unauthorised absence arises solely because the school correctly records extended periods of absence for holidays as being unauthorised.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. The overall quality of teaching and learning in the school is good. There was no marked difference in the quality of teaching across subjects apart from English where the teaching and learning particularly in Key Stage 2 is satisfactory rather than good. There are strengths in investigative science, as for instance, when Year 5 and Year 6 pupils were trying to find out which kind of string worked best to make a string telephone. In mathematics, the proficient use of methods advocated by the *National Numeracy Strategy* keep pupils focused on developing well-understood concepts and skills. Reading is a strength throughout the school. The quality of teaching is much improved since the last inspection. Generally the quality of teaching is better in the Foundation Stage and in Key Stage 1 than it is in Key Stage 2, although within Years 5 and 6 some very good and occasionally excellent teaching was observed. Some of the teaching within Year 6 is a particular strength in the school.
17. Teachers manage pupils very well and have very good relationships with them. Lessons usually progress smoothly as a result. Before the pupils begin their activities in lessons, the tasks are usually carefully explained so the pupils know what they have to do. There is usually a good structure to lessons but sometimes activities go on for too long and the pupils can become restless in some mathematics lessons. In many lessons good use is made of time. Teachers are very committed to their work and most plan their lessons in detail. However, as yet, not enough attention is given to pupils' different capabilities. As a result, the higher attaining pupils are not always challenged enough and pupils with special educational needs sometimes struggle. In many lessons too much is at the direction of the teacher so pupils do not get enough opportunities to think for themselves, particularly in the more practical lessons, such as art and design and design and technology.
18. In some classes very good use is made of modern technology to present the lesson material and this is projected clearly by an overhead projector onto a whiteboard so pupils can see the text. In one mathematics lesson, for example, it was used effectively to show a chart and discuss the properties of different triangles. This helps those learning English as an additional language and those pupils who learn well visually. However the use of information and communication technology by pupils is inconsistent across the school and not fully embedded in the teaching of all subjects.
19. Questioning is often used effectively in lessons to gauge pupils' understanding, and memory, of key facts from the last lesson. It is also used well within lessons, for example to check that Year 3 pupils had understood why the sand and salt went through a sieve whilst the pebbles and peas did not, as they worked on the separation of solid particles of different sizes. A particularly good technique is the following up of an answer to a question with a quick one word question such as "*How?*" and "*Why?*" to check that pupils can fully understand and can explain their answer. This technique is also helping pupils' thinking and speaking skills. The occasional use of paired discussions, as in history when pupils discussed aspects of a portrait of *Elizabeth 1*, has a similar effect.
20. Teachers often have good subject knowledge and research the content well. They use technical language effectively in lessons, which the pupils then assimilate and give back in their own responses. In information and communication technology they

use the terms *desktop*, *drag*, *icon* and *font* as a natural part of the lesson and in art and design the term *abstract*. Young children in English are introduced to the words *medial vowel* and understand its significance. In mathematics the terms *median* and *mode* are used. However, teachers' subject knowledge is occasionally not as good as it should be and results in incorrect information being taught to pupils. In one lesson pupils were taught to use a line graph in their recording of data for rubbish collected daily in Years 3-6. The good subject knowledge also extends to techniques. Left-handers in design and technology were taught the correct technique for using saws and the positioning of their hands and shown how to adjust the wood and saw correctly. In physical education pupils' swimming is well taught.

21. The work for higher attaining pupils and those with special educational needs is sometimes not well matched in Key Stage 2 to their prior attainment in several subjects. There is inconsistency in this throughout the key stage in planning. Planning does not always indicate how the work is to be fitted to different pupils' needs. In cases where the pupils in two different year groups in Key Stage 2 do the same work, there is often an assumption that the pupils have the same level of understanding, for example in science or where sets for mathematics and English are arranged across two year groups.
22. The quality of teaching for pupils with special educational needs is satisfactory overall. This is a similar situation to the last inspection. Individual education plans are good; they set clear targets, detailing success criteria, strategies and resources. However teachers' plans do not always reflect these targets or indicate how pupil's needs will be met in lessons. The use of support staff and the provision of differentiated activities are inconsistent particularly in Key Stage 2. Staff employed to support statemented pupils are very clear about what is expected of them and liaise daily with class teachers. However, for other pupils identified as having special educational needs, the situation is variable. Teaching strategies used are not always fully supportive of, or sensitive to the needs of these pupils. They are sometimes inappropriately withdrawn from the main teaching part of a lesson and miss the key inputs. In other lessons they receive insufficient support to help them to be successful, for example the provision of a writing frame. Very occasionally teachers show some impatience with those who have special educational needs. In some classes pupils are withdrawn from the opening part of literacy lessons to read to the teaching assistants and there is a constant interruption to the concentration of the pupils as they try to understand the main focus to their lessons. There is satisfactory use of literacy and numeracy across the curriculum, for example in history to record the life of a country girl in Victorian times and to tally and graph their census investigations. In science, mathematics literacy and numeracy are used well to record the results of their investigations and experiments.
23. Work is marked regularly and is up-to-date and frequently teachers indicate that they have enjoyed the writing, praising pupils for their efforts. However, a major area for improvement in teaching is the use of such assessments to help pupils develop their basic skills, particularly in writing, handwriting and spelling. Teachers are not analysing pupils' mistakes enough in order to help them to improve, despite the setting of individual and group targets.
24. The teaching of English is satisfactory and it is good for mathematics. Whilst the teaching of reading skills is effective throughout the school, it is not as good in writing, handwriting and spelling. Mathematics lessons, including the work in numeracy, are

often taught well with good use of resources and the use of different activities to keep pupils interested.

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

25. The school provides pupils with a broad and balanced curriculum, and all statutory requirements are met. The teaching of religious education is in accordance with the locally agreed syllabus. The curriculum for pupils in Years 1 to 6 is satisfactory overall in quality and range. The school has adopted the national guidelines in all subjects, and all associated policies and schemes of work are in place. The school has successfully established the *National Strategies* for *Literacy* and *Numeracy*. The implementation of numeracy has been particularly successful, and improvements in the structure and effectiveness of mathematics lessons have resulted in good improvement in standards.
26. Teachers are good at using occasions in other lessons, to develop their pupils' literacy and numeracy skills. For instance, in a Year 3 information and communication technology lesson, the teacher expected pupils to use and understand terms such as *highlight*, *drag* and *cursor* when talking about their work.
27. Teachers' long and medium term planning is carried out very thoroughly and gives a clear framework for their teaching. Short-term plans are, however, more variable, and more needs to be done in Years 3 and 4 to identify the learning needs of pupils of different abilities. The school's system of planning teams, and management monitoring of teachers' plans, ensure that all aspects of the curriculum are effectively checked.
28. In general pupils are given equality of access to all aspects of the curriculum. There are occasions, however, when individuals are given specialist teaching, for instance for reading or music, outside the classroom. These activities often take place at the same time each week, and so the pupils involved miss the same lesson every time. This has a detrimental effect on their learning in the lessons they miss, and the school needs to find ways of organising these activities so as to minimise disruption to the other lessons of these pupils.
29. In English and mathematics lessons pupils have been grouped into sets according to their ability. This has helped to give a sharper focus to teaching, and to produce lessons that are better matched to the abilities of the pupils. This approach has been developing over the last few years, and is now quite firmly established. As a result, there has been an improvement in standards, particularly in mathematics. However, at the same time, the complications of recording what has been done by different groups, and what should happen when they move up into the next class, imposes added administrative duties on class teachers and subject leaders. In some subjects such as science, two year groups study the same topic. There is not enough depth and challenge presented for the higher attaining pupils.
30. Over the past three years the school has operated *booster classes* for the older juniors. Staff have been trained for this, and pupils have been enthusiastic. Such classes have brought about improvements in Key Stage 2 National Curriculum test results, and, as such, have made a worthwhile contribution to the curriculum.
31. The school makes good provision for pupils with statements of special educational need. However, other pupils identified as having special educational need do not

access the full curriculum, due to the withdrawal from lessons of individuals and groups at inappropriate times. The recommendations of the Code of Practice for pupils with special educational needs are fully implemented. Most teachers make good use of pupils' work programmes and targets when planning work for individuals. However, in some lessons seen, limited consideration had been made of pupils' individual education plans in order to address lesson planning.

32. Extra-curricular activities enrich the school's basic curriculum, and provide a very good range of activities, which are very popular with the large number of pupils who participate. During the past year clubs and activities have included netball, football, rounders, recorder club, choir, gardening club, information and communication technology, young writers, and art club. Year 6 pupils take part in an annual residential visit to Sutherland Lodge, while Year 5 pupils have visited *Whitby* and *Robin Hood's Bay*. Visits to the school, such as those by a puppet theatre, and local *gamelan* band, playing Indonesian music, also enrich the basic curriculum.
33. There are good relationships with local secondary schools to which Year 6 pupils transfer. An Advanced Skills Teacher from the local high school has visited the school and been involved in teaching different year-groups. A group of Year 5/6 pupils, from the higher ability mathematics set, were selected to attend an after-school maths club at the high school. Such activities benefit all involved, and promote smooth transition from primary to secondary school.
34. There is good provision for pupils' personal, social and health education. A thorough review of the school's work was carried out last year. As a result opportunities were identified in all subjects to include activities which would contribute to personal, social and health education. There is now a much more systematic approach to these aspects, and this is beginning to have a positive effect. Aspects of health and sex education, as well as drugs awareness, are all appropriately covered. The new curriculum includes provision for *class councils* and a *school council*, in both of which pupils are given opportunities to discuss aspects of their life and work in school.
35. During the inspection both *class and school councils* were observed, and were found to be very effectively organised and conducted. In a Year 3 meeting for example, pupils discussed issues such as putting flowers in the playground. The meeting had a chairperson and a secretary, and issues were thoroughly discussed and voted-on. Some pupils suggested that flowers would make the playground look better, while others were concerned that plants would be damaged by footballs. After discussion it was agreed to take the idea to the *school council*. Such activities make a very good contribution to pupils' social and moral education, as well as to their understanding of the responsibilities of citizenship.
36. Provision for pupils' spiritual development is good. In many lessons, as well as those in religious education and personal, social and health education, (*PSHE*), pupils are given opportunities to reflect on the deeper meaning of issues, and to appreciate the feelings and beliefs of others. In a Year 6 religious education lesson, for example, pupils studied the Buddhist faith. The teacher had prepared a shrine similar to those found in Buddhist homes, and pupils were intrigued and fascinated when given the chance to come and look at the shrine, and to think about Buddhist artefacts and philosophy. The very good teaching style valued pupils' questions, and gave them space for their own thoughts, ideas, and concerns.
37. The school makes very good provision for pupils' moral development. The school's viewpoint, of valuing all individuals and promoting mutual respect, is very well

reflected in its daily life. There is a clear understanding of the difference between right and wrong, and pupils' perceptions of the moral codes which govern their own and other cultures widens as they grow older. Pupils are encouraged to take responsibility for their own actions, and school rules are very well understood and observed. Teachers provide very good role models for their pupils, and the quality of relationships, based on fairness, integrity, and mutual respect, is very good.

38. When they move around the school, and when playing outside, pupils generally show care for their environment, and awareness of the effects of their actions on others. Pupils are rewarded for achievement and good behaviour by the use of the *Well Done Book*. This book is prominently displayed. This is a record of celebration for good deeds by pupils, teachers and other staff, and is very effective in promoting pupils' pride in the school and in each others' successes.
39. Social development is very well developed throughout the school. Once again the quality of relationships is the key to pupils' very good social development. In many lessons pupils are required to work with partners and in groups, and these occasions give many opportunities for them to share and co-operate, discuss ideas, and listen to the opinions of others. The school successfully fosters a sense of community and common, inclusive values. The introduction of *class* and *school councils* augments the other contexts in which social values are developed, such as in lessons and assemblies. It is beginning to make a worthwhile contribution to the framework within which to understand and debate social issues. The school has also introduced *flexi-time* whereby pupils undertake projects and activities where the work can be done either at school or at home. This gives them the chance of learning to manage their own time, and increasingly to exercise their personal responsibility.
40. Good provision is made for pupils' cultural development. Pupils are given opportunities to participate in literature, drama, music and art representing both their culture and a range of other world cultures. Visitors to school, such as a gamelan band, and puppet theatre, give opportunities for developing cultural insights, as well as being entertaining and enjoyable. The school's religious education curriculum includes the study of different religions. During the inspection assemblies dealt effectively with experiences of other cultures and religions, such as the festival of *Diwali*, and also used the music of *Grieg* from western culture. The cultural diversity represented by some of the school's pupils was well used during the inspection. Pupils from different ethnic groups were fully included in lessons, being chosen to show work, answer questions, and participate in activities equally with other pupils. These pupils are fully included in all aspects of the school's life and cultural diversity is well celebrated in the daily life of the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school takes good care of the pupils. It is a safe and secure place in which to learn and there are good arrangements to ensure compliance with all statutory responsibilities. It could easily make adaptations to admit pupils with a physical disability. Pupils' personal development is satisfactory. The considerable emotional commitment teachers put into pastoral support is not yet matched equally by attention to ensure high standards; most especially for the pupils of higher ability.
42. The provision for the health, safety and welfare of the pupils is consistently good; consequently the school is a safe environment in which to learn. The support to ensure pupils' academic progress is unsatisfactory because work does not always match the full range of pupil's abilities. The child protection arrangements are good

with the school being fully aware of its legal responsibility. The co-ordinator of this important matter has undergone the latest training to ensure compliance with locally agreed procedures. However, all staff need to know how to report any concerns they may have. Risk assessments and all other safety checks are conducted properly. Training has been undertaken to cope with allergic reactions.

43. There are effective arrangements to ensure the promotion of very high standards of behaviour; the procedures used to ensure the elimination of oppressive behaviour combine to provide a secure platform to ensure harmony. Parents approve of the standards promoted and the high attendance rate confirms parents' positive views that there is a good atmosphere for learning. The inspectors agree.
44. The school has a wide range of procedures in place for assessing pupils' attainment and progress, and these measures are satisfactory overall. Much has been done to put in place systems and methods for gathering assessment data, interpreting it, and using it to discover areas in need of attention in the curriculum, as well as targets for future improvement. Subject leaders, the senior management team, and teachers' planning groups, all contribute to this process.
45. The school's use of assessment to guide curricular planning is not rigorous enough for pupils in Years 3 to 4. Teachers' lesson plans often make little comment on what pupils know, understand and can do, and how this will affect what they do in the next lesson. Teaching is often geared to the level of the average pupils in the class, so that those of higher and lower ability are not so well catered-for. Those with special educational needs are provided for by the school's special needs policy. Staff know their pupils well and provide effectively for their needs. This is well planned to take account of the provision outlined in the pupils' statements. The school makes very good use of both visiting specialists and outside agencies. There are effective and consistent procedures for identifying these pupils. All staff know these, through the very detailed special educational needs handbook issued to each teacher. These procedures are very effectively implemented by the special educational needs coordinator in collaboration with the class teachers and support assistants. Pupil's targets are reviewed each term and pupils are fully included in these reviews through self-evaluation, and collaboration in the writing of their individual education plans. When necessary, further assessment and advice is sought from outside agencies. Class teachers and support assistants are responsible for the daily needs of pupils with special educational needs and together keep comprehensive records of achievement. These provide a very good record of each pupil's personal achievements and academic progress through the school. However, staff do not always make full use of this information to give effective support and guidance in raising pupils' attainment. The higher attainers have no special support. For this reason, in many lessons seen in the inspection, and in previous work scrutinised, the more able pupils were often not stretched enough. Better use of day-to-day assessment would enable teachers to gain a clearer picture of the understanding of these pupils so that work better fitted to their needs can be provided.
46. The school has not relaxed from its efforts to improve attendance levels still further and it has recently written to parents to remind them that holidays have an adverse effect on learning most particularly that holidays should not taken in term time. Attendance, admissions and absence data is analysed and updated regularly.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The parents have good views of the school and relationships are improving in line with the overall improvements in pupils' achievements. The numbers of pupils attending from outside the immediate area are increasing and fund-raising projects receive enthusiastic support. The school recognises that it has work to do to fully convince all parents of the desire to work with them. When parents help their children at home with their work, this has a positive impact on learning. Recent efforts to achieve this are to be seen in the good quality of information provided including reports, newsletters and prospectus. The school welcomes assistance from parents and grandparents and makes good use of their expertise to aid pupils' learning.
48. The annual reports parents receive about their child's progress are of good quality with a comprehensive commentary about progress made in all areas of learning. Parents of pupils with special educational needs are kept fully informed and involved in the progress their children make. They are invited to discuss their children's individual education plans each term, and are well equipped to provide additional support at home when it is needed. Suggestions for improvement are included in all reports. The language, however, is rather formal and in some cases the warmth of expression seen in classroom records is not reflected in the reports. Pupils do not read the reports. If this practice was adopted it would help them to develop a better understanding of the progress they are making. Although informal discussion at the commencement of the school day is discouraged because the teachers make a prompt and efficient start to the day, there are well-publicised and frequent opportunities for discussion at other times. The governor's annual report contains all the statutory requirements. There is a good introduction from the chair, but it does not include articles written by governors who head committees. Therefore it does not inform parents of the range of the work of the governors or the considerable expertise they bring to the school.
49. The fabric of the school has been improved enormously following the building of new classrooms. Securing the necessary funds was a real challenge for the school; parent supporters, staff and pupils have worked together tirelessly to raise a large sum of money to match funds from other sources. This very high level of commitment and positive support shows just how determined the parents are that the school shall achieve success. This further indicates that most parents support the aims and values of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The headteacher provides very good leadership and direction for the school. There is a very positive school ethos for success and which embraces the involvement of the whole school community within its aims and objectives, curriculum and organisation. This is reflected in the very good relationships in the school and the shared commitment of the whole community to move forward. Since the last inspection in 2000 the school has made good improvement and the key issues concerned with raising standards for all groups of pupils is being addressed. Priority is given to raising standards in the core subjects of English, mathematics and science, developing the pupils' self esteem and confidence and encouraging all pupils to succeed personally and academically.
51. There is a very effective governing body. The governors are very knowledgeable and together they are a confident team, having benefited from training and advice in the recent past. They are very aware of the need to continue to raise standards and to promote the school and its aspirations within the local community. There is an effective committee structure. Individual governors take responsibility for aspects of

the school's work such as literacy, numeracy, and special educational needs. A good pattern of meetings and contact with the school has been established. This has resulted in governors meeting with the staff and pupils, monitoring the work of the school and supporting groups of pupils in school on a regular basis. The chairman has regular and frequent meetings with the headteacher. This enables the governors to establish very good relationships with the staff and build up a good understanding of the work of the school. They are informed very well by the headteacher of the ongoing development towards the targets set in the school development plan through regular and informative reports and are pro-active in moving the school forward. The governing body is fully involved in making key policy and planning decisions. For example, they have recently set up an initiative to seek best value for money on expenditure but this is in an early stage of development and it is too soon to judge its impact.

52. There is good management of the school overall. The headteacher and the senior management team is an efficient unit in effecting change and improvement. At regular meetings, the senior management team revise the progress made towards the school aims and targets and evaluate their success. There are very good systems to manage the targets set for school improvement. The staff work together sharing expertise and resources with a very good commitment for improvement. Staff work together very well in planning and in implementing consistently high expectations of pupils' behaviour. However, monitoring the teaching and learning in subjects is less rigorous. The teachers have delegated responsibilities for subjects but have not been well trained to monitor the teaching and pupils' learning. The subject leaders have detailed action plans which identify strengths and where improvements can be made. These are based on teachers' planning and samples of pupils' work which are monitored for coverage of the curriculum and the standards. Teachers share weekly year group planning meetings to evaluate and strengthen their lessons, moderate the quality of pupils' work and prepare their plans to meet the needs of all the pupils. There is considerable expertise among the teaching staff, including leading teachers for numeracy. This helps all staff improve the quality of their expertise as ideas are shared. However, without a full grasp of how well all pupils learn, the subject leaders' are limited in their capacity to advise and help colleagues. Many of the teachers have either just started their curriculum responsibilities or are new to the school. They have not yet been trained to monitor teaching and learning. Consequently, despite good improvement within the last two years, there are inconsistencies between year groups on the effectiveness of the daily planning to meet the needs of all the pupils. Some higher attaining pupils could do better and the provision for pupils with special educational needs is not as effective as it could be.
53. The special needs manager is very well informed and resourceful in her approach to the role, and draws well on national and local initiatives for the benefit of the pupils. Liaison between all adults, both within the school and from outside agencies, is very good. However, insufficient time is given to monitor the provision for special educational needs. As a result class organisation fails to fully deliver the good provision that she has put in place. A particular strength of the special needs team are the learning support assistants who make a strong contribution to the provision of the pupils with statements of special educational needs because of their expertise in both daily planning and assessment. The pupils who are learning English, as an additional language, receive satisfactory support. Visual resources used in lessons, support and encouragement from the staff help these pupils grasp the structure of English and the meaning of the subject vocabulary.

54. There is good management of the Foundation Stage. Although the coordinator is new to the post, she is hardworking and efficient. Together with her colleague, they have worked very hard to ensure a good varied curriculum for the pupils starting school this term. There is good daily liaison with parents and the successful induction arrangements into school help the children to settle down quickly into their new routines.
55. The school has gained the *Investors in People Award*, and has successful systems in place for staff development and training. The performance management system has successfully been implemented and is an extension of the very good practice that already exists within the school. There are a number of teachers who are new to the school and have benefited from the expertise of the staff and the very good provision that is made for them. The visiting music specialists support pupils well in additional instrumental tuition. The lunchtime and administrative staff are well trained in the school's approach to positive behaviour and involving pupils in games and activities. They make a positive impact on the smooth running of the school and pupils' personal and social development.
56. The school has good accommodation, which has recently been extended and satisfactory learning resources overall. Resources are particularly good in the Foundation Stage, mathematics, science and religious education. In English, there is no central library which tends to inhibit pupils using research and library skills to find out information. Many of the reading books are old and unimaginative which does little to create an enthusiasm for reading. There are good links made with the nearby high school and provision is made through a mathematics club to extend the most able pupils. The inside of the school is enhanced by the teachers' displays, providing an attractive learning area that is used well by the staff and pupils. The school is maintained to high standards of cleanliness by the premises staff. There are adequate hard and grassed areas where pupils can play safely and participate in extra-curricular activities and sports. The access to a very well maintained swimming pool on site contributes significantly to pupils' high attainment in swimming.
57. There are good systems in place to prioritise spending on learning resources and books and to link spending to the school improvement plan. The bursar has good skills and provides valuable support for the finance committee, governing body and headteacher. The school has sound systems for obtaining best value for money and is looking at ways of making sure it is obtaining best value for money by focusing on particular categories of spending during the current year. The governors have worked hard, particularly within the last two years to resolve a deficit budget. However, in one particular respect good value is not being obtained where one of the teaching assistants spends the greatest part of every day finding the next reading book for each pupil and writing the title on their cards. This is mainly because the reading books are outside the classrooms and are not immediately accessible to staff or pupils to change them.
58. Grants and the result of bids for additional funds to help pupils learn are used for their intended purposes and the school has good systems in place to plan the budget, which is related to the school improvement plan. The finance governors are kept informed of spending on a termly basis but they might consider receiving spending profiles more regularly in view of the ease with which such reports can be issued in order to keep them more regularly updated. The school has not had a recent financial auditor's report but all recommendations on the previous report have been fulfilled.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. The governors, headteacher and staff should:

(1) Raise standards further in pupils' writing and spelling by:

(i) Setting more challenging targets for some of the average attaining pupils who are attaining close to the higher levels;

(ii) Clearly communicating to pupils the skills they need to improve their work.
(Paragraphs 4,85,87)

(2) Reorganise the provision for pupils with special educational needs by:

(i) Making more efficient use of the deployment of teaching assistants to help pupils learn;

(ii) Ensuring that pupils do not miss important teaching points when they are taken out of lessons.
(Paragraphs 9,21,22,31,53)

(3) Challenge the higher attaining pupils further by:

(i) Improving the quality of lesson planning and make better use of teachers' assessments of pupils' work to challenge pupils further;

(ii) Ensuring strategies for the marking of pupils' work so that pupils know the skills they need to improve their work.
(Paragraphs 7,21,23,27,45,95,103)

(4) Subject leaders should regularly monitor the quality of teaching and learning to ensure lesson planning is successful in meeting the needs of all groups of pupils. They should continue to implement the curriculum for information and communication technology in all subjects.
(Paragraphs 7,18,29,45,94,95,100,104,110,111,117,123,134,151)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	79
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	20	32	22	2	0	0
Percentage	4	25	40	28	3	0	0

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

Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

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)	N/A	377
Number of full-time pupils known to be eligible for free school meals		5

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	3
Number of pupils on the school's special educational needs register		19

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

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	13

Attendance

Authorised absence

%

Unauthorised absence

%

School data	3.9
National comparative data	5.6

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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	29	17	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	29	28
	Girls	16	16	17
	Total	44	45	45
Percentage of pupils at NC level 2 or above	School	96 (92)	98 (92)	98 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	28	27
	Girls	16	16	17
	Total	44	44	44
Percentage of pupils at NC level 2 or above	School	96 (94)	96 (96)	96 (96)
	National	85 (85)	84 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	22	23	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	20	21
	Girls	23	20	22
	Total	41	40	43
Percentage of pupils at NC level 4 or above	School	91 (96)	89 (91)	96 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	19
	Girls	23	23	23
	Total	42	43	42
Percentage of pupils at NC level 4 or above	School	93 (83)	96 (91)	93 (96)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
342	0	0
0	0	0
2	0	0
0	0	0
2	0	0
0	0	0
5	0	0
13	0	0
6	0	0
0	0	0
0	0	0
3	0	0
0	0	0
1	0	0
2	0	0
0	0	0
3	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	16.2
Number of pupils per qualified teacher	24
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	187

FTE means full-time equivalent.

Financial information

Financial year	2001/02
	£
Total income	749319
Total expenditure	716334
Expenditure per pupil	2001
Balance brought forward from previous year	19538
Balance carried forward to next year	52523

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	6.8
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.8
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 60 per cent

Number of questionnaires sent out	379
Number of questionnaires returned	226

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	45	4	0	1
My child is making good progress in school.	43	49	2	0	6
Behaviour in the school is good.	44	48	2	0	6
My child gets the right amount of work to do at home.	24	53	15	2	6
The teaching is good.	44	49	1	0	6
I am kept well informed about how my child is getting on.	19	50	21	4	6
I would feel comfortable about approaching the school with questions or a problem.	44	38	15	2	1
The school expects my child to work hard and achieve his or her best.	54	41	2	0	3
The school works closely with parents.	22	55	15	3	5
The school is well led and managed.	44	46	3	0	7
The school is helping my child become mature and responsible.	41	48	4	0	7
The school provides an interesting range of activities outside lessons.	15	50	24	3	8

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

60. The *Foundation Stage* focuses on the children under six years of age who are in their reception year. The children enter into one of two reception classes in the September of the year in which they will become five. The majority have experienced a playgroup or nursery school. Children enter school with skills which are generally above what is normally expected in their personal, social and emotional development, mathematical and language development.
61. At the time of the last inspection in 2000, children made good progress in reading, writing and mathematical skills. This is still the case. Children make good progress, mainly because of the good care and the good quality teaching by the staff. Both teachers have taken up their responsibilities for these children at the beginning of this term and have worked very hard to plan the curriculum. The improved planning of activities and resources allows the children to experience a wide range of well-organised activities during the day. The curriculum is good and promotes well the steps leading to the *Early Learning Goals* (nationally expected learning targets for children at the end of their reception year) in all areas of learning and development. As a result, all children, including those with special educational needs, make good progress and have a very good start to their full-time education. Learning difficulties are identified early and children receive good support. By the time children enter Year 1, most have achieved the Early Learning Goals in all the areas of learning and are working towards the first level of the National Curriculum. A minority have yet to achieve the learning goals and a minority are working within level 1 of the National Curriculum.

Personal, social and emotional development

62. In personal, social and emotional development, by the end of the reception year, most children have exceeded the expected goals. Children achieve well and make good progress in this area because they receive supportive individual teaching.
63. Considering that the children had been in school for only a few weeks they have adjusted well to their new routines and know well what is expected of them. Children have settled quickly into the routines of school life, with good individual support from the staff. They soon made friendships and share their resources and toys very well as they learn to take turns and talk about how to fulfil their roles in *The Three Bears' House*. Children show increasing levels of concentration and they remain on task well. All the adults working in the class are consistent in their approach to children. For example, they reinforce the need for good manners, and sharing resources with one another. Children are learning quickly to become independent in their learning. Their views are listened to and represented on the school council. Children manage well to get themselves ready for playtimes and physical education. The children help to tidy their equipment sensibly at the end of each session. Most respond positively to the patient and caring support they receive. They follow instructions and are eager to learn new skills. One pupil proudly showed his sticker that said "Great". When asked what it was for he clearly knew it was for good work.

64. The teaching of personal and social education is good. Members of staff show a great deal of care and concern for the children. The majority learn well because they feel secure and happy and there are well-established routines and expectations of behaviour. *Circle times* (class discussions) provide good opportunities to widen children's knowledge and understanding of their own and others' cultures. For example, children learned the story of Guy Fawkes and about the festival of *Diwali*. Staff teach the children the difference between right and wrong and promote clear ideas of what is expected of them. All adults encourage children to play in sociable groups and to share their resources.

Communication, language and literacy

65. **In communication, language and literacy by the time the children reach the end of the reception year, most are on course to exceed the expected goals.** The children's achievement is good. They make good progress in their learning because they are taught and supported well both individually and when they work in small groups.
66. The children in the reception class enjoy talking in phrases and sentences about themselves and what they have done at home. When children go home on Friday they take a soft toy teddy bear. They are encouraged to speak about the bear's adventures when they return to school. This prompts their thinking and speaking skills. The children enjoy listening to and discussing traditional stories. This helps to develop the children's capacity to memorise the sequence of the story as well as their speaking skills. The children handle books well with the majority reading simple texts by the end of the reception year. Writing skills are at present being developed well. Most write their names correctly and are beginning to write words and phrases independently. Some write a simple sentence unaided. The majority are achieving well and working on the correct and fluent formation of letters and words. Most children's skills are extended successfully at home with the help of their parents as they take home reading books and spellings of some commonly used words.
67. The teaching of language and literacy was good in the lesson observed. Effective questioning and good quality teaching extended the children's learning well. This encourages the children to think clearly about the questions and answers that they give. The staff all work hard to develop the language and communication skills of all the children. For example, during one activity, children paint pictures of the different parts of the story of Goldilocks. They are prompted to retell the story looking at their pictures and to discuss matching text to make a class book. At another time, children recall carefully two different books about the story of Goldilocks and point out similarities and differences between them. The staff use the planning from the *National Literacy Strategy* for reception children very well to plan their work.

Mathematical development

68. In mathematical development most children are on course to attain the goals that are expected by the end of the reception year. The children achieve well and make good progress in their learning because they are taught well.
69. Children in the reception classes are keen to learn. Most can count accurately to 20 and beyond and are learning well to know the value of and use numbers to 10. In their small group activities most sort and count ten objects correctly and use them to solve simple problems of addition and subtraction, counting one more than or one less than. Most recognise the basic shapes of circle, square, rectangle and triangle and

know some of their properties. Children enjoy singing number rhymes such as *Five Little Speckled Frogs* and *One Monkey Went out to Play*. The repetition of number sequences in songs and the adding on and counting back in mathematical games help the children to develop an understanding of number.

70. The teaching and learning of mathematical understanding is good overall. All staff take every opportunity to develop the children's understanding of number in their everyday activities and play, for example by counting the numbers of children present each day, or making patterns with coloured pegs and using containers in the sand and water trays. This practical approach to teaching mathematics ensures that all the children are fully engaged in their learning. A wide range of teaching techniques and resources supports learning in this area well. The children's learning is securely developed through successive activities based on the *National Numeracy Strategy*. Most are learning to solve and record simple number problems accurately and are familiar with mathematical language of 'more than' and 'less than'. The teachers design a wide range of activities including games using dominoes and dice to consolidate and carefully extend the children's learning.

Knowledge and understanding of the world

71. In knowledge and understanding of the world, most children exceed the goals expected for this area of learning by the time they finish the reception year. Good teaching ensures that the children make consistent good progress.
72. The teachers provide a wide range of activities that are planned to extend early concepts in science, design and technology, history, geography and information and communication technology. Children use the computers independently and use the mouse with increasing control to access learning programs and to click and drag the mouse to match and sort pictures and numbers. They draw and learn to type words. The children experiment freely with a range of materials and cut, glue and stick and pin materials together successfully to make their models from recycled materials. The local environment is used well to observe the changing seasons. Children enjoy investigating the shapes and changing colours of leaves and the fruits and seeds from trees such as conkers and sycamore wings. They recognise animals seen in autumn such as squirrels and badgers.
73. The teaching of knowledge and understanding of the world is good. Staff plan an extensive range of activities so that the children are fully engaged in their learning. The staff organise the activities well to motivate and interest the children. For example, the children have made their own autumn tree from the rubbings and printing of leaves. This activity promoted children's observation and recognition of pattern and shape well. The children evaluated their work talking about the different shapes and patterns that they have observed. There are well-planned opportunities for children to learn about their own and other cultures. For instance, they study the festival of *Diwali* and listen well to the story of Guy Fawkes.

Physical development

74. In physical development most children are on course to exceed the goals expected by the end of the reception year. The quality of teaching and learning is good overall. Children's achievement is good and they make good progress in the development of physical skills.

75. The children use a range of equipment and materials to develop coordination skills in the fine and careful movement involved in drawing and painting. In physical education lessons the children have learned to follow instructions well. Children listen well and are developing their spatial awareness appropriately as they find their own space to work in. They move around the hall sensibly. Children are developing well their sense of direction and pace of movement. They are confident in lessons and enjoy physical exercise. There is good provision of play space for the children and good quality resources.
76. The teaching of physical development was very good in the lesson observed. The staff provided good individual support to help the children to fully develop and extend their skills. The children worked hard to improve as a result of very good teaching. The teacher was insistent that the children listen to the instructions and complete the task set. For example, the teacher reminded the children to listen carefully to the development of the story and the movements required to role-play the characters in "*Jack and the Beanstalk*". Children moved imaginatively to the music with good expression following the very good lead given by the teacher and achieved very well. The outdoor environment is beginning to be used successfully for a range of activities across all areas of learning, for example, in children's understanding of living things such as plants and insects. The children work imaginatively engaged in drawing and creative activities as well as physical exercise.

Creative development

77. In creative development most children are on course to exceed the goals expected in this area of learning by the end of the reception year. The children make good progress overall as the quality of teaching and learning is good and the children achieve well.
78. The children use paint expressively using a range of equipment and materials in their work. They use a range of pencils and felt pens with increasing control as they draw, paint and write. Paintings of fireworks and portraits are well proportioned and colour is used to good effect. They investigate the properties of play-dough and find out they can change its shape by rolling, twisting and pinching it and cut out shapes. In the role-play area, the children develop their skills of co-operation and communication well as they take on the roles of the characters in the story of Goldilocks. The children explore sounds and rhythm as they learn a Goldilocks rap. They learn quickly to rap in two parts sustaining good pitch, intonation and rhythm. They enjoy singing some well-known nursery rhymes such as *Humpty Dumpty*.
79. The teachers provide good opportunities for the children to develop their creative ideas through painting, modelling, role-play and music. They stimulate the children's interests with lively questioning. The children are encouraged to express their feelings and thoughts. The staff prompt the children to choose their resources and tools carefully and they value the children's' work by effectively displaying it for all the children to see.

ENGLISH

Subject summary

80. In the past three years pupils' attainment in English has been consistently well above average in reading and writing at the end of Year 2. Pupils' attainment in English has been less consistent at the end of Year 6, in which it has fluctuated from below average to well above. Overall, this represents good improvement since the last inspection when pupils' attainment was average in English throughout the school. In 2002, the Year 6 pupils' achievements, as judged by their performance as Year 2 pupils, were well below average when compared to other schools. However, within that period there had been a high proportion of staff changes and about one-quarter of the pupils was different due to pupils leaving and new pupils arriving. Results in the national tests in English for Year 6 pupils in 2002 were average when compared with other pupils from schools with a similar context.

Subject commentary

81. Currently pupils' overall attainment in English predicted for the end of Years 2 and 6 is above average. It is well above average in reading and well above average in listening. Pupils make good progress throughout the school in these aspects. Pupils' attainment by the end of Years 2 and 6 meets the expected standard in speaking, handwriting, spelling and writing. However, pupils are not making enough progress in writing and spelling in both key stages given their prior attainment. Pupils with special educational needs make satisfactory progress in regard to their specific difficulties and pupils who are more able in English make sound progress. Some good use of writing was observed in lessons other than English across the curriculum, for example in science when pupils write about their investigations and in history when pupils use their knowledge of the period to detail life as a country child in Victorian times. However, insufficient use is made of word processing in information and communication technology and on occasions too much use is made of worksheets.
82. By Year 2, many pupils read aloud with a good level of accuracy, paying attention to the punctuation. They read fluently, often with expression, and understand what they read. They read regularly both at home and at school. Many know how to use dictionaries. By Year 6 they have developed good skills in using reference books, dictionaries and a thesaurus. They understand the purposes of the index and glossary and can find information by scanning the text. When reading aloud, most read fluently and expressively and can talk about their favourite character and author and discuss some of their favourite books. However, pupils do not readily enthuse about books when discussing them and, whilst several pupils go to the town library when researching historical and geographical topics, few borrow fiction books regularly.
83. Pupils in all classes speak confidently and contribute well to discussions. They can use Standard English techniques when in formal situations. Their range of vocabulary is appropriate for their age. Pupils' listening skills are well above average. They listen to each other and to the teacher carefully, enabling them to join in with discussion. When answering, their responses are focused and precise and related to the question asked. They can give back appropriate and relevant examples to reason their answer when required. Staff take care to encourage those learning English as an additional language to speak and interpret difficult vocabulary. All pupils join in well in paired and group discussions.

84. Pupils throughout the school engage in a range of writing styles and they write for different purposes, adopting appropriate techniques and vocabulary, for example when writing letters, stories, instructions, biographies and autobiographies. Pupils' work in both key stages is often well structured. Poetry is sometimes sensitively written. A more capable Year 6 pupil writing about the sea described it in these terms.

THE SEA

Trickles,

Like a melting icicle at the break of dawn,

Waits

Like the sun in the rise of day,

Glares,

Like a mysterious blue eye surveying the world.

85. Nevertheless, pupils' writing and spelling skills are not as high as they should be given their prior attainment. Often pupils spell as they speak and they have not acquired securely some of the spelling rules, for example, the double consonant rule when adding *ing* by the end of Year 6. Commonly used words are often wrongly spelled such as *cul* for *could* in Years 1 and 2, *sudunly* for *suddenly* in Years 3 and 4 and *quikly* for 'quickly' in Year 6. They are familiar with the conventions of punctuation and grammar and often use these in their work but there is often a lack of consistency in the use of speech marks, capital letters and full stops, which detracts from its overall quality. Pupils' handwriting is variable in quality. At best it is neatly formed with a flowing hand. Too often letters are inconsistent in size and letters not joined. However, there is evidence of improving standards from lower Key Stage 2.
86. Pupils enjoy their English lessons, are very well behaved and demonstrate excellent cooperation with their teachers and with each other. They are attentive and work well. This is often due to the inherently interesting work that the teachers provide in the best lessons. The lessons are well structured, well prepared and well resourced. The literacy strategy has been implemented soundly.
87. Overall the quality of teaching and learning is satisfactory. It is good in Key Stage 1 and satisfactory in Key Stage 2 where there is a range from very good to satisfactory. No unsatisfactory teaching was observed in English during the inspection. Strengths in teaching include the good use of technical language such as *medial vowel*, *chronological and non-chronological writing* and *sub-headings*, which most pupils remember and begin to give back in discussion. Particular attention is given to those learning English as an additional language to ensure they understand the context of the subject vocabulary. Less able pupils forget the technical vocabulary, for example the difference between prefix and suffix and need to be reminded to help them understand. Teachers model work well, for example how to set out instructional writing and information text. Lessons begin promptly and pupils are well managed. Questioning is often skilful, aimed at seeking precision in pupils' answers. This promotes their thinking and helps to sustain pupils' concentration. Some improvements could be made. Marking of work does not sufficiently pick up on errors to help pupils improve their spelling and punctuation skills. Teachers' planning does not cater enough for pupils' differing capabilities either when the classes are put into ability sets or when being taught as whole class groups. The setting arrangement in Years 5 and 6 is helping those who are more able but pupils in the middle and lower ability sets are not enabled to learn from the better knowledge and enthusiasm of those who are more able in English.

88. The school has a satisfactory range of fiction and non-fiction books but the lack of shelving to provide library facilities does not encourage a book culture and library skills. Too often books are piled on classroom shelves without sufficient consideration about how best to draw pupils to books and without any sense of order. Not enough is being done to encourage a knowledge of books and authors. Fiction books for example in Key Stage 2 are not organised by author index and many reference books are boxed which does not allow pupils to practise book retrieval skills or to understand how a library is organised.
89. The subject is being jointly and satisfactorily managed but the policies are not particularly helpful or sufficiently detailed to set a whole school philosophy for the elements within the English curriculum and there is no book policy. National Curriculum Programmes of Study are being fulfilled in large measure but the place of drama in the curriculum is not yet secure.

MATHEMATICS

Subject summary

90. Pupils attain standards that are well above those expected nationally in Year 2 and above average in Year 6. Pupils achieve well in Key Stage 1, and achievement is satisfactory in Years 3 and 4 and good in years 5 and 6. This represents good improvement since the 2000 report, when standards were judged to be satisfactory. The reasons for this improvement are the better quality of teaching, very good working relationships and behaviour, good implementation of the National Numeracy Strategy, and very good management of the subject.

Subject commentary

91. In the latest National Curriculum tests for Year 2 pupils, they show very good standards, which are well above both those found nationally, and those of similar schools. The results for those attaining the higher levels are also well above similar schools. The latest results for Year 6 pupils again show standards which are well above the national average. When compared with similar schools, standards are good for the percentage of pupils achieving the expected level 4, but only satisfactory for the percentage reaching the higher level 5.
92. By the time they reach Year 2, pupils have a good understanding of tally charts, and use the information gathered to produce a block graph. The more able pupils are developing their understanding of fractions, and use a number line to mark off half of a number. All pupils are learning the basic number operations, and add, subtract, multiply and divide in a variety of contexts, with increasing confidence.
93. Year 6 pupils show confidence and enjoyment in a good range of mathematical work. They solve practical mathematical problems, working out the best way and trying their own ideas. The more able pupils explain their reasoning and methods, for instance when finding the median and mean of a set of data. They also begin to understand and explain the use of probability scale of 0 to 1. They are good at explaining their work and at using the correct mathematical language. Vocabulary is explained carefully to those learning English as an additional language. The practical work using resources such as number fans and counters helps these pupils to learn. Their explanations and discussions make a good contribution to their basic language development.

94. The quality of teaching and learning in mathematics is good in both the infants and juniors, although it is more variable in quality in Key Stage 2. Teachers consistently demonstrate good knowledge and understanding of mathematics, and this enables them to present the work in an interesting way, and to explain ideas and activities clearly. Both key stages classes are very well managed, teachers have high expectations, and behaviour is consistently good. This ensures that pupils work hard and concentrate well. In a Year 5/6 higher ability set, for example, there was a very good, work-focussed atmosphere. The teacher asked searching questions which challenged pupils to explain, and show their understanding. The very skilled teaching and very good working relationships promoted positive attitudes and boosted pupils' self-esteem. In many lessons seen during the inspection, however, teachers did not make sufficient use of information and communication technology to support learning. Although there is good provision of computers around the school, these were often left unused, when they could have been really useful in the lesson. There is a need to continue the process of acquiring new software for the different age groups and to see that teachers understand how it could be used.
95. The quality of teaching in the junior classes was more variable than that seen in the infants. Whilst some very good teaching was seen, in other lessons teaching was only satisfactory. In these lessons teachers taught to the average ability of the class, without including activities for the more and less able pupils. Although the grouping of pupils into different ability classes does allow teachers to concentrate on the broad level of understanding of the class, there are still, in each class, pupils with a wide variety of understanding. In the best-taught lessons all these differing abilities were well provided for, but in other lessons this was not the case. Pupils learning English as an additional language make good progress as lessons are demonstrated well. A more systematic approach to short-term planning, where the work is modified for the different pupils' abilities, is needed. This would have a particularly beneficial effect on the more able pupils, who are not stretched enough by the work at present. Better use of day-to-day assessment would also contribute to this process, as teachers adapt their plans to the differing needs and understanding in their classes.
96. The introduction of targets, which tell pupils what they should aim for in their work, has meant that pupils do have a clearer idea of what is expected of them. The target sheets are stuck into the pupils' books so that they can refer to them from day to day, and tick them off when they have been achieved. This system helps to promote higher standards.
97. Some aspects of the work make good contributions to pupils' spiritual, moral, social and cultural development. Pupils have, in different year-groups, produced Rangoli patterns as part of their study of Islamic culture, and timelines in history, as well as learning to work in groups sharing, co-operating and discussing ideas.
98. Pupils show very positive attitudes towards the subject. Teachers are good at communicating their enthusiasm to pupils, showing them that mathematics can be fun. In a Year 1 numeracy hour lesson, for example, pupils were ordering numbers from 1 to 10. They sang a song about the numbers of people on a bus, and this provided a very enjoyable introduction to the work. The very good teaching enabled all the pupils to be fully included in the work and to develop their understanding very well. The pupils' enthusiasm was kept going right through the lesson, and they thoroughly enjoyed the activities, as well as learning a great deal. The subject is very well managed by the Key Stage 1 and Key Stage 2 leaders, supported by the headteacher. Together they have developed a clear management overview of the subject. They have introduced a monitoring system which is based on regular

checks on the work of all year groups, and analysis of the resulting data. This has enabled them to identify areas that need further work, and these are then included in plans. Very good use has been made of two Leading Mathematics Teachers, since they joined the staff. They have demonstrated lessons to other teachers and discussed effective teaching strategies. Such activities have contributed to better quality teaching overall, and to teachers' subject knowledge and understanding. There has been additional expenditure on resources since 1999, so that all areas of the curriculum are now well provided for. These resources are effectively organised, and deployed around the school so as to be easily available when needed. The use of equipment helps to build up pupils' confidence and understanding. The use of number fans and individual white boards ensures that all are thinking of an answer in the mental part of lessons.

SCIENCE

Subject summary

99. Over the last two years, pupils' attainment in science at the end of Year 2 has been well above average. By the end of Year 6, because of the differing attainments of the year groups, attainment has fluctuated from very high standards in 2001 to above average standards in 2002. Currently, the pupils in Year 2 are attaining well above average standards. In Year 6, pupils attain average standards. The overall attainments of Year 6 are not as high as those of 2002 when standards were well above average. In Key Stage 1, pupils have made good progress overall and are achieving well against their starting points. There is satisfactory progress in Years 3 and 4 overall although this accelerates in Years 5 and 6. There is a lack of challenge set for some higher attaining pupils in lessons and those with special educational needs do not always get sufficient support. There is good improvement from the last inspection in 2000.
100. There is very good improvement in pupils' investigative work which is now a strength throughout the school. All aspects of the curriculum are covered satisfactorily. The greatest improvement has been in Key Stage 1, where pupils of differing attainments are challenged well. In Key Stage 2, the improvement has been slower. This is partly due to the organisation of the curriculum. Two year groups study the same topic at a similar level. The curriculum is not always studied at an appropriate level for the higher attaining pupils.

Subject commentary

101. By Year 2, the majority of pupils work with great interest and concentration and make good progress in acquiring knowledge and the development of skills. Pupils use their literacy skills well to record their work. Pupils undertake investigations with enthusiasm and recording takes a variety of forms, such as completing tables and graphs. Most pupils understand well what makes a fair test. They know that they must keep variables the same to make the test fair. For example, pupils tested a range of materials for their properties and related their findings to their uses. For example, they tested fabrics such as paper, plastic, metal, glass, felt and wood to find out if they were waterproof. They identified materials such as plastic and glass as materials that were waterproof and were able to apply their knowledge to identify that plastic was suitable for making raincoats because it was not only waterproof but flexible and glass was suitable for use as windows to keep out the rain and because it was transparent.

102. By Year 6, pupils carry out tests and investigations well and most pupils make satisfactory progress in their learning. Learning is better in Years 5 and 6 than in Years 3 and 4. However, although overall more pupils reach the higher levels than in 2000, some higher attaining pupils could do better. A strength in pupils' learning is their expertise in solving a scientific problem. For example, pupils in Years 5 and 6 were challenged to make a simple telephone and to investigate which type of materials from string, wool and twine were the best conductors of sound. Pupils enjoy their investigations and record their findings appropriately. The attainments of the Year 5 pupils are well above average and many can resolve their investigations as well as the Year 6 pupils. Pupils in both Years 5 and 6 use well-established scientific method to investigate and record their experiments. They know how to make a fair test and construct a mathematical table to record their results. Their predictions and hypotheses are sensible and plausible. All class teachers give effective support through explanations of subject vocabulary. Where learning is satisfactory, the higher attaining pupils are not sufficiently challenged to work at a greater depth and the lower attaining pupils do not always get enough support to record their work.
103. The quality of teaching and learning is good overall and ranges from satisfactory to excellent. Teaching is good in Key Stage 1. It ranges from satisfactory to excellent in Key Stage 2 with some excellent teaching seen in Years 5 and 6. Where teaching is excellent resources are used extremely well to support learning and the lesson is very well planned to provide interest and challenge to pupils of all abilities. Questioning is used particularly well to ascertain pupils' understanding and prompt further learning. As a result, pupils become totally enthralled in the activity and work extremely hard, producing work of a high standard and making very good progress in both knowledge and scientific skills. In all year groups teachers make clear what pupils are to learn and do in lessons, although a weakness is that in some lessons all pupils are required to learn the same things and there is limited planning for more able pupils to challenge and extend their skills and a minimum support for the lower attaining pupils. For example, Years 3 and 4 currently study the separation of mixtures and Years 5 and 6 study sound. While the curriculum as a whole is covered in the teacher's medium term planning, the challenges set tend to be at the same level for each paired year group and is mainly aimed at the average attaining pupil. The expectations of pupils' achievement are not as high as they could be. This results in a lack of depth in teachers' planning to meet the needs of some higher attaining pupils and insufficient structure for some of the lower attaining to record their work. One of the subject leaders in Year 6 has excellent subject knowledge and questions the pupils consistently very well to test their learning and prompt thinking. Any misconceptions are quickly explored and pupils are set on the right path. All groups of pupils are supported very well during lessons and all make rapid progress as they respond very well to the challenges that are set.
104. A strength of the teaching in all science lessons is the management of pupils. Teachers are good role models, treating the pupils with respect. The teachers value pupils' contributions in lessons and, as a result, self-esteem is high and pupils are keen to participate in discussions and take pride in their work. All teachers are secure in their knowledge of the subject. They provide interesting activities and most pupils are well motivated by these. For example, in a Year 3 lesson, pupils were enthusiastic as they examined a mixture of materials to determine ways to separate them. They worked well together, handling the resources carefully and engaging in sensible discussion within their groups enjoying their practical tasks. Information and communication technology was used well by the teacher to demonstrate the tasks carefully. However, pupils' use of ICT to record their results is under-represented in science. In lessons, most teachers use questions well to extend understanding,

although in some lessons there is insufficient attention to challenge the higher attaining pupils in Years 3 and 4 to think deeply about their work. Subject vocabulary is taught well throughout the school and staff quickly correct pupils not using the right terms. Clear explanations are given to those learning English as an additional language. Teaching assistants are well briefed and provide sound support in lessons, particularly for pupils with special educational needs.

105. The subject is very well managed by two subject leaders. They are very knowledgeable and committed and set a very good example by the high quality of their teaching. There is good coverage of all aspects of the curriculum and a very good emphasis is placed on investigatory work and the development of scientific skill such as prediction and observation. Procedures for assessing pupils' progress are satisfactory. The subject leaders have monitored the planning, pupils' work and the delivery of science within the school. However, the quality of teaching and learning has not been monitored rigorously enough. This has allowed the inconsistency in planning to meet the needs of all the pupils to continue. Overall, data from tests and assessments are analysed well to give a good understanding of pupils' strengths and weaknesses. This information is used well to plan future action. Very good action has been taken to raise standards, particularly in investigatory work and to improve the curriculum and assessment procedures. Resources for science are good and used well to enhance learning.

ART AND DESIGN

Subject summary

106. Standards in art and design are in line with national expectations at the end of Year 2 and Year 6. As there was no specific mention of standards in art and design in the last inspection, in 2000 it is not possible to make direct comparisons. However, the current subject leaders believe that there have been good improvements made, including the introduction of an art scheme of work, new policy and a specific timetable allocation for art in both Key Stage 1 and Key Stage 2.

Subject commentary

107. Pupils of all abilities, including those with special educational needs, those with English as an additional language and those from minority ethnic cultures achieve satisfactorily in developing their art skills throughout the school.
108. Pupils enjoy their artwork and have a good attitude towards the subject and are beginning to have a greater understanding of famous artists' work such as Picasso, Matisse and Hockney. Pupils study Indian art and benefit from the knowledge of those pupils with an Indian heritage. Good progress was seen in samples of work from an integrated music and art project by Year 3 and Year 4.
109. By Years 2 and 6, pupils have sound knowledge and experience of artistic techniques using a number of different media such as clay, paint and paper. Teachers give good encouragement to pupils, which has a positive impact on their self-esteem. By the end of Year 6, pupils continue to develop their understanding of artistic concepts such as shape, pattern, colour and tone at a satisfactory rate. The quality of teaching seen is satisfactory.
110. Assessment of pupils' work is carried out systematically by all class teachers and a record is made electronically in order to track pupil progress. However, this is at an

early stage of development and as yet has not impacted on day-to-day teaching in order to raise standards of attainment further. A useful portfolio of work from across the school has been gathered together by the subject leaders. This is helping them to monitor standards of work across the school against the medium term planning. As yet they have not been able to monitor standards of teaching through classroom observation or scrutiny of the short term planning.

111. Weaker features of pupils' learning include the use of information and communication technology to support art development. Also, pupils' knowledge and understanding of the works of artist and famous craftspeople from other cultures is still in its infancy, although the subject leaders have successfully identified further opportunities within the current scheme of work. The current planning clearly identifies relevant learning objectives for each year group and suggests suitable activities. It requires further development to include suggestions on how to adapt the activities for those who are less able, as well as suggesting how to provide additional challenge for the more able pupil.
112. The two subject leaders have a good grasp of what is still required in order to develop and maintain improvements. They are enthusiastic about raising standards further and have a good understanding of the developments that are still needed. For example, providing greater challenge for the more able pupils. The purchase of additional resources, including reference books, additional software and the displaying of more pupils' work. Good use is made of existing resources. For example, wallpaper used to demonstrate pattern. Some good use is made of evaluation on occasions, as when the pupils reflected on the teacher's own composition of a pattern and gave their views.

DESIGN AND TECHNOLOGY

Subject summary

113. Standards in design and technology by the end of Years 2 and 6 are currently in line with national expectations. There is good teaching seen in Years 2, 5 and Year 6. There was no detailed mention of standards in design and technology in the last inspection. However, there has been good progress made in developing pupils' skills and understanding. Throughout the school a structured scheme of work has been implemented where learning objectives and assessment opportunities are clearly identified.

Subject commentary

114. By the end of Year 2, pupils have developed a satisfactory understanding of the need to think through their ideas before they start work. A good example of this process was seen when pupils were asked to design, make and evaluate a balsa wood picture frame for someone special. They understood the need for thinking what materials were suitable for the decoration and record this on their plans using pictures. One boy was given good guidance on how to saw correctly. This was achieved through carefully structured questioning by the teacher. As a result he was able to correct himself effectively having thought the process through. Learning is further enhanced by the good array of everyday objects that are left on display for pupils to choose and explore how they work. This assists in the development of pupils' curiosity about the world in which they live and how different artefacts can be made from the same materials.

115. Throughout the school pupils with special educational needs, make satisfactory gains in the development of their design and technology skills. Good use is made of the recently developed scheme of work to raise standards of pupils' skills in the school. However, the two-year cycle of topics at Key Stage 2 needs to be reviewed regularly to ensure there is a progression of skills, knowledge and understanding across the two-year span when two year groups are undertaking the same topics.
116. By the end of Year 6, pupils develop their skills of designing and making to finish products such as a motorised merry-go round and bridges. Pupils enjoy their tasks, value what they make, and feel proud and enthusiastic about their efforts.
117. Pupils' learning is sufficiently enhanced by the quality of teaching, especially in Key Stage 2 which is good overall. Teachers plan and deliver their lessons with good consideration for health and safety issues and pupils handle materials and equipment sensibly. A key feature of Year 2, and Year 5, lessons seen during the inspection was the good organisation and the brisk pace of pupils' learning. Resources were plentiful and gave pupils suitable choices. They were expected to select their own equipment and materials and tidy away effectively at the end of the session. Teachers provide interesting and engaging activities. As a result, this makes a positive contribution to the good attitudes regarding the subject. Pupils learning English as an additional language receive satisfactory support in understanding technical vocabulary. Assessment of pupils' work by class teachers is carried out systematically and a record is made electronically in order to track pupil progress. This is at an early stage of development and as yet has not had an impact on adjusting planning or day-to-day teaching in order to raise standards of attainment further. However, good use of pupils' self-assessment of their skills in Year 5 and Year 6 enables children of similar skills abilities to work together while designing and making a drawbridge. This helps to give value to assessment and raise their self-esteem. There is effective use of classroom support for those with the less well-developed skills. There is further work to be done to challenge the more able pupils and provide greater differentiation in the task for the lower attaining pupils.
118. The two subject leaders have a good grasp of how to continue to raise standards of attainment in line with pupils' potential and have identified training opportunities for other members of staff and other resource needs in line with their budget. They have successfully gathered assessment information and monitored work against medium term planning but need to have a greater involvement in monitoring standards of teaching and learning within the classroom. Teachers have made effective use of *Computer Aided Design (CAD)* and *Computer Aided Manufacture (CAM)* to record pupils' work but further training and development is still required.

GEOGRAPHY

Subject summary

119. By the end of Year 2 and Year 6 most pupils achieve satisfactorily to attain standards that match the national expectations. At the time of inspection no geography was

being taught at Key Stage 1, but sufficient inspection evidence was available from lesson observations at Key Stage 2, samples of pupils' work, photographs, displays, discussions with teachers and pupils across the school to allow judgements to be made.

Subject commentary

120. By the end of Year 2 pupils study the local features of the area and have a growing awareness of the signs and symbols on simple maps. They compare their own local area with other locations and associate places with major features of maps. Pupils successfully compare and contrast the different localities of Brighouse and Blackpool. The majority apply what they have learned about the seasons and the weather to the climate of other countries.
121. By the end of Year 6, they confidently use a range of maps to locate places or features, which included major rivers such as the Danube and the Nile, using an atlas for reference. In Years 3 and 4 they undertook a study of a village in India and as a result of this they were able to compare their lifestyle with that of a child of a similar age in India. Pupils of differing abilities, including those with special educational needs, those learning English as an additional language, Asian, Pakistani, Chinese and Caribbean pupils achieve satisfactorily in developing their geography skills throughout the school. The teachers make good use of the backgrounds of these pupils to successfully enhance pupils' knowledge and understanding of other countries.
122. The quality of teaching and learning overall is satisfactory. Where teaching was satisfactory, pupils were actively engaged in the task and had purposeful discussions with each other. They understood what was required of them and were able to work independently. The good relationships between teachers and pupils help ensure that lessons are well managed and behaviour is good overall. Where teaching was deemed to be unsatisfactory in Years 3 and 4 it was linked to poor subject knowledge by the teacher, which meant there was a lack of pace and incorrect information being taught. This resulted in the pupils making inadequate progress.
123. The current geography curriculum involves a two-year cycle at Key Stage 2 with Years 3, and 4, carrying out the same activity within the same topic. Year 5 and Year 6 also share the same topic at the same time. This needs to be monitored and evaluated carefully to ensure that there is sufficient challenge in the activities and sufficient development of skills over the two year groups. The planning clearly identifies relevant learning objectives and assessment opportunities for each topic along with suggested activities. However, it does not identify how the needs of all groups of pupils are met. Satisfactory links are made with other areas of the curriculum such as the recycling topic in Years 3 and 4 where their own role within the world was linked to their religious studies about caring for God's world. However, insufficient use is being made of information technology such as presenting data for children to analyse, or developing graph skills in mathematics. Teachers' assessment of pupil's work is carried out systematically by all class teachers and a record is made electronically in order to track pupil progress. However, this is at an early stage of development and as yet has not impacted on day-to-day teaching in order to raise standards further. Pupils' work is marked regularly with positive comments but there is a need for more informative information so that they know exactly how they can improve.

124. The overall management and leadership of the subject are good although they are at an early stage of development. There is a satisfactory range of resources to support the curriculum. They are aware of the need to purchase more computer software. They have used a portfolio of pupils' work from across the school to help them to monitor standards of work, but as yet they have not been able to monitor standards of teaching and learning through classroom observation or scrutiny of the short term planning.

HISTORY

Subject summary

125. Pupils' attainment in history meets the expected standard at the end of Years 2 and 6 and is similar to that reported previously. Pupils enjoy this subject, particularly in upper Key Stage 2 where Years 5 and 6 pupils often do extra work at home to research the period being studied. Pupils' progress is satisfactory in Years 1 to 4 and good in Years 5 and 6. Their self-study assignments in Years 5 and 6 are doing much to improve pupils' reference skills and to build up their historical knowledge. These studies enable those with more ability in the subject to demonstrate their research skills and to draw evidence together.

Subject commentary

126. By the end of Year 2, pupils know about some of the famous people from the past who have left a distinct mark on the world, such as Florence Nightingale. They recall some of the work she did. They learn to sequence dates through ordering significant events in her life and in the lives of others. They recall more recent famous people in history they have studied, such as *Neil Armstrong* and the moon landing. They reflect on the changes in transport. They know that cars are a comparatively recent invention and that not too far back in time, the mode of travel was often by horse. They know something about the development of steam trains and the progression in the means of powering trains from steam to electricity. They appreciate that objects once fashionable, such as stone bed warmers, have been replaced in their turn by rubber bottles and electric blankets and carpet beaters by vacuum cleaners. They know something about significant events in history, such as the Great Fire of London and recognise that diaries written at the time provide a very useful source of evidence.
127. By the end of Year 6 pupils have a good understanding of some of the significant periods in history. They remember facts well and are enthusiastic learners, particularly in Years 5 and 6. They remember significant details of Tudor monarchs, such as the wives of Henry 8th and that disputes between religions and personalities have often been the causes for conflict and change. They recall, for example, that one of the reasons for the disputes with Spain and the ensuing Spanish Armada was the reluctance of Elizabeth to respond to Philip of Spain's overtures to marry. They show good skills in drawing evidence from portraits about the period under study. Pupils use local historical sources of information well, such as census material, to learn about the Victorian period and gain good knowledge about child labour and identifying popular names and types of employment. They make some good use of mathematics in this study by tallying and drawing graphs to represent their results.
128. The quality of teaching in history is satisfactory in Key Stage 1 and good overall in Key Stage 2 with a range from excellent to satisfactory. It is very good in upper Key Stage 2. In the best teaching the teacher's enthusiasm for the subject shines through and in turn enthuses the pupils. Brisk and very challenging questioning in which pupils are

made to reason their answers together with good resources encourage pupils to look beyond the facts and so develop an in-depth understanding. This was clearly evidenced in the analysis of a portrait of Elizabeth 1. Questioning about this portrait was in depth and included attention to such detail as the position of her hands on a globe and the colour of her skin. Where teaching is less effective, too much use is made of worksheets which do not always give pupils a clear understanding of the time being studied. For example, sheets with drawings of objects asking pupils to guess the object and describe what it was made from were beyond the pupils' experience and a poor substitute for quality replica artefacts of Roman times. Good use is made of literacy in history in Years 5 and 6, as when pupils write a country child's diary but elsewhere in the school writing is often in answer to questions or drawings on worksheets and so the writing does not flow in prose.

129. The resources for history are well managed and organised and provide good teaching notes and background information for teachers with some videos. There are well-assembled reference books for the period under study. Overall the range and quality of resources are satisfactory but there is some lack of artefacts. The subject is well led by two enthusiastic, knowledgeable and well-informed co-ordinators who ensure that history plays a major part in the curriculum. Good systems have been developed to monitor pupils' progress in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

Subject summary

130. By Years 2 and 6 pupils achieve satisfactorily and attain standards that match the national expectations. This represents good improvement since the 2000 inspection, when they were unsatisfactory. The school has invested in new technology, and this is now beginning to have an impact on standards. Some areas of the curriculum still need a better range of suitable software to support the teaching, but the school is aware of this and is planning further purchases. Information technology is not yet used sufficiently in lessons to support pupils' learning.

Subject commentary

131. By Year 2, pupils select and use drawing tools in simple graphics software, and modify and improve their work as a result of what they see on the screen. With appropriate adult support they produce pictures to print out. Good links are also made with other subjects, such as when they produce pictures in the style of famous artists. They show increasing confidence in entering, saving and retrieving their work, and can discuss their ideas using correct language, such as *cursor*, *drag* and *flood-fill*.
132. By Year 6, pupils have developed an understanding of basic computer skills such as controlling the computer by means of the keyboard and mouse, adding to, amending and combining a range of information, and confidently using a variety of software packages. In a Year 6 lesson, for example, a group of girls work confidently on their own *Power Point* presentations. They work sensibly and concentrate well, even when unsupervised by the teacher. This work also makes a good contribution to their moral and social development. They are developing the skills of changing fonts, size and colour of text, and different backgrounds. They are also able to retrieve their work from their personal files on the computer, and later to save it for future use.

133. The teaching and learning is satisfactory. From the youngest classes teachers explain ideas clearly and show satisfactory subject knowledge. The school has developed a system of *lead lessons* where teachers teach a particular skill to the whole class or year group. This is followed by pupils working on computer skills in pairs or groups at different times during the week. There can therefore be a gap of several days between the *lead* lesson and the time when some pupils have their turn at the computer. This system works well in many cases, and makes a good contribution to pupils' independence. However, particularly for the younger pupils, it may be difficult for some to retain what has been taught until the next session. The school has recognised that ways should be sought to minimise the gap, or to provide additional means of reminding pupils of the skills and techniques needed.
134. Teachers make very good use of the new technology that the school is acquiring, such as interactive whiteboards and projectors. Visual representations alongside explanation of technical vocabulary help those learning English as an additional language to understand the context of lessons. Appropriate in-service training has been provided, and the school is beginning to see the benefits in terms of improved teaching methods. These improvements also have a positive effect in promoting higher standards. However, the use of information and communication technology to support learning in other subjects is under-developed at present. In many lessons seen in all subjects teachers did not make use of the computers as tools to support pupils' work, and so opportunities to develop understanding through working on the computer were missed. Computers are often switched on, but left unused, and this does not represent good use of a valuable resource for learning.
135. All aspects of the curriculum are given appropriate attention so that pupils gain a broad and rounded view of the range of uses and purposes of information and communication technology. The use of programmable toys in Years 1 and 2 has enabled pupils to learn how computers can control devices. A broad definition of information and communication technology is used from the start, so that pupils realise that devices such as cassette recorders and CD players, as well as computers, can be used.
136. The subject is effectively managed, and the two teachers responsible work well together. They have reviewed software and identified areas where additional resources are needed. Assessment is carried out in accordance with the school's overall assessment policy. The school's scheme of work is based on the national guidelines for the subject, and planning ensures that all aspects of the National Curriculum Programmes of Study are given appropriate attention. The regular curriculum is enriched by the provision of a Computer Club, which is popular and well supported. Current levels of resources are satisfactory overall. Much has been done to improve the hardware available but in some areas software is still inadequate. In Years 3 and 4, and in the provision of appropriate software to support learning in subjects across the curriculum, further development is necessary.

MUSIC

Subject summary

137. Attainment in Years 2 and 6 is in line with that found in most schools and pupils achieve satisfactorily. This is an improving situation since the profile of music in the school has been raised. Although few lessons were observed during the inspection, the overall impression was of a school that enjoys its music. Singing by all pupils in

assembly was strong, with clear voices pitched well with the piano and good use of timing. The school develops performance skills in various ways. Each year, Years 1 and 2 pupils are given the opportunity to perform at Christmas. In spring 2002, Years 3 and 4 joined in a performance of *Rock the Boat*, while in the summer term, Years 5 and 6 wrote their own production *A Voyage Through the 80's*. Other opportunities for pupils to develop their skills come from specialist tuition in brass, percussion, woodwind, string, keyboard and guitar. Pupils have opportunities to learn to play the recorder. During this school year, all pupils in Years 3 and 4 are taking part in a series of nine violin lessons; this has increased awareness and interest of both teachers and pupils in music. There is good leadership and management in music.

Subject commentary

138. By Year 2, Pupils sing with sensitivity and were able to represent changes in pitch by *pointing to the ceiling for high notes and pointing to the floor for low notes*. The teacher used good subject knowledge to develop pupils' appreciation of pitch and the difference between high and low sounds. In a very good Year 1 lesson, pupils sang very well and in tune. They joined in with the action songs, and later chose percussion instruments which they beat in time when they sang the chorus of *What shall we do with the lazy camper?*
139. By Year 6 pupils understand the meaning of a range of music vocabulary as they learn to read and write music. They learn well about control and rhythmic accuracy and how dynamics, tempo, timbre and silence can be organised in order to create different effects. The teacher provided a range of un-tuned percussion instruments, for pupils to investigate. This was successful; pupils were keen to try the graphic score that they had produced the previous week, and to experiment with various changes in dynamics, tempo, timbre and silence. They worked well in groups and co-operated very well taking turns. Later, pupils performed their chosen score in their groups. Teaching and learning was good in this lesson, and pupils made good progress. Pupils respond well in Years 5 and 6 when they choose a musical theme for their self-study topic. This is carried out both in school and at home, and when completed is presented to the year group.
140. Overall, teaching and learning is satisfactory. The subject is planned well to consistently build on pupils' knowledge and skills. There are satisfactory opportunities for them to study the work of famous composers. For example, during assembly times pupils listen to a range of music from other cultures for example, *Morning* by Grieg. Pupils with special educational needs take a full part in lessons; this was evident in one lesson seen, when a statemented pupil took her turn to play an instrument. Music makes a strong contribution to pupils' spiritual, social and cultural education through participation in many musical events including Carol Services, local Music Festivals, Jubilee Celebrations and the *Rastrick Festival*. Pupils respond well to visitors to the school such as the *Gamelan* Indonesian music group, this resulted in good cross-curricular links when pupils wrote leader paragraphs for a newspaper about the visit.
141. There are two subject leaders for music and leadership is good. They are both enthusiastic about the subject and interact well with other teachers to promote it. The policy has clear aims and good resources are available to deliver the curriculum. However, links with information and communication technology are not developed well. Formal assessment and a recording system that will evaluate the pupils' gains in knowledge, understanding and skill development is progressing, and an audio record of work performed by different age groups is being compiled. Both subject leaders

have very clear ideas for the further development and promotion of the provision for music throughout the school.

PHYSICAL EDUCATION

Subject summary

142. Attainment at the end of Years 2 and 6 is above that found in most schools and pupils achieve well. In recent years the profile of physical education within the school has been raised, this has resulted in pupils' improved attainment. Swimming is a very strong feature of the school's physical education programme, with all pupils usually achieving at least the minimum requirement in swimming for their age group. The subject is well led and managed.

Subject commentary

143. By Year 2, pupils have learned the basic elements of swimming. For example, in Year 1, pupils use body parts to produce *frog's legs* when developing their breaststroke. Year 2 pupils explore simple actions with control and co-ordination. They are observant when running in close proximity and dodge each other at different speeds and directions. By Year 3 many pupils begin to co-ordinate arms and legs when using backstroke. By Years 5 and 6, pupils participate in team games and develop appropriate use and control when passing and catching a ball accurately. In dance lessons, they learn intricate dance steps and build up a sequence of steps when devising their own line dances.
144. The teaching of physical education is good overall. Teaching is good when pupils have a clear understanding of the key learning points of the lesson and are set challenging tasks. Warm-ups are organised appropriately. A good example was seen in a gymnastics lesson when Year 2 pupils moved fluently, changing direction at speed in response to the teacher's instructions. Some teachers make good use of pupils to demonstrate and share good practice. The practice of pupils evaluating their own and others' performance and making suggestions for improvement is a feature of the majority of lessons. A very good example of this was seen in a Year 2 gymnastics lesson, when pupils observed other sequences and used their ideas to improve their own work. All teachers ensure that pupils are dressed correctly, exert control and are alert to individual needs. Changing and moving to the hall is handled efficiently. All pupils are very competent at putting out and returning equipment. They are all very aware of the safest way of moving and lifting both large and small pieces of equipment. Teachers are actively involved in the lessons, moving around and praising pupils to motivate them to improve. This was seen in a good Year 6 lesson where the teacher helped pupils who were experiencing difficulties mastering the intricate line dance steps. The teachers know their classes well, and what individuals are achieving. Assessment is linked to the levels that pupils are attaining. Pupils' responses to physical activity are good. Most pupils work hard and are keen to compete. The teaching of swimming in the school pool is a strength, all lessons are taught well by a teaching assistant who is a qualified Amateur Swimming Association teacher, and she is very well supported by several parents.
145. Pupils are involved in all aspects of the National Curriculum for physical education including outdoor activities. A residential visit provides opportunities for adventurous activities, which makes a particularly good contribution to pupils' social development. Swimming is offered to pupils in Years 1 to 4. All pupils with special educational

needs and those learning English as an additional language or those from ethnic minority backgrounds are fully included in all these activities.

146. The subject is well led and managed by two subject leaders. They are both very enthusiastic and knowledgeable and have worked very hard to raise the profile of the subject across the school. Accommodation is good with a well-equipped hall, hard play areas and a playing field. Lessons are supplemented by the very good provision of extra-curricular activities; physical education clubs include football, rounders, and netball. These enrich the physical education curriculum and provide opportunities for pupils to play in school teams and to take part in regional and inter-school competitions. All these activities make a valuable contribution to pupils' spiritual, moral, social and cultural development.

RELIGIOUS EDUCATION

Subject summary

147. The standards of attainment of pupils in Years 2 and 6 meet the expectations of the locally agreed syllabus. Over recent years the school has maintained standards through the use of an engaging and relevant syllabus, which the pupils find interesting. The pupils' achievement is satisfactory. Teachers' planning, work on display in the classrooms and in pupils' books shows that teachers provide a balanced religious education programme based on good subject knowledge. They include pupils' knowledge of their religions to enhance others' learning. For example, two pupils helped to explain the meaning and traditions of *Diwali* during an assembly. The new subject leader has made a good start to her management responsibilities.

Subject commentary

148. By Year 2, pupils have an appropriate knowledge of stories from the Bible, of Islam, Buddhism and Hinduism. Teaching is successful in Year 1 where the teacher used role-play to reinforce the children's learning of a story from Krishna's early life. In this way the children enjoyed learning about Krishna's attempts to steal butter and his mothers attempts to stop him. Teachers are skilled at using the pupils' own experiences and feelings as a starting point for lessons. In Year 2, the pupils learn about relationships, and how they can make us feel. They know about different faiths and the ways that people celebrate special occasions. In this way teachers prepare pupils well and enable them to have an understanding of different faiths and customs. Pupils understand that all people have important and significant moments in their lives, the only difference being in the particular way they are celebrated.
149. Pupils in Year 6 learn about Jesus as he grew up and think about the kind of person he was. They learn about his teachings from the Bible, and how these direct the Christian way of life and form of worship. They consider and compare the teachings of Mohammed and his similar impact on the Islamic religion. A visiting Islamic speaker gives the pupils insights into pilgrimage and the importance people in the past and even today place upon pilgrimages of faith.
150. The quality of teaching and learning is satisfactory overall. Where teaching is successful the teachers encourage the pupils to present their own ideas and find out about different topics. They study a number of religions in order to develop a growing awareness of other faiths and beliefs. Cross-curricular links are made with other subjects. In a lesson observed in Year 3 links with Geography were made when pupils studied the story of God's creation, man's links to the natural world and the need for

conservation. Teachers' good subject knowledge and planning guides the pupils in their work. In Years 5 and 6 particular attention is paid to moral issues in different religions and these are compared. Careful and supportive teaching allows them to perceive what is important to different people and why. This helps pupils to articulate their own thoughts and think about their own lives and beliefs. In a very good lesson observed in Year 6 where the contribution to pupils' spiritual development was very good, pupils used part of their group time to gather round a shrine to Buddha and think about the artefacts, their meaning and the Buddhist philosophy. This made a strong contribution to pupils' spiritual development. Good use is made of the cultural heritages of pupils to explain some customs, traditions and beliefs to others such as *Diwali*. The subject makes a significant contribution to pupils' cultural understanding, through the many visits to places of worship and the visits made by speakers from other religions throughout the year.

151. Throughout the school, pupils of all abilities, including those with special educational needs are involved in all lessons. The subject leader, who is relatively new to the position has made a good start to her work and is enthusiastic about the way in which she wishes the school to improve still further. At present she is limited in the amount of time available for her to monitor standards of attainment throughout the school, however, formal assessment and a recording system that will evaluate the pupils' gains in knowledge and understanding is developing well.