

INSPECTION REPORT

HOLWELL PRIMARY SCHOOL

Welwyn Garden City

LEA area: Hertfordshire

Unique reference number: 117175

Headteacher: Mrs. L. Emerson

Reporting inspector: Mike Capper
23239

Dates of inspection: October 28th – 31st 2002

Inspection number: 247737

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Holwell Road Welwyn Garden City
Postcode:	AL7 3RP
Telephone number:	01707 323716
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. D. Humphry
Date of previous inspection:	December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23239	Mike Capper	Registered inspector	Mathematics ICT Physical Education Foundation Stage	What sort of school is it? How high are standards? How well is the school led and managed? What should the school do to improve further?
9895	Roger Williams	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? Pupils' attitudes, values and personal development
23658	Stephen Parker	Team Inspector	English Geography History RE Special Educational Needs	How good are curricular opportunities?
23609	Alison Cartlidge	Team inspector	Science Art and Design Design and Technology Music Educational Inclusion	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Holwell Primary School is located in Welwyn Garden City in Hertfordshire. Pupils are admitted between the ages of 4 and 11, with most coming from the area surrounding the school. Pupils are taught in 7 classes, with one class for each year group. There are 194 pupils on roll. Many of the pupils come from families with low incomes and there are an above average number of pupils eligible for free school meals. Test results show that in most years pupils' attainment on starting school is below average, with personal and social skills a significant weakness. There are 45 pupils on the special educational needs register, most of whom have learning difficulties, with one pupil having a statement of special educational need. The number of pupils with special educational needs is higher than average. There are a very small number of pupils with English as an additional language, with only one requiring additional language support in class.

The headteacher was appointed in September 2001. The school is in an area where teacher recruitment is difficult and there is a relatively high turnover of staff.

HOW GOOD THE SCHOOL IS

Despite recent improvements, the school is not as effective as it should be. Although teaching is satisfactory overall, there are important weaknesses that limit pupils' attainment and progress in English, mathematics and science. Pupils develop positive attitudes towards learning and the new headteacher and the deputy headteacher are providing strong leadership. However, the many recent improvements have not yet been in place long enough to have a major impact on standards, although there is some evidence that there have already been improvements in attainment in English and mathematics in the present Year 6. The low standards that are evident in Years 1 and 2, in particular, mean that the school currently provides unsatisfactory value for money.

What the school does well

- The good leadership of the headteacher means that the school is well placed to improve.
- Pupils achieve good standards in music throughout the school and make good progress in reading in Years 3 to 6.
- In the reception class, good teaching helps children to learn well.
- Teaching of pupils with special educational needs in Years 3 to 6 is very good when they are withdrawn from lessons for additional literacy support.
- Throughout the school, pupils are enthusiastic about learning and get on well together
- Teachers are caring and patient and this means that pupils are confident and happy at school.

What could be improved

- Pupils' attainment and rates of progress in English, mathematics and science.
- Teachers' expectations of what pupils can achieve are not always high enough.
- The use of information about what pupils already know so that work is matched more closely to pupils' needs.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made unsatisfactory progress since the last inspection in 1997 because pupils' attainment has fallen in many subjects. However, since the appointment of the present headteacher good progress has been made in addressing the weaknesses identified in the last inspection report. The school has introduced new schemes of work for subjects such as design and technology, information and communication technology (ICT), geography and history. School development planning is now more thorough and is based on a good understanding of the school's strengths and weaknesses. The improved levels of information given to the governing body mean that their role has been significantly developed and they are now taking an active part in planning for the future.

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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	C	C	D	D	well above average A above average B average C below average D well below average E very low E*
mathematics	C	C	E	E	
science	C	E	E	E*	

Tests and inspection findings show that children currently in the reception class are a more capable group than in previous years. This group of children is on target to achieve the expectations of the early learning goals in all areas of learning.

Pupils do not achieve as well as they should by the end of Year 2. These findings are confirmed by the most recent National Curriculum test results. With the exception of writing in 2001, where attainment was broadly average, pupils' attainment at the end of Year 2 has consistently been at least below the national average since 1999. Test results in mathematics at the end of Year 2 in 2002 place the school amongst the bottom 5% of schools in the country.

Inspection findings show that in the current Year 2 pupils' attainment is below average in reading and well below average in writing, mathematics and science.

There is some improvement in pupils' attainment by the end of Year 6. Inspection findings show that pupils in Year 6 are now making good progress in English and mathematics. As a result, their attainment is now broadly average in reading, speaking and listening but is below average in writing and mathematics. In science, pupils' attainment is still a cause for concern, being well below average, with very few pupils working at higher than expected levels.

Standards of attainment by the end of Year 2 and Year 6 are good in music and satisfactory overall in religious education, history, design and technology, art and design and geography. There was insufficient evidence to judge standards in physical education by the end of Year 2 but by the end of Year 6 standards are satisfactory, with standards in swimming being good. In ICT, attainment is below average, but pupils are beginning to make good progress because of the improved resources and the more effective use of ICT to support learning in other subjects.

Since the appointment of the new headteacher, the use of assessment data to help set targets for pupils at the end of Year 6 has improved and they are now based on a more realistic understanding of what pupils should achieve given their prior attainment. In 2002, the school's targets were exceeded in English, but were not achieved in mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are happy and enthusiastic. However, they do not always take enough care to ensure that their work is neat and tidy.
Behaviour, in and out of classrooms	Good. Pupils are polite and courteous and behave well in lessons, at lunchtimes and playtimes.
Personal development and relationships	Good overall. Pupils get on well together and are encouraged to take responsibility for aspects of school life. They rarely show initiative in their learning and so lack independence in lessons.
Attendance	Good. The attendance rate is above average. However, the punctuality and poor attendance of a small number of pupils has a negative impact

	on their learning.
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TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	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 is satisfactory overall, with good teaching of reception children, pupils in Year 6 and in music, where a specialist instructor takes many lessons.

Throughout the school, teachers have good relationships with the pupils and manage their behaviour well. This helps pupils to develop good levels of self-esteem.

In the reception class, both the teacher and teaching assistant have a good knowledge of what children already know. They use this information successfully to support their detailed lesson planning. Members of staff have a good understanding of the early years' curriculum and plan a variety of interesting activities with a good mix of independent and adult directed tasks. Children gain maximum benefit from the independent tasks because they are well organised and are clearly explained.

In Years 1 to 6, basic skills are not always taught effectively enough and work is not consistently matched to pupils' needs. Teachers do not have high enough expectations of what pupils should achieve or how they should present their work. Whilst teachers mark pupils' work and evaluate lessons, insufficient use is made of assessment information to help teachers decide what they need to teach next. This has a negative impact on pupils' learning. Limited use is made of pupils' literacy skills to support learning in other subjects with teachers providing too many worksheets and writing to be copied.

Much of the best teaching occurs in Year 6, where the teacher has high expectations of what the pupils should achieve and the pace of learning is often good. In other good or very good lessons in Years 1 to 6, the teachers had planned carefully and they made good use of a varying range of strategies to teach new skills. In these lessons, pupils are eager to volunteer answers and ideas, and work well at tasks, even when unsupervised.

Pupils with special needs are very well taught when given specialist help. They take part in a carefully planned range of activities that fully challenge them. As a result, these sessions are productive and happy.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The curriculum is extended effectively through a good range of educational experiences including visits, visitors and after-class activities. The literacy and numeracy strategies have been adopted, but are not being implemented effectively throughout the school.
Provision for pupils with special educational needs	Satisfactory overall, but good from Year 3 onwards where provision is very well managed. However, there is too little support for pupils in Years 1 and 2 or for pupils with difficulties in mathematics.
Provision for pupils with English as an additional language	Satisfactory. When required, pupils are given appropriate support in class.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Assemblies make a good contribution to all aspects of personal development. Teachers are very good role models and they help pupils to develop a good understanding of appropriate social and moral values. Cultural development is satisfactory.
How well the school cares	Pupils are well cared for. There are satisfactory assessment procedures

for its pupils	in English, mathematics, science and ICT, but the information gained from assessments of pupils' learning is not yet used effectively to support their learning.
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The school has satisfactory links with parents. Since the appointment of the headteacher there have been many improvements to help parents feel more involved in their children's education. Links with the local community have also improved significantly in the last year and are now good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and deputy headteacher have a strong commitment to improving the effectiveness of the school. They are working hard to raise expectations and develop procedures to support pupils' learning.
How well the governors fulfil their responsibilities	Good. The many changes that have taken place over the last year have enabled governors to become more involved in the management of the school and the monitoring of standards.
The school's evaluation of its performance	Satisfactory. Monitoring of the school's work is clearly established and has identified the most significant strengths and weaknesses. However, improvements have not been in place long enough to judge their effectiveness in ensuring overall school improvement.
The strategic use of resources	Satisfactory. Budgeting by the headteacher and governing body is based on a good understanding of the school's needs. The school is beginning to apply the principles of 'best value' to its work, for example by comparing standards being achieved with other local schools.

Staffing levels are satisfactory, although the long-term absence of the caretaker means that the headteacher has additional responsibilities. Members of staff are given good opportunities to attend a range of training courses and the role of subject leaders has been significantly developed. They are now actively involved in monitoring the school's work.

Accommodation and resources are satisfactory overall, with good resources for special educational needs and music. The only significant weakness in accommodation is the lack of a secure outdoor area for children in the reception class.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children become mature and responsible and they behave well. Members of staff are very approachable. The quality of teaching is good and helps children to make good progress. 	<ul style="list-style-type: none"> Extracurricular provision.

Parents are very supportive of the school's work and the inspection team agrees with some of their positive comments. However, inspection findings show that the quality of teaching could be improved and this would help to raise standards. The school provides a good range of extracurricular activities. These make a positive contribution to pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' standards of attainment have fallen since the last inspection. By the end of Year 6, they are lower in English, mathematics, science, ICT, religious education and history. The school has maintained high standards in music, with standards in other subjects similar to those found at the time of the last inspection.
2. Children's attainment on entry to the school is below average, with social skills often an important weakness. This is confirmed by tests taken in the children's first few weeks in school. Children make good progress, but in most years their attainment is below expectations for their age by the end of the reception year in personal social and emotional development, communication, language and literacy, knowledge and understanding of the world and mathematical, creative and physical development. The school's own assessments show that approximately 50% of pupils currently in Year 1 had not achieved the expected early learning goals for children by the end of their reception year in any of the areas of learning.
3. However, both tests and inspection findings show that children currently in the reception class are a more capable group than in previous years. In particular, they have better personal and social skills. They are making the same good progress as children in previous years, which means that they are on target to achieve expectations in all areas of learning.
4. Inspection findings show that in the current Year 2, pupils' attainment is below average in reading and well below average in writing, mathematics and science. This is similar to the results of recent National Curriculum test results. With the exception of writing in 2001, where attainment was broadly average, pupils' attainment at the end of Year 2 has been consistently at least below average since 1999.
5. Test results for the end of Year 2 in 2002 show that pupils' attainment was well below average in reading and writing and very low in mathematics when compared with all schools. When compared with similar schools, pupils' attainment was well below average in reading and very low in writing and mathematics. Test results in mathematics placed the school amongst the bottom 5% of all schools in the country. In science, there are very few pupils working at higher than average levels and in 2002, teacher assessments show that only 59% of pupils achieved the expected Level 2.
6. There is some improvement in pupils' attainment by the end of Year 6. Inspection findings show that pupils in Year 6 are making good progress in English and mathematics. As a result, their attainment is now broadly average in reading, speaking and listening but is below average in writing and mathematics. In science, pupils' attainment is still a cause for concern, being well below average, with very few pupils working at higher than expected levels.
7. Test results for pupils by the end of Year 6 have fallen over the last two years. In 2002, they show that pupils' attainment was below average in English and well below average in mathematics and science when compared with all schools. When compared with similar schools, results were below average in English, well below average in mathematics and very low in science. Test results in science place the school amongst the bottom 5% of similar schools in the country.
8. The school carries out a detailed analysis of test data at the end of each year, comparing pupils' attainment at the end of Year 6 with their attainment in tests at the end of Year 2. This confirms that in Years 3 to 6 most pupils make at least satisfactory progress overall in English and mathematics and achieve the levels of attainment predicted by their end of Year 2 tests scores. In English, pupils who took end of Year 6 tests in 2002 made good progress when compared

with their attainment at the end of Year 2. In mathematics, progress was satisfactory, but in science progress was poor.

9. Test data and inspection findings show that there is no significant difference between the attainment of boys and girls and of pupils of different race or background. The very small number of pupils with English as an additional language do not require extra literacy support and make the same progress as other pupils.
10. By the end of Year 6, standards of literacy are unsatisfactory overall. Although pupils develop sound reading skills by the end of Year 6, standards in writing are a significant cause for concern because pupils in Years 1 and 2 are currently making unsatisfactory progress. Partly because of this slow start, standards in writing remain weak through the school and have a negative effect on standards in other subjects.
11. Similarly, pupils' learning in different curriculum areas is hindered by their weak number skills. Pupils lack confidence at applying mathematical knowledge to practical situations. Their ability to carry out calculations is a significant weakness. This is reflected in National Curriculum test scores at the end of Year 6. In mathematics, there is a large group of pupils who are not achieving expected levels.
12. Music is a strength of attainment throughout the school. Pupils benefit from specialised teaching and a good range of activities in lessons and in out of school clubs. This results in standards of attainment being above average by the end of Year 2 and Year 6, with singing and some instrumental playing particularly good.
13. Throughout the school, pupils' attainment is in line with the expectations of the locally agreed syllabus in religious education. In geography and history, pupils' attainment is in line with national expectations by the end of Year 2 and Year 6, although the quality of some work is hindered by weak literacy skills.
14. In design and technology and art and design, standards of attainment are in line with national expectations by the end of Years 2 and 6. In physical education, swimming skills are well developed but standards are in line with national expectations overall by the end of Year 6. There was insufficient evidence to judge standards in physical education by the end of Year 2.
15. In ICT, pupils' attainment is below national expectations, but they are beginning to make good progress because of the improved resources and the more effective use of ICT to support learning in different subjects.
16. Pupils with special educational needs make satisfactory progress overall, but it is unsatisfactory in Years 1 and 2 where additional support is inadequate. In Years 3 to 6, they make very good progress when withdrawn for individual support in literacy. Their rate of progress is slower when they return to class but it is good overall in Years 3 to 6. As a result, few pupils attain at very low levels in the National Curriculum tests at the end of Year 6. However, there is too little additional support for pupils with low attainment in numeracy.
17. More able or gifted pupils are given some extra support in lessons and the school has participated in local authority programmes to help these pupils further. However, in many lessons insufficient account is taken of what pupils can already do and there is sometimes a lack of challenge for more able pupils. These factors hinder their progress significantly.
18. The use of assessment data to help set targets for pupils at the end of Year 6 has improved and is based on a good understanding of what pupils can realistically achieve. Targets have been reviewed and are now challenging but realistic. In 2002, targets were exceeded in English, but were not achieved in mathematics.

Pupils' attitudes, values and personal development

19. Pupils' attitudes to the school are good. This is similar to the findings of the last inspection. Most of them are full of enthusiasm, and are very willing to talk about their favourite lessons and activities. Many pupils are particularly keen to take part in the good range of activities provided during lunchtimes and after school. When teaching is good, and it meets pupils' needs, they are eager to volunteer answers and ideas, and work well at tasks, even when unsupervised. For example, in a physical education lesson, the reception class listened in almost complete silence when the teacher deliberately lowered her voice to a whisper, and they followed her instructions exactly.
20. As the last inspection found, pupils behave well throughout the school day. There is some boisterous behaviour shown at lunchtime play; but midday supervisors and other staff deal with this very well. Pupils respond well to the consistent handling of behaviour by teachers and staff. These high expectations of good behaviour ensure effective teaching and learning in most subjects throughout the school. During the inspection, wet weather caused play to be indoors during one lunchtime; there was very little poor behaviour, and those few instances were immediately dealt with by staff in a fair and firm manner. Most pupils were polite and courteous and played well together in a co-operative and controlled way.
21. There is very little oppressive behaviour, racism or sexism. Pupils' good and positive attitudes have been maintained since the previous inspection. Although there is the occasional incident of poor behaviour, it is infrequent, and, quickly dealt with by the school. Parents are immediately involved and are expected to play their part in the solution.
22. Pupils have a good understanding of the impact their actions have on others. For example, in a physical education lesson in Year 6, after accidentally hitting another with his hockey stick, a pupil immediately apologised and asked if '*he was alright*'. Teachers emphasise the need to share and to co-operate, and this is not always easy for many pupils, who have not been used to this. However, the school insists on co-operation and sharing in lessons and at play and is usually successful in achieving this aim. The school council works well together discussing and suggesting issues and solutions in a mature and sensible way.
23. Generally, pupils show respect for other peoples' feelings, values and beliefs, although there are occasional examples of selfish or thoughtless behaviour, when they are expected to co-operate or share with each other. However, thanks to the school's insistence and teacher and classroom assistants' hard work and good example, levels of respect are satisfactory overall.
24. Pupils' personal development is satisfactory overall. The school encourages pupils to take on extra duties and responsibilities such as tidying up and acting as monitors from when they join in the reception class. Responsibilities increase as pupils get older, with some elected as school councillors. During the inspection, two Year 5 pupils took the initiative to carry out a litter patrol of the school grounds at lunchtime. However, pupils often show little pride in their schoolwork, which leads to a generally poor quality of presentation. There are also few opportunities for pupils to research for themselves and to learn independently or to show the initiative in lessons. These are weaknesses in pupils' personal development.
25. As at the time of the last inspection, relationships are very good. Pupils of all ages get on with each other very well, and are keen to help. Adults are very good role models and set very good examples to pupils. The relationships between staff and pupils underpin their attitudes to learning, and they are encouraged to join in and have a go at answering, as a result. Pupils who have special educational needs are integrated fully into the life of the school and form good relationships with their teachers, other staff and pupils.
26. Attendance is good, being slightly above average. There are, however, a small number of pupils with poor attendance records or who are regularly late. These factors have a negative impact on the learning of these pupils.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

27. The quality of teaching is satisfactory overall, with good teaching of reception children, pupils in Year 6 and in music, where a specialist instructor takes many lessons.
28. The good quality teaching of reception children has been maintained since the last inspection. In the reception class, the teacher and teaching assistant have a good knowledge of what all children already know and use this information successfully to support their detailed lesson planning. Adult led activities vary in difficulty depending on the prior attainment of children working in each group and are successful in helping children to increase their concentration and improve basic literacy and numeracy skills. Members of staff have a good knowledge and understanding of the early years' curriculum and plan a variety of interesting activities with a good mix of independent and adult directed tasks. Children gain maximum benefit from the independent tasks because these have been carefully planned and explained. For example, a pretend veterinary clinic with good resources had been thoroughly discussed with the children so that they were able to play together practising new vocabulary and sharing equipment sensibly.
29. Members of staff have high expectations of what children in the reception class should achieve, especially in the area of personal, social and emotional development. They are very skilled in managing the children's behaviour and this means that children learn how to behave sensibly and work hard.
30. The quality of teaching in Years 1 and 2 is satisfactory overall with examples of very good teaching and some unsatisfactory teaching when work is not sufficiently matched to pupils' needs. A scrutiny of pupils' previous work shows that this has a significant impact on the rate at which pupils acquire new skills in English, mathematics and science. In the very good lessons in Year 2, the teacher planned challenging work for all pupils and maintained a crisp pace enabling pupils to concentrate very well and learn very quickly. All teachers give pupils good opportunities for improving their speaking and listening skills during whole class discussions. However, in several literacy and numeracy lessons teachers spend insufficient time teaching pupils at the start of the lesson and provide only general support to individuals rather than sitting with a group of pupils and focusing on their specific needs. There are limited opportunities for pupils to build on what they already know, resulting in slow progress in developing basic literacy and numeracy skills.
31. The quality of teaching in Years 3 to 6 is satisfactory overall with examples of good, very good and unsatisfactory teaching. Much of the better teaching occurs in Year 6, where the teacher has higher expectations of what the pupils should achieve and the pace of learning is often good. In Years 3 to 6, teachers make effective use of 'guided' reading sessions to help pupils develop skills. This means that pupils make better progress in improving their reading than they do lower down the school.
32. Throughout the school teachers have developed good relationships with the pupils and manage their behaviour well, including the behaviour of some pupils who have been identified as having behavioural difficulties. The teachers are caring and patient and this means that pupils are confident and happy at school.
33. The quality of teaching in Years 1 to 6 is lower than at the time of the last inspection when teaching was good overall and work was well matched to pupils' needs. The main weaknesses in teaching are low expectations resulting in pupils not learning quickly enough or producing work of sufficient quality or quantity. Whilst teachers mark pupils' work and evaluate lessons they do not consider what groups of pupils need to learn next and include this in subsequent planning. Weaknesses in the way teachers' marking is used to help pupils improve their work remain from the last inspection. Limited use is made of pupils' literacy skills to support learning in other subjects with teachers providing too many worksheets and writing to be copied.
34. Teachers are beginning to plan lessons with clear 'learning objectives', which identify what

pupils are expected to learn in a particular lesson. This is good practice. In the best lessons, they are detailed and clear and enable teachers to assess learning at the end of the lesson. However, this is not always the case, and some 'learning objectives' are too generalised and do not show clearly what pupils are expected to learn in a particular lesson. Teachers rarely revisit 'learning objectives' at the end of lessons to see how well pupils have achieved.

35. As at the time of the last inspection, music is taught well throughout the school. Pupils are taught a wide range of skills and there is a good emphasis on enjoying performing together. The unqualified instructor has a good impact on learning, helping pupils to reach good standards in the subject.
36. Pupils with special needs are very well taught when given specialist help either within the class or on withdrawal to another area. They take part in a carefully planned range of activities that engage them mentally, physically and emotionally. As a result, these sessions are productive and happy because pupils realise for themselves that they are learning well. In class lessons, they work with other pupils at a similar level and are given additional support wherever possible. Their progress is carefully monitored and adjustments made to their individual education plans so that future lessons meet their needs. However, there is insufficient additional support for pupils with special educational needs in Years 1 and 2 and they do not make sufficient gains in their learning over time.

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

37. The school offers a satisfactory curriculum that includes religious education and all required subjects of the National Curriculum. Provision is extended well through a good range of educational experiences including visits, visitors and after-class activities. The curriculum offered to pupils in the reception year is of good quality but it is restricted by the lack of a secure outdoor area.
38. Official recommendations and guidelines have been adopted for all subjects in Years 1 to 6, providing sound guidance for teachers' long-term planning. This has corrected weaknesses in provision for design and technology, information and communication technology (ICT), geography and history noted in the previous report. The programmes of study for these subjects now cover all required elements. The use of ICT skills in other subjects has improved and is now satisfactory overall.
39. The national strategies for literacy and numeracy have been adopted, but have had little effect in raising standards because they are not being fully implemented throughout the school. Basic skills are not being taught with enough clarity and determination to the youngest pupils. Targets drawn from the official frameworks for numeracy and literacy are not being adapted sensitively enough through the school in response to the standards that pupils are actually achieving and the problems they are finding. In some cases, the official targets specified for a year group are too hard for some pupils, whilst others are being held back. Planning in other subjects does not identify in enough detail the contribution they can make to developing literacy and numeracy skills. As a result, opportunities to support basic skills are lost. Instances were noted where pupils were not given enough time to write or carry out calculations, resulting in shallow learning and poor standards of presentation and accuracy.
40. In other subjects also, it is a common weakness that planning does not set out in enough detail how the needs of groups at different levels of attainment are to be met in each class. The main target for the lesson is generally identified clearly, but not the necessary adjustments to activities and expectations for pupils at different levels of attainment found in all classes. The mismatch between planned work and the needs of pupils at different levels was a critical weakness in unsatisfactory lessons seen and in some others in all subjects through the school. This is partly due to a weakness in the design of standardised planning sheets that do not prompt statements of intentions for different groups or allow space for the necessary detail

to be set out. As a result, the missing detail makes it difficult for senior management and subject leaders to give guidance through monitoring.

41. There is a satisfactory programme of study for personal, social and health education. It includes relevant aspects of citizenship, health education, and drugs awareness. Sex education is taught with the assistance of a school nurse and the approval of the governing body and parents. In some classes there are regular class discussions, called "circle time", where issues of concern can be raised.
42. All pupils are fully included and have equal opportunity to benefit from the curriculum. Provision for pupils with special educational needs is satisfactory overall and good from Year 3 onwards. This reflects the findings of the previous inspection. Pupils on the special needs register are given an individual education programme (IEP) that sets out specific targets to guide their development, particularly in language. Their targets are very well informed by assessment information gained from close contact and specialised tests, with the expert assistance of outside specialists. As a result, IEPs are of very good quality and set out in detail the small steps of action needed to secure the successful progress of the pupil concerned. Targets are regularly reviewed and appropriately updated so that these pupils make consistently good progress. The quality of teaching is very good for pupils in Years 3 to 6 when they are withdrawn in small groups for a well structured programme of intensive literacy instruction. Such withdrawal is planned appropriately so that learning in other subjects is affected as little as possible. The level of support given when they return to class is satisfactory, though work in other subjects is not always planned to meet their needs. Nevertheless, results in the recent National Curriculum tests at the end of Year 6 show that pupils who had very weak literacy skills at the end of Year 2 made good progress. However, pupils in Years 1 and 2 do not benefit from such intensive support, which increases the level of difficulty in meeting their needs later, and too little support is given in any year to pupils with low attainment in mathematics.
43. The curriculum is extended well through a good range of out-of-class activities in which many pupils take part. These experiences are used effectively to stimulate interest and raise attainment in the subjects concerned. Provision is particularly rich in music, where there is a recorder group and an orchestra that performs in public to raise funds for charity. Sports are also well provided, with clubs for athletics, football, netball and rugby. Boys and girls take part, and school teams compete successfully at local level. There is a book club and a drama club, and most pupils take part in end-of-term music and drama performances for parents and the public.
44. There are good contacts with the local community. This is an improvement since the last inspection. The locality is used well to support fieldwork in geography and history. The school takes a full part in local events and competitions. For instance, pupils visit senior citizens to take them harvest gifts. Visitors from the church and other walks of life visit the school to talk about their roles in society.
45. Contacts with other institutions are satisfactory. There is increasing contact with the neighbouring nursery. Some pupils attend sports events and a mathematics workshop run by a local high school. Staff of the main receiving high schools visit to meet Year 6 leavers, to ensure they make a smooth transfer to the next stage in their education.
46. Provision for pupils' personal development is good overall, though, at the time of the previous report, provision for moral and social development was excellent and that for spiritual and cultural was very good. Current provision is good for pupils' moral and social development and satisfactory for their spiritual and cultural development.
47. School assemblies make a good contribution to all aspects of personal development. The act of worship includes prayers that relate clearly and simply to pupils' own experiences, setting them in a wider context. Pupils join enthusiastically in singing hymns, and show respect in responding to opportunities for reflection. They are encouraged to respond creatively to the beauty of the natural world through music and art; the hall is presently decorated with very

attractive collages on the theme of Harvest Festival. Through religious education topics, they learn to respect the beliefs of others. However, work in this and other subjects is too mechanical at times, relying on copying facts from the board rather than generating deeper insight and enthusiasm for learning.

48. Talks and stories told in assemblies are well planned around a series of themes that carry a strong moral message. Pupils take part in drawing up class rules, though teachers and assistants take good care to explain why behaviour is good or otherwise. Pupils take part in a wide range of activities to raise funds for charity, thus learning to appreciate the needs of others less fortunate. A significant example of pupils taking responsibility for their own actions is the writing of letters by Year 6 boys to the adjoining nursery, apologising for the disturbance caused by their wild football game.
49. A rota of class duties ensures that all pupils take on responsibility for aspects of school life, and they do this well. Even the youngest children in the reception year help to tidy up at the end of sessions. Older pupils perform a range of tasks around school, acting for instance as librarians. The school council gives representatives of each class a high level of challenge in discussing issues of concern. The assembly theme during the inspection of "roles and responsibilities" included good instances of citizenship. Visiting street wardens talked of their work and were given an enthusiastic response when they invited pupils to help in their community, for instance by reporting broken paving and joining working parties to clear litter. Teachers pair higher attaining pupils with a lower attaining partner for specific tasks, for instance using a computer. Nevertheless, pupils are not given enough opportunities to develop initiative, for instance in science investigations or in using reference books to follow up lines of enquiry.
50. Pupils learn of their own and other cultures through a satisfactory range of planned activities, particularly in art, geography, history and music. Religious education makes a strong contribution through the study of six major world faiths, and assemblies include reference to some of their major festivals. There are occasional events and talks by visitors to focus on features of other cultures. There has in the past been contact via the internet with a school overseas.
51. It is a good recent development that pupils now set their own targets for their academic and personal development and write evaluations of their success at intervals through the year.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

52. Procedures for child protection and ensuring pupils' welfare at the school are good, and have been maintained at a high level since the last inspection. Care of its pupils is a strength of the school. The headteacher is the school's child protection officer, and she is fully trained for this responsibility, which she shares effectively with other staff. This ensures they are all made aware of their responsibilities in this sensitive area of pupil welfare and are kept up to date with changes in procedures.
53. Governors and the headteacher ensure that health and safety requirements, including risk assessments, are attended to promptly. These roles are carried out effectively despite the long-term absence of the school caretaker, whose post carries responsibilities for health and safety matters at the school. Fire and electrical safety and first aid provision are good. The school takes part in the Healthy Schools programme and promotes a healthy diet at break and lunch times. There is very good catering provision, with a purpose built dining and kitchen area and a good choice of menu.
54. The school's systems for monitoring and improving attendance are overall satisfactory. Attendance registers are well kept by teachers, and the headteacher monitors them and ensures absences are followed up, although there is still no enquiry made from school on the first day of a pupil's absence. The headteacher also monitors absences due to holidays taken during term time and refuses to authorise some applications. She also analyses patterns of pupil lateness. However, insufficient support has been given to the school by the educational

welfare service in following up pupils with a poor record of attendance.

55. Behaviour is well monitored and good behaviour is promoted consistently. This has been maintained since the previous inspection. Issues are dealt with positively, and the new behaviour policy is clearly understood by staff and pupils. Pupils know the school has very high expectations of them and they respond well to this. Careful records are kept by the headteacher and class teachers, to monitor pupils' behaviour as an aspect of their personal development. A record of more serious incidents is kept, for example, name calling and aggressive behaviour. These records show that there are few instances of this type of behaviour and that they are treated very seriously by the school and by the parents of the pupils concerned.
56. Procedures for monitoring and supporting pupils' personal development are good. The school does everything it can to increase the confidence and self-esteem of its pupils. Social skills and good behaviour are encouraged and insisted upon as soon as they arrive at the school. All adults act as very good role models, and pupils are expected to take on more responsibilities each year. Teachers know their pupils well and react positively to any concerns and needs they have. Support staff at the school are also involved in monitoring this important area and they make a valuable contribution. The school council has met over the last year under the chairmanship of the headteacher and has been invaluable in allowing pupils' views to be taken into account.
57. Over the last year satisfactory procedures for assessing pupils' attainment have been developed for English, mathematics, science and ICT. Information is carefully analysed and is being used to plan what needs to be done to improve the provision in subjects. However, insufficient use is made of this information when planning what pupils need to learn next. There are no formal procedures for showing what pupils have learnt in other subjects and this is unsatisfactory.
58. The school provides a good standard of care for pupils who have special educational needs. The school has good quality assessment procedures to identify and monitor their needs, and the information is used well to identify the necessary support from within school and from outside agencies. Teachers and other adults give these pupils positive encouragement to promote their self-esteem, so that they play a full part in all aspects of school life. Careful monitoring of their progress and regular adjustment of their targets means that they maintain good progress from Year 3 onwards. Only one pupil has a statement of special needs, and provision meets the needs of this pupil effectively.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. Parents have positive views of the school and consider it is effective and that their children are happy and secure there. This good opinion by parents has been maintained since the previous inspection.
60. Since the appointment of the headteacher there have been many recent improvements to help parents feel more involved in their children's education. Parents' views were surveyed by a questionnaire and there was a good response. Parents were informed of the results of the survey, and their comments and suggestions are being considered. There is now a regular weekly newsletter, which tells them which teachers are in school and available for contact during the forthcoming week, as well as other useful information. There are two notice boards in use for parent information, and there is regular informal contact with staff, both at the start and finish of the school day. However, curriculum information, for example, topics for the next term, is still limited.
61. Another recent initiative informed parents how to help their children with homework, through both an evening open meeting and in the newsletter. Annual reports to parents on pupils' progress have not improved since the last inspection and still lack detail on foundation subjects. Overall, the quality of information now given to parents is satisfactory.

62. Parents are given clear information about the school's special educational needs policy and practice. They are kept fully informed of their children's progress and are invited to annual reviews. Whenever they have concerns, they are able to contact the class teacher and special educational needs co-ordinator. It is a very good feature that the school communicates with them through a newsletter and gives advice on how to support their child's homework tasks.
63. The school works very hard to involve parents in its work, and their involvement is now satisfactory. The headteacher has been able to encourage increased parental involvement on the governing body this year. Parents support school functions and events and the Friends' Association raises substantial extra funding for the school. The accessibility of the headteacher and staff and the friendly and welcoming atmosphere is beginning to get a positive response from parents. This is leading to an increase in parent helpers, both in the classroom and for school visits. Two parents regularly accompany pupils when they travel to the swimming baths, and some others now help in classes, as well as during after school clubs.
64. Parents appreciate the initiatives to help them contribute to their children's work at school and at home. This contribution is now satisfactory. The school has recently provided whiteboards to help with letter formation at home for younger pupils. This, together with the reading and homework diaries and the advice from the school is improving parental involvement and their contributions to pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

65. As at the time of the last inspection, the school is well led and managed. The new headteacher is working hard to break the culture of low expectations that she found in the school and the local community when she took up post. There have been many important initiatives over the last year but these have not been in place long enough to have a significant impact on standards, although there is evidence that standards are beginning to rise in English and mathematics in Year 6. Recent improvements in planning, assessment procedures and monitoring mean that the school is now in a position where it can improve both pupils' attainment and the quality of learning.
66. The headteacher has a very strong commitment to improving the effectiveness of the school and has established a good understanding of the school's strengths and weaknesses, based on through monitoring of the school's effectiveness. She has been well supported in this by the deputy headteacher. When the headteacher took up her post, statutory requirements for the appraisal of teachers were not in place, nor was there a development plan. Both of these weaknesses have been addressed. Test data is carefully analysed to show trends in attainment and to identify areas of weakness. Clear targets for improvement are set for both individual groups of pupils and year groups. These are challenging and show that low expectations will not be accepted by the headteacher as an excuse for low attainment.
67. The monitoring of teaching is now a regular feature of school life, and already it is having an impact on the quality of teaching. Teachers are regularly observed at work in their classrooms and are given detailed feedback on what they do well and how they can improve further in the future. The headteacher has supported weaker teachers and there is evidence of improvement, although significant weaknesses still remain. For example, in monitoring one class, the headteacher identified that in numeracy lessons, the teacher did not often work with a group of pupils as suggested by the numeracy strategy. This was discussed with the teacher, who now plans more carefully for this part of the numeracy lesson. During the inspection, this was a good feature of numeracy teaching in this class, with the support given to the group helping them to learn well.
68. Members of staff are given good opportunities to attend a range of training courses. Training is carefully linked to the school development plan or targets identified as part of the teacher's own professional development. In subjects such as ICT, this has had a good impact on pupils' learning, with the teachers' subject knowledge and confidence improving significantly. Teaching assistants have recently been involved in a 4-day training course, which has increased their

skills and helped them to become more involved in supporting groups in literacy and numeracy lessons.

69. School development is now carefully planned. This was a weakness at the time of the last inspection. The school improvement plan is detailed and sets a clear and appropriate agenda for development, including criteria for how achievement is to be measured. All members of the school community are involved in drawing up the school development plan. Parents are involved through the good use of questionnaires, which gives them a chance to say what they like or do not like about the school. This is good practice.
70. The role of subject leaders has been significantly developed. They are actively involved in monitoring and have a good understanding of strengths and weaknesses, especially in English, mathematics, science and ICT. Subject leaders are given opportunities to monitor teaching and learning and use the information they gather from this to draw up detailed action plans. These show clearly how improvement is to be ensured.
71. Special educational needs provision is very well managed. The co-ordinator is well qualified, highly committed and experienced. The school fulfils its statutory responsibilities for special educational needs and complies with the official Code of Practice. Good use is made of funds for pupils with special educational needs in providing good quality support.
72. The headteacher is well supported by an active and committed governing body. The very good relationship that exists between the governing body and headteacher means that improvement can be carefully and sensitively planned. The many changes that have taken place over the last year have enabled governors and staff to become more involved in the management of the school and the monitoring of standards. The governing body now feels more fully involved in managing the school. The governors are given detailed feedback on standards and this means that they understand where there are weaknesses. For example, the school's analysis of test results in 2002 is explicit in highlighting the issues of low attainment at the end of Year 2 and Year 6.
73. Financial planning is sound and the recommendations of the most recent audit have been implemented. Budgeting by the headteacher and governing body is systematic and based on a good understanding of the needs of the school. The school is beginning to apply the principles of 'best value' to its work, for example by ensuring that competitive bids are sought for all large purchases and comparing standards being achieved with other local schools. Parents make a good contribution to the financial security of the school. The money they raise is spent well to improve resources or accommodation.
74. At the moment the school has few ICT systems to support the day to day running of the school. For example, there is no computerised system that enables the school to quickly analyse trends in attainment. Assessment data is recorded on a spreadsheet, but not in a way that makes it easy to carry out a detailed analysis of trends over time or the performance of different groups of pupils.
75. Staffing levels are satisfactory. Teachers have an appropriate range of skills, and specific expertise is used well to support pupils' learning in music. There is an appropriate number of support staff, and they give good support to pupils.
76. Accommodation is satisfactory, with the only significant weakness being the lack of a secure outdoor area for children in the reception class. This has a restricting effect on some areas of the early years' curriculum, especially physical development. There is good accommodation for teaching pupils with special educational needs when they are withdrawn for intensive instruction.
77. Resources are good in music and satisfactory in other subjects. The school makes effective use of its available resources, with the exception of the well-resourced library, which is used only rarely by pupils who are carrying out individual research. Resources for pupils with special educational needs are of good quality and very effectively planned into the withdrawal programme. The many pupils in Years 1 and 2 with weak literacy skills would also benefit from these well-structured materials.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

78. In order to raise the effectiveness of the school the headteacher, governing body should;

- ◆ Improve the quality of teaching and learning by
 - Sharing good practise and raising teachers' expectations of how well pupils will achieve and present their work.
 - Ensuring that lessons are better organised so that more time is spent teaching pupils rather than managing their behaviour.
 - Improving special educational needs support in Years 1 and 2.
 - Ensuring that teachers' medium and short term planning clearly identifies expectations for differing pupils so that work is more closely matched to pupils' needs
 - Monitoring the use of the school's new marking policy to ensure that it is consistently followed and that marking is helpful in identifying how pupils can improve their work.
 - Giving pupils more opportunities to work independently.
 - Improving teachers' use of 'learning objectives' at the beginning and end of lessons so that it provides clear information about what is expected and what has been achieved.
 - Making more use of review sessions at the end of lessons to assess pupils' achievements and identify what needs to be taught next.

(Paragraphs 16, 17, 24, 30, 33, 34, 36, 40, 42, 49, 113 – 115, 123, 125, 126, 136, 137, 183, 190)

- ◆ Raise attainment in English by
 - Ensuring that a greater emphasis is given to including all the elements of the literacy strategy in literacy lessons.
 - Sharing good practice in the teaching of phonics and reading and ensuring that there is a clear structure to the teaching of spelling throughout the school.
 - Raising expectations for the quality of presentation and handwriting.
 - Giving pupils more opportunities to use their literacy skills in different curriculum areas.
 - Make more use of displays of pupils' writing to stimulate pupils' pride in high achievement.
 - Encouraging greater levels of independence in editing work and checking for errors.

(Paragraphs 5, 6, 7, 10, 30, 39, 40, 104, 106, 107, 110, 111, 113-118)

- ◆ Raise attainment in mathematics by
 - Ensuring that a greater emphasis is given to including all the elements of the numeracy strategy in numeracy lessons.
 - Improving special needs support for pupils who are not achieving as well as they should
 - Making less use of worksheets so that pupils learn how to record accurately.
 - Continuing to place a high emphasis on the improvement of pupils' mental mathematics skills.

(Paragraphs 5, 7, 11, 36, 39, 119-123, 125-129)

- ◆ Raise attainment in science by
 - Improving medium and short-term planning so that it identifies expectations for pupils of differing prior attainment.
 - Ensuring that work meets the needs of all pupils, including higher attaining pupils who should be challenged more in lessons.
 - Making more use of open-ended questioning so that the pupils are encouraged to think for themselves and to use their scientific knowledge to explain what they have seen.
 - Allocating more time for the teaching of key skills in Years 1 and 2.

(Paragraphs 5, 6, 7, 40, 131 –133, 135 –139)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	15	20	3	0	0
Percentage	0	14	34	45	7	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	194
Number of full-time pupils known to be eligible for free school meals	35
Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	45
English as an additional language	No of pupils
Number of pupils with English as an additional language	14
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.7
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	14	13	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	9	9	10
	Total	17	17	18
Percentage of pupils at NC level 2 or above	School	63 (77)	63 (80)	67 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	9	10	8
	Total	17	18	16
Percentage of pupils at NC level 2 or above	School	63 (77)	67 (87)	59 (87)
	National	85 (85)	89 (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	8	21	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	5	5
	Girls	15	13	14
	Total	21	18	19
Percentage of pupils at NC level 4 or above	School	72 (81)	62 (70)	66 (87)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	5	6
	Girls	14	14	14
	Total	20	19	20
Percentage of pupils at NC level 4 or above	School	69 (87)	66 (77)	69 (87)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	162	2	1
White – Irish	0	0	0
White – any other White background	10	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	3	0	0
Asian or Asian British - Pakistani	2	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	3	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	1	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)	8.8
Number of pupils per qualified teacher	21.7
Average class size	23.8

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	133.25

Financial information

Financial year	2001-2
	£
Total income	492256
Total expenditure	465857
Expenditure per pupil	2239
Balance brought forward from previous year	20311
Balance carried forward to next year	40096

Recruitment of teachers

Number of teachers who left the school during the last two years	3.4
Number of teachers appointed to the school during the last two years	3.5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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

Number of questionnaires sent out	191
Number of questionnaires returned	69

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	30	10	1	0
My child is making good progress in school.	45	50	3	1	1
Behaviour in the school is good.	45	43	7	0	5
My child gets the right amount of work to do at home.	33	55	9	0	3
The teaching is good.	61	35	2	0	3
I am kept well informed about how my child is getting on.	37	44	16	3	0
I would feel comfortable about approaching the school with questions or a problem.	58	36	4	1	1
The school expects my child to work hard and achieve his or her best.	58	38	0	4	0
The school works closely with parents.	38	46	9	4	3
The school is well led and managed.	43	43	10	2	2
The school is helping my child become mature and responsible.	46	46	3	3	2
The school provides an interesting range of activities outside lessons.	29	43	12	4	12

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

79. Children's attainment on entry to the school is below average, with social skills often an important weakness. This is confirmed by tests taken in the children's first few weeks in school. As at the time of the last inspection, children make good progress. Assessment tests show that in most years, children's attainment is below expectations for their age by the end of the reception year in personal social and emotional development, communication, language and literacy, knowledge and understanding of the world and mathematical, creative and physical development. The teachers' own assessments show that approximately 50% of pupils currently in Year 1 had not achieved the expected early learning goals for children by the end of their reception year.
80. However, both tests and inspection findings show that children currently in the reception class are a more capable group than in previous years. In particular, they have arrived at school with good personal and social skills. They are making the same good progress as children in previous years, which means that they are on target to achieve the required expectations in all areas of learning.
81. There is a good curriculum for children in the reception class, although limitations in the accommodation limit the use of the outside to support learning. Nevertheless, the teacher ensures that the children do get opportunities to work outside at different times during each day, but these are less than would normally be found if there was direct access to a secure area. The curriculum is carefully planned and takes full account of the needs of all children, including the small number that have been identified as having special educational needs. Planning is based on the nationally recommended 'Early Learning Goals' and, where appropriate, the expectations of the National Curriculum.
82. Sessions are well organised and include a good balance between activities that are closely directed by the teacher and activities where children have greater freedom to work at their own pace. Sessions are carefully planned, and help children to develop a range of skills. In most sessions, children move round a selection of activities, all of which are on the same theme. This organisation is effective. It means that every child has an opportunity to experience every activity and the teacher is able to carefully monitor the progress of individual children as they work with the teacher closely for each session in each day. Each group also has target cards, which show what children need to achieve in the short term. This is good practice as it involves the children in their own learning. Discussions with children show that they are aware of these targets and understand what they have to do to achieve them.
83. Procedures for assessing children's attainment and progress are good. The teacher makes good use of assessments taken when children first start school to group children. The teacher has significantly improved assessment procedures in the last year and now keeps detailed records of children's progress, and uses this information successfully in order to ensure that activities build on children's previous learning. Careful observations are made of children when they are at work, and this information is recorded to show what skills have been used in a particular activity. The teaching assistant gives good support in the ongoing assessment of children's learning.
84. Accommodation is satisfactory. The classroom is well resourced and attractive displays help children to appreciate what they can achieve. Good use is made of role-play to promote learning across the curriculum. However, the reception class does not have access to a secure outdoor area. This limits the curriculum, especially in physical development.
85. The teacher has worked hard to develop links with the neighbouring nursery over the last year and this is bearing fruition in a greater number of visits taking place so that the teacher can see children in the nursery before they come into school. There is also good liaison between the

school and home when children start school. New children spend time in the class before they are due to start and parents are encouraged to talk to the teacher at anytime if they have a concern. These activities help them to settle into school quickly and parents value the accessibility of the teacher.

Personal, social and emotional development

86. The quality of teaching in this area of learning is good, helping children to make good progress. The teacher and teaching assistant quickly establish good working relationships with the children. They have a good knowledge of both the social and educational needs of individual children and are calm, caring and patient. This means that children settle quickly into school life and are happy to have a go at new things. Children's behaviour is well managed with good use made of praise to develop self-esteem.
87. The teacher places a very high emphasis on developing children's independence and they are encouraged to take responsibilities for different classroom routines. For example, children take the register to the office and are expected to leave an activity tidy before they move onto another piece of work. As a result, levels of independence in the reception class are good and children become confident and secure individuals. Children with special educational needs are included in all activities and quickly improve their confidence.

Communication, language and literacy

88. The quality of teaching in this area of learning is good, with children given good opportunities to practise a good range of skills. The development of children's language skills is incorporated into all activities, and this helps children to make good progress, overall, in this area of learning. The teacher and teaching assistant have high expectations of children's speaking and listening skills and, as at the time of the last inspection, they are well developed. Children listen carefully to each other and take part sensibly and confidently in discussions. They explain what they are going to do when they have a choice of activities, and talk happily to visitors about the work they are doing.
89. Reading skills are taught effectively, with elements of the literacy hour used appropriately to ensure that there is sufficient challenge for higher attaining children. The teacher has high expectations of what children should achieve. Stories are read well, with the very good use of contrasts in voice enchanting the children and holding their interest. They respond appropriately, joining in with the teacher when they recognise a text. This was seen to good effect when children joined in with the repetitions in a story being read by the teacher. Higher attaining children are beginning to recognise the sounds that letters make but cannot yet build words. They have a good attitude towards reading, enjoying the humour in the pictures in books that they are reading. Lower attaining children have similar positive attitudes. They answer simple questions about stories that they have heard, although they cannot yet identify letter sounds in a text.
90. Most children are on target to achieve the expectations of the early learning goals in writing by the end of the reception year. However, few children write at levels above the expectations of the early learning goals. Children are enthusiastic about writing and are always willing to record their ideas on paper, sometimes using recognisable words or letters. Supplies of paper, pens and pencils are always available, and there is an area of the classroom put aside for children to write. This, together with the careful teaching of key skills, helps children to make good progress and develop positive attitudes towards writing. Children happily write in the role-play area, for example when making appointments for the vets.
91. The teacher has a clear understanding of what children are expected to learn in each lesson and uses her knowledge of what children can already do effectively when planning activities. The new handwriting scheme, with children learning to join letters from when they start in the reception class is being carefully followed and children are beginning to write many letters of the

alphabet accurately. Most children attempt to write their name, with varying degrees of success, although most are recognisable.

92. Homework is carefully planned, with children regularly taking reading books home. This makes a sound contribution to children's learning, especially in the development of reading skills.

Mathematical development

93. This area of learning is taught effectively and they make good progress in developing mathematical skills. Children count to twenty accurately and enjoy playing simple number games but they struggle when they have to count backwards rather than forwards. Children identify longer and shorter objects and have a good knowledge of 2-D and 3-D shapes. They sort shapes in different ways naming them as they do so.
94. The good teaching of the subject ensures that all children are well motivated and interested. Planning takes good account of what children have already learnt, and work is pitched at an appropriate level for children of differing prior attainment. Lower attaining children are well supported by the teaching assistant. Groups move around a variety of activities in each numeracy session, each one planned to develop the same sort of skills in different ways. The teacher supports one group, assessing learning and giving children more individual teaching time. This is effective.
95. Activities are exciting and stimulating, and encourage children to think of themselves as mathematicians. On occasions, good use is made of the outdoor area to support learning. For example, when learning about the number '6', children worked outside with the teaching assistant, finding six objects and chalking the number on to the floor.

Knowledge and understanding of the world

96. Pupils make good progress in this area of learning, although they continue to have a limited vocabulary and understanding of basic concepts. For example, lower attaining children struggle to name common animals correctly. In contrast, a higher attaining child knew that some animals used camouflage to hide.
97. Children know the names of different body parts and understand what plants and animals need to help them grow. They understand that things change over time and can talk about recent past events in their own lives. Work on festivals, such as the Jewish festival of Purim, help children to understand that not everyone is the same or believes in the same things.
98. The quality of teaching in this area of learning is good. Activities are carefully planned around the same theme, with good use made of visits to stimulate learning. Work is practical and this helps to ensure that children are interested and work purposefully. For example, in a lesson on mothers and babies, children worked with good levels of concentration on a range of activities. They made models and collage pictures, completed puzzles and played a swapping game, with all these activities helping children to learn the names of different baby animals.
99. The use of computers in the classroom is very well organised. Children write simple text on the computer and confidently use the keyboard and 'mouse' to write out words or draw pictures. The teacher effectively encourages this by making sure that the computer is readily available for everyday use in the classroom. A recently introduced system for recording who has worked on the computers is effective and encourages children to take responsibility for their own learning.

Physical development

100. Although there are limited outdoor resources for children to use on a daily basis, children make good progress in developing physical skills because of the effective teaching of skills in physical education (PE) lessons.

101. In these lessons, the quality of teaching is very good. Careful lesson planning successfully links learning in PE lessons to learning in the class. This helps to make-work purposeful. For example, when working in the hall children learnt to move like different sorts of animals. The teacher and teaching assistant help to ensure that all children are fully involved in activities and allow sufficient time in each lesson for the teaching of specific skills. Children are given good opportunities to show each other their work and are encouraged to 'experiment' with and to develop their own ideas. At these times, the teacher gives good support to individual children. This helps to ensure that the needs of children with differing prior attainment are fully met.

Creative development

102. The quality of teaching in this area of learning is good and children make good progress. An imaginative range of resources is used to stimulate interest and promote good learning. Children draw and paint confidently, with increasing control of a range of tools, for example when using different materials to make self-portraits. Teachers successfully encourage pupils to work independently. For example, children design their own imaginary animals before making them. With adult support, children make good quality models of where they live. In an effective link with learning about other faiths children made 'greggors', which are shakers that children heard about when told the story of Esther.
103. Children enjoy singing, and join in with enthusiasm when making music in the classroom or in assembly. However, on occasions the pace of learning in music lessons flags and there is too little variety in the range of activities planned. For example, in one lesson, children were given limited opportunities to make a rhythm with a musical instrument because they had to wait for their turn rather than all using musical instruments at the same time.

ENGLISH

104. Pupils' attainment by the end of Year 2 is below national averages. The number of pupils reaching the expected level or higher in National Curriculum tests at the end of Year 2 has been well below average in reading and writing in most years since 1998. In 2002, results were well below average when compared with all schools and with similar schools. A third of pupils did not reach the expected Level 2 in either reading or writing. However, the results indicate a wide range of attainment, and a few pupils reached the higher Level 3 in reading and writing, though the number was less than average. Pupils now in Year 2 entered the school with below average standards, and they continue to be below average in speaking, listening and reading. However, standards in writing are well below average and a significant cause for concern because pupils in Years 1 and 2 are currently making unsatisfactory progress. Partly because of this slow start, standards in writing remain weak throughout the school and have a negative effect on standards in other subjects.
105. Test results at the end of Year 6, show that pupils' attainment is below average. However, pupils now in Year 6 are currently making good progress and achieving average standards in speaking, listening and reading, though writing remains below average. Results in the National Curriculum tests at the end of Year 6 have fallen since 2000. In the most recent tests, in summer 2002, the number of pupils reaching the expected Level 4 was below the national average, though in line with the average of similar schools. Almost a quarter of pupils reached the higher Level 5, though this is below the national average.
106. Pupils presently in Year 1 do not listen well and the attention span of some is very low. Listening has improved by Year 2, when most pupils listen carefully to instruction and take an active part in discussions. A few have good skills in explaining their ideas, and most speak clearly in Standard English. Pupils in Years 3 to 6 understand the routines of the literacy hour and many are keen to speak in class discussions. They listen politely to the views of others, and work well together in shared tasks. By Year 6, most use more formal language appropriately in class discussions, with correct use of technical terms, and they speak confidently when making formal presentations to the class. Throughout the school, pupils

become confident in speaking to larger audiences for a widening range of purposes because of good opportunities to talk in assemblies, in drama and role-play, and for the representatives in the school council.

107. Some pupils are making unsatisfactory progress in the early stages of reading because the teaching of basic skills is not effective enough. Two of the pupils heard reading in Year 1 have been given books that are too difficult for them, causing them frustration and loss of interest. Such pupils know very few words on sight, are not confident in letter sounds, and cannot sound out new words. However, once pupils are firmly established on the reading scheme, they make steady progress through its stages. Standards in Year 2 are below average overall but they cover a wide range, with one higher attaining pupil confidently reading aloud with expression at a level close to that expected of Year 6. Lower attaining pupils have weak skills in sounding out words, and do not persevere with longer words.
108. Interest in reading develops well through the school. In Years 3 to 6, most pupils gain confidence and their reading extends beyond the reading scheme. Their other reading books are also graded, which ensures their success whilst keeping their interest high. The use of a home-school reading diary is mainly successful in encouraging parents to help their children, and some families visit the local library. Pupils in Year 6 read longer texts silently and with good concentration. Most have favourite authors and can explain their preferences. Lower attainers are able to sound out unfamiliar words, and all understand what they read within the range of information books and fiction appropriate for their age. Their library and research skills are well established, though not enough use is made of these skills in other subjects, for instance in independent project work.
109. Through the school, pupils learn to write for a widening range of purposes and audiences. Those with higher attainment in Year 2 write stories, letters and personal accounts with generally accurate punctuation and spelling of common words. Other pupils though are much weaker, and many cannot write at length independently. Good use is made of poetry in Years 3 and 6 to give lower attaining pupils the opportunity to write creatively, using unusual words. By Year 6, most pupils are able to express their meaning clearly in personal accounts and factual writing in other subjects. They show a sound range of vocabulary in descriptions, and an understanding of conventions for beginnings and endings of stories. Higher attaining pupils structure longer pieces using paragraphs correctly, and include dramatic dialogue in their stories.
110. Standards of handwriting and presentation are generally low. A new handwriting policy has been introduced recently to improve standards, though it has not yet raised standards. Younger pupils do not consistently form letters correctly, and as a result of poor habits, the writing of a few older pupils is so badly formed as to conceal spelling errors. Most pupils generally write slowly so their productivity is low, and this has a negative impact on learning in all subjects. Very little use is made of class displays and anthologies to stimulate pride in achievement. However, good use is made of project folders in history, particularly in Year 5, to raise standards of presentation. Older pupils produce a small amount of word-processed work and this is attractively presented.
111. Pupils learn spellings for homework but standards vary widely and are generally weak. This is because teachers' expectations for accuracy in everyday work are not high enough. Pupils do not learn to check their work thoroughly, using word banks or dictionaries as they write or afterwards. As a result, inaccuracy is a significant weakness by Year 6.
112. From Year 3 onwards, pupils with low standards or special needs are given regular additional support in reading and writing, in class and in withdrawal groups. The intensive instruction given to withdrawal groups is of very good quality and effective because the programme is carefully structured and progress closely monitored so that individuals build on success. Although the pace is demanding, they respond well because they are encouraged by success. As a result, these pupils have made good progress by Year 6 compared with their results in the national tests at the end of Year 2. The school has already recognised the need to increase

the intensity and structure of the literacy programme for younger pupils.

113. The quality of teaching is satisfactory overall but lower than noted in the previous inspection when it was good. Of the lessons seen in Years 1 and 2, one was very good, one satisfactory and one unsatisfactory, but the impact of teaching is unsatisfactory overall. Of the lessons seen in Years 3 to 6, one was very good and the others were satisfactory. Strengths in teaching across the school include good relationships between adults and pupils. As a result, pupils behave well, contribute willingly to discussions and stay on task when working individually. Texts are well chosen to catch pupils' interest, and teachers read aloud well to emphasise the meaning. In the best lessons, instruction is closely focused on appropriate language features. These are explained and demonstrated clearly and emphatically, but in different ways so as to hold pupils' interest. Questioning is adjusted so that pupils across the attainment range are involved and stimulated to learn and remember. It was a key feature of both very good lessons that the tasks following instruction were carefully adjusted so that pupils of differing attainment could try out their new learning for themselves and make it their own. Teaching assistants make a good contribution by supporting individuals and groups during lessons, enabling them to take a full part in activities.
114. In the weaker lessons, the time spent studying a shared text and its language is much less than recommended in the National Literacy Strategy. In some lessons for younger pupils, teaching lacks impact because basic skills are not rigorously reinforced then practised in the tasks that follow. It is a weakness across the school that tasks are not always adjusted finely enough to meet the needs of pupils at different stages of learning. In some lessons, teachers spend too much time on management rather than intensively teaching one group as intended in the literacy strategy. Overall, the final review part of the literacy hour is not used rigorously enough to check the quality of pupils' achievements and correct common mistakes.
115. In marking written work, teachers respond positively to pupils' ideas, give encouragement and identify some weaknesses that need attention. In general, though marking loses its impact because pupils are not routinely required to do corrections or follow-up work. There is a tendency to over-praise, which misleads pupils as to how well they are doing. Teachers' marking in other subjects generally ignores literacy errors, and expectations for accuracy are too low.
116. The role of the subject leader has recently been strengthened and leadership and management of the subject are now good. Significant developments include the adoption of a scheme for teaching phonics, the setting of attainment targets for groups in each class and the further development of the library. Some elements of the national literacy strategy are securely in place, such as the rotas for group reading, which are working well. There are sound assessment procedures that allow pupils' progress to be tracked through the school. Teachers meet to discuss examples of pupils' work so as to agree on standards, and portfolios of examples ensure that their judgements are well founded.
117. The subject leader has begun to monitor teaching, following advice from local authority advisory staff. Nevertheless, further monitoring is needed to focus on: the match between tasks and the needs of different attainment groups; teachers' expectations for the quantity and quality of work produced by each group; the use of the final review session to reinforce the lesson's targets; the use of marking to guide the content of following lessons.
118. Writing tasks currently planned within each year are appropriate and interesting, but planning over time is not detailed enough for skills to be developed sequentially. The school has identified the need to link reading and writing tasks in other subjects more closely with literacy targets, to ensure greater impact and more efficient use of curriculum time.

MATHEMATICS

119. Standards of attainment are lower than they were at the time of the last inspection and are well below average by the end of Year 2. Pupils make poor progress in Years 1 and 2, and are not

achieving as well as they should. National Curriculum test data confirms the low standards of attainment found during the inspection. In 2002, test results show that by the end of Year 2 pupils' attainment was very low when compared with all schools and similar schools. This places the school amongst the bottom 5% of schools in the country.

120. There is some improvement in standards of pupils' attainment in Years 3 to 6, with pupils benefiting from better teaching that more closely meets the needs of pupils. In the current Year 6, pupils are currently making good progress, although standards remain below average. Nevertheless, these pupils are on target to reach higher standards than those achieved in National Curriculum tests in 2002. In these, results show that pupils' attainment was well below average when compared with all schools and with similar schools. The school now carries out a detailed analysis of test data at the end of each year, comparing pupils' attainment at the end of Year 6 with their attainment in tests at the end of Year 2. This confirms that in Years 3 to 6 most pupils make at least satisfactory progress overall and achieve the levels of attainment predicted by their end of Year 2 tests scores.
121. Pupils calculating skills are weak, especially in the area of mental calculations. In Years 1 and 2, there are very few pupils working at above average levels and most have only a rudimentary knowledge of simple number facts. Pupils in Years 1 and 2, complete most of their work on worksheets. This means that they are not encouraged to present their work neatly and accurately and they do not learn how to record their calculations on paper. Presentation of work is often unsatisfactory. Work is sometimes left unfinished because it is not closely enough matched to prior learning. This applies particularly to lower attaining pupils who make only very slow progress.
122. In Years 3 to 6, the pace of pupils' learning is significantly hindered by their weak number skills and the poor quality of their presentation. They continue to make errors in their calculations, with their knowledge of multiplication tables particularly poor. Pupils lack confidence at working out sums quickly in their heads. For example a higher attaining Year 4 pupil made marks on a white board to work out the calculation 6×9 . Older pupils have only a limited understanding of decimalisation and most find it hard to recognise equivalence in fractions.
123. The quality of teaching is unsatisfactory overall in Years 1 and 2. Although teachers are hard working, enthusiastic and conscientious, their expectations are too low. Work is not matched closely enough to pupils' needs, with the needs of lower attaining pupils being poorly served. Although teachers follow the numeracy strategy when planning work, this is not always evident in the actual teaching in lessons. Planning does not reflect the current low attainment of pupils, too often following blindly the scheme of work without taking account of pupils' prior learning. Teachers rely too much on teaching assistants to support groups rather than taking a more active role themselves. They spend too much time supervising pupils, rather than supporting learning in a more structured and planned manner. In both Years 1 and 2, teaching is most successful when there is a practical emphasis to work. For example, in a satisfactory lesson in Year 2, pupils were able to learn about number patterns by making and colouring their own. This led to pupils successfully beginning to recognise simple 2 and 3 number patterns.
124. The quality of teaching is satisfactory in Years 3 to 6, with examples of good teaching in Years 3 and 6. In Years 3 to 6, teaching is more effective because it takes greater account of what pupils have already learnt and is planned more carefully to meet all needs. For example, in a Year 6 lesson, teaching built on previous work on fractions, giving pupils good opportunities to consolidate skills, as well as developing learning in a new way by introducing the use of fractions to describe degrees of probability. Similarly, in a Year 3 lesson, the teachers planning clearly identified what pupils of differing prior attainment were expected to learn from the activities.
125. There was one example of unsatisfactory teaching during the inspection. In this lesson, the teacher did not introduce concepts clearly. This meant that the pupils were unclear about what to do and they lost interest and worked too slowly. In this year group, expectations of how pupils should present their work are very low. Covers of books are scrawled on and recorded

work within books is very untidy. This leads to pupils making careless and unnecessary errors in their work.

126. Throughout the school, the teaching of mental mathematics skills at the start of lessons is weak. Many of these sessions are too rushed, and the level of pupils' involvement is often limited. These sessions are most effective, when teachers make use of resources such as white boards or number fans to ensure that all pupils are participating. This was rarely the case during the inspection. Similarly the quality of review sessions at the end of lessons vary significantly in quality. In the best the teacher makes use of these sessions to assess learning and introduce new concepts. For example, in Year 5 the teacher extended previous learning on the measurement of perimeters to encourage pupils to think about how they could represent this calculation as a formula. This was a challenging task that extended the learning of all pupils. However, in many review sessions teachers do not even revisit the 'learning objectives' that have been shared with the class at the start of a lesson. This means it is very difficult for teachers to assess what needs to be taught next to particular groups of pupils.
127. Pupils with special educational needs are given some extra support in lessons when they work with teaching assistants. When this happens, pupils make satisfactory progress. However, individual education plans rarely include specific targets for improving pupils' numeracy skills, even though there is a large percentage of pupils who have below or well below average skills. This means that in many lessons, especially in Years 1 and 2, the needs of pupils with special educational need are not fully met and, on these occasions, they make unsatisfactory progress.
128. Teachers give pupils appropriate opportunities to use their numeracy skills in subjects other than mathematics. However, pupils' weak mathematical skills often hinder their learning in subjects such as science and design and technology. For example, in a design and technology lesson, pupil's ability to build a structure were hindered by their inability to measure accurately to draw a square.
129. Assessment procedures are satisfactory and the curriculum includes all the required elements of the National Curriculum. However, both medium and short term planning does not take sufficient account of assessment information to match work to pupils' attainment. This means that the numeracy strategy expectations for each year group are followed without any consideration of whether this will meet the needs of pupils. In addition, the marking of pupils' work varies greatly in quality, and in many classes it gives pupils little indication of what they need to do to improve. This again means that opportunities to increase the pace of learning are missed.
130. There is a very strong commitment from both the headteacher and subject leader to improve standards in the subject. Since the appointment of the new headteacher, time has been wisely spent monitoring the quality of teaching and learning. This has been effective in identifying where improvement is needed and a detailed action plan shows clearly how improvement is to be ensured.

SCIENCE

131. Pupils' attainment is lower than it was at the time of the last inspection being well below average by the end of Year 2 and by the end of Year 6. Throughout the school, pupils do not develop skills and knowledge quickly enough and this means that progress of all pupils is unsatisfactory over time.
132. There are very few pupils in either key stage who are working at higher than expected levels for their age. In 2002, teacher assessments showed that only 59% of pupils were assessed at Level 2 or above. This is very low when compared to all schools and similar schools and places the school amongst the bottom 5% of schools in the country. The number of pupils assessed at the higher Level 3 was also below average.

133. National Curriculum test results in 2002 were well below average at the end of Year 6 compared with all and very low when compared with similar schools. This places the school amongst the bottom 5% of similar schools. As at the time of the last inspection, the quality of written work is limited in content and quality, and throughout the school, pupils are more confident when discussing their findings than when writing them down or making tables and graphs. Pupils make appropriate observations but do not consistently use scientific vocabulary or consider what their findings show and why.
134. By the end of Year 2, pupils enjoy taking part in investigations and co-operate with each other sensibly. They make simple observations and describe what they have discovered. When challenged, pupils are able to relate what they have observed with their knowledge of everyday life. For example, pupils in Year 2 predicted correctly that ice would melt quickly because of their experiences with melting ice-lollipops. Higher attaining pupils take worthwhile measurements, for example using a stopwatch or a measuring tape in their experiments.
135. By the end of Year 6, pupils make simple predictions, describe observations clearly and have some understanding about fair testing. However, they have limited scientific knowledge and are weak at applying what they do know when considering their findings. For example, when predicting what substances might dissolve in warm water, a pupil did not think sugar would dissolve, despite taking it in tea. Their written work is often rushed and not presented neatly and limited use is made of different ways of showing their results such as computer-generated graphs or tables.
136. The quality of teaching during the inspection was satisfactory overall, with an example of very good teaching by the science co-ordinator. However, a scrutiny of pupils' work shows that low expectations of what should be achieved means that they make insufficient progress over time. The quality of teaching at the time of the last inspection was found to be good overall but with some less satisfactory teaching. All teachers have good relationships with the pupils and manage their behaviour effectively. They explain to pupils the purpose of the lesson, ensure that they understand what they are expected to do and prepare resources so that time is not wasted. In the very good lesson, the teacher ensured that pupils of differing ability were given work that matched their needs and maintained their interest by asking challenging questions about what they were discovering. At the end of the lesson, a focused discussion enabled pupils to share with each other what they had learnt.
137. The main weaknesses in teaching are the lack of challenge in some of the work provided and insufficient opportunities for pupils to consider what their findings show and why. In Years 1 and 2, pupils are given too few opportunities to use their literacy skills in science lessons and this means that as pupils get older they write slowly and untidily and do not complete enough work. Throughout the school, pupils have too many worksheets or copy answers instead of writing independently.
138. The new subject leader has a realistic understanding of the significant weaknesses in the subject and with the headteacher has clear plans for bringing about improvement. At the time of the last inspection, teachers' planning was found to be unsystematic and this means that older pupils in particular do not have the same level of knowledge and understanding of all topics in the curriculum. The school now has a satisfactory scheme of work, although this is not adapted sufficiently to meet the differing needs of pupils in lessons. In addition, the time allocated to the subject is relatively low and this means that some work is covered in insufficient depth.
139. The school has started to set targets for groups of pupils in each class and pupils' progress is monitored at the end of each topic studied. These procedures have not been in place long enough to be effective, and information gathered is not used when planning what pupils need to learn next.

ART AND DESIGN

140. Pupils' attainment is in line with national expectations by the end of Year 2 and Year 6. All

pupils, including those with special educational needs, make satisfactory progress throughout the school. The subject has a lower profile than at the time of the last inspection and standards are not as high as at that time.

141. By the end of Year 2, pupils understand that the style of artists can change. They make attractive geometric patterns by mixing paints from a limited palette and by making a collage of various materials. They make interesting paper sculptures by folding coloured paper and card in a variety of ways.
142. By the end of Year 6, pupils make appropriate use of sketchbooks to test their ideas. They show some good use of shading in their observational drawings of seashells. Pupils in Year 5 produced some good quality three-dimensional art from clay, plaster of Paris and reclaimed materials as part of a study of still life fruits. In Year 3, pupils had a good opportunity to extend their knowledge of colour mixing when they completed paintings of flowers, fruit and vegetables by matching colour closely to commercially produced pictures.
143. The quality of teaching in the one lesson observed was satisfactory. Pupils' were given an appropriate insight into the style of Mondrian and were given opportunities to develop their own designs using similar ideas. The teacher's plan included some activities that were not linked with the 'learning objective' for the lesson and this meant that an opportunity was missed to reinforce learning more fully. Pupils enjoyed trying out their ideas and worked quietly and sensibly.
144. A satisfactory scheme of work supports teachers in their lesson planning and provides pupils with a suitably broad and balanced curriculum. Whilst the subject is not currently a focus for school development, the subject leader has a clear plan for improving provision by developing the scheme of work to ensure skills are taught more systematically and to extend links with other subjects even further.
145. There are already some good examples of art and design being used to support learning in other subjects and to extend pupils' cultural knowledge. For example, pupils in year 4 made interesting expressions when making Roman busts from papier mache and pupils in Year 5 studied and recreated paisley patterns as part of a topic on India. Pupils have suitable opportunities to design and make pictures using the computer. Whilst teachers evaluate each lesson, these evaluations are insufficiently rigorous to help them know what pupils need to be taught next. There are no formal methods for assessing what pupils know. This has a negative impact on learning, as it means that skills are not always developed progressively.

DESIGN AND TECHNOLOGY

146. Pupils' attainment is in line with national expectations by the end of Year 2 and Year 6. All pupils, including those with special educational needs, make satisfactory progress throughout the school. There have been improvements since the last inspection in the way pupils design their models and make use of a range of materials.
147. By the end of Year 2, pupils produce some delightful puppets using a wide range of techniques for joining. For example, they made well-constructed mouse puppets from felt joined with thread and fun stick puppets from paper by gluing together various reclaimed materials.
148. By the end of Year 6, pupils make clear designs showing their proposed models from different angles. They indicate what materials will be used and sometimes show the dimensions. Weaknesses in their mathematical skills are evident when they carry out practical work. For example, pupils found it very difficult to make a paper pattern for a 10 cm by 10cm square to be cut from wood 1cm thick. Whilst pupils evaluate their work by describing what went well or what was problematic, they do not consider sufficiently well how their work could be improved.
149. The quality of teaching in the one lesson observed was good. The teacher asked effective questions to encourage pupils to think about what is needed when designing shelters and gave

clear explanations for the practical tasks. Pupils enjoy taking part in designing and making, concentrate well and behave sensibly.

150. There is a satisfactory scheme of work that helps members of staff provide a broad and balanced curriculum. Good use is made of the community to support learning. For example, some pupils visited a local restaurant as part of a food technology project. The effective and enthusiastic co-ordinator has a good understanding of what still needs to be done to improve the subject and has started to monitor work in the school by discussing work with pupils and members of staff. Training has been provided to improve the subject knowledge of some teachers.
151. There is no formal system for assessing pupils' progress although a checklist of skills is being developed. Teachers evaluate the effectiveness of each lesson and whilst these evaluations show what pupils have completed they do not support teachers in planning the next lesson.

GEOGRAPHY

152. Pupils' attainment is in line with national expectations by the end of Years 2 and 6, and standards have been maintained at this level since the previous inspection. Pupils record their understanding in a variety of ways, including diagrams and paintings, and this ensures that all are fully involved and make sound progress, including those with special educational needs.
153. In Years 1 and 2, pupils successfully interpret maps, atlases and globes to find their own home in relation to the school and the world beyond. They follow on a world map the journeys of a toy bear who accompanies some families on their overseas holidays and travels. They show sound understanding of the physical and human features of a different location described in a storybook.
154. Pupils make satisfactory progress in developing skills, knowledge and understanding in Years 3 to 6. Pupils in Year 3 make good progress in mapping skills, drawing detailed street maps of their own locality using symbols and a key. They survey shops and other amenities in the locality, successfully recording their findings in tallies and charts. Good use is made of world news as a way of widening the focus beyond the formal curriculum, with events followed on a world map. By the end of Year 6, pupils have a sound understanding of major features found in very different locations, including the Yorkshire Dales and rural India. They know the main cultural features of some other European countries. They use technical terms correctly in explaining how rivers are formed and in explaining the effects of weather patterns. Last year's Year 6 showed sound fieldwork skills during a residential visit, drawing clear diagrams of coastal erosion and giving sound explanations of cause and effect.
155. The evidence of work seen indicates that teaching is satisfactory overall. No lessons were seen in Years 3 to 6. Only one lesson was seen in Years 1 and 2, and the quality of teaching was satisfactory. Pupils showed keen interest in the story of Katie Morag. They looked carefully at the detail in pictures of the Scottish island and listened with rapt attention to a very appealing tape-recorded commentary that included songs from the region.
156. Management of the subject is satisfactory. The scheme of work is based on official guidelines and ensures consistent progress through the school. At times all pupils in the class are given the same commercial worksheet, and this is not always appropriate. Most often the level of work is not challenging enough for pupils with the potential for higher attainment. These pupils are not given enough opportunities to carry out independent study, using atlases, Ordnance Survey maps and reference material of all kinds, including the internet. There are few opportunities for pupils to use their numeracy skills in lessons, for instance by recording results of surveys and interpreting data on weather patterns.
157. Effective use is made of visits into the local community and further afield, to give pupils practical experience in applying their knowledge and skills. The subject makes a sound contribution to pupils' cultural development, particularly through the detailed study of life in an Indian village.

HISTORY

158. Pupils' attainment is in line with national expectations by the end of Years 2 and 6. For Year 2, this reflects the findings of the previous inspection. However, standards at the end of Year 6 were previously above expectations and they are now lower. Current standards are limited by pupils' weak writing skills, and much of the recorded work seen is brief. Commentaries by pupils with potentially higher attainment in all classes lack the detail needed to reach the higher levels for their age. Nevertheless, the use of project folders in Years 3 to 6 is stimulating better standards of presentation than found in other subjects, and pupils demonstrate sound progress in knowledge and understanding as the separate pieces in their folders build into a coherent sequence. Pupils with special needs are given simpler versions of the same tasks and additional help so that they make sound progress in line with that of other pupils.
159. By the end of Year 2, pupils have a clear sense of what has changed over time in the context of their own families and everyday life. They identify changes in toys and in homes at different periods from the remote past to today. Later in the year they study the lives of famous people, such as Florence Nightingale. At this stage in the year, though, little of their learning has been set down on paper and the approach is mainly through discussion.
160. By the end of Year 6, pupils have a sound understanding of a range of historical periods, including the civilisations of ancient Egypt and Greece, and aspects of British history, such as the Roman and Saxon invaders, Tudors and Victorians. They are able to make reasoned deductions in identifying and interpreting evidence from a range of sources, including documents and objects from the periods studied. Pupils project well into the lives of people in distant times through their imaginative writing and show a sound understanding of causes and consequences when interpreting major events.
161. The quality of teaching is satisfactory overall. No lessons were seen in Years 1 and 2. Of the two lessons seen in Years 3 to 6, one was good and the other very good. The teachers concerned show infectious enthusiasm for the subject, and their teaching is well planned and imaginatively resourced. In a very good lesson in Year 5, pupils took part in a role-play of a Victorian school. They responded with suppressed delight to the strict and formal teaching style of their teacher, dressed as a school ma'am. Their lessons included copy writing using ink pens, chanting tables and singing the national anthem. The role-play had a strong emotional impact on their learning, as the following discussion revealed. Their written work showed a good grasp of the principles of teaching style in Victorian times. Energetic questioning led Year 6 pupils to think hard about their previous learning in relation to a time-line. They showed sound recall of facts and gave good explanations of events and their significance. In both lessons, pupils stayed on task well and showed good attitudes to learning.
162. Management of the subject is satisfactory. The policy and scheme of work have been revised, following official guidelines, and there are appropriate assessment procedures. However, not enough use is made of assessment information in planning subsequent work. There are not enough opportunities for pupils to develop independent study skills, using reference books and other resources such as the internet. Teachers' marking generally ignores literacy errors.
163. Resources are satisfactory, with good classroom displays of books, objects and photographs. There are sound links with other subjects, such as geography and art. Drama and imaginative writing are used effectively to deepen pupils' experience. Good use is made of visits to museums and role-play activities. These experiences are well planned to extend pupils' knowledge and enjoyment of the subject, so making a good contribution to their cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY

164. Pupils' standards of attainment are below national expectations by the end of Year 2 and Year

6. Although standards are lower than at the time of the last inspection, there have been good improvements over the last two years under the guidance of the subject leader. The school has improved resources, developed teacher confidence and introduced a suitable scheme of work to support pupils' learning. This is beginning to have a positive impact on standards, with the addition of an ICT suite shortly after the inspection meaning that the school is in a good position to further improve provision.
165. By the end of Year 2, pupils are becoming familiar with the layout of a keyboard and they type simple texts. In Year 1, pupils understand that pictures can be incorporated into writing using clip art. They need adult support to do this successfully. In Year 2, pupils successfully use 'paint' programmes to colour in pictures and make simple patterns. However, the use of computers is not yet sufficiently incorporated in to the everyday curriculum and this slows the pace of learning in Years 1 and 2.
166. By the end of Year 6, pupils have a wider range of skills. In Year 3, pupils use clip art to add pictures to their writing, highlight text and 'centre' their work. By Year 6, pupils know how to change font-type, colour and size of their text, and they present their work in a way that is attractive to an audience. For example, they produce interesting reports after a residential visit to the Isle of Wight showing a good use of different images and variations in text. In Year 5, pupils successfully produce simple graphs showing different facts about their classmates. Nevertheless, pupils still lack basic skills, with many older pupils still needing adult support to complete successfully simple tasks.
167. Throughout the school, pupils have a sound knowledge of the many applications of ICT and understand that it involves more than just working on the computer. They understand that the internet can be used to find information, and they do this successfully. For example, pupils in Years 6 used the internet to carry out research for their history topic.
168. The quality of teaching is satisfactory, with an example of good teaching in Year 3. In Year 2, good use is made of a teaching assistant to support pupils' learning. The approach to developing ICT skills varies from class to class. Teaching is most successful when sufficient time is allowed for the teaching and development of specific skills to the whole class. This was seen to good effect in a Year 3 lesson, where the whole class was taught how to move images around the screen and how to align text in different ways. Once pupils had been taught the key skills, they were given good opportunities to work in pairs in consolidating and refining their skills. This approach to learning is successful. However, in some classes, skills are taught to small groups, rather than the whole class and pupils are not able to work enough on the available computers. This is most evident in Years 1 and 2, where computers were used only infrequently to support learning during the inspection.
169. Pupils are enthusiastic about working on the school's computers. Teachers encourage them to work effectively, with pairs often including a higher and lower attaining pupil to help skills to be shared. This is often very effective, although, on occasions the higher attaining pupil takes over and the progress of the lower attaining pupil is hindered.
170. Very good use is made of ICT to support learning when pupils with special educational needs are being supported in small groups. The use of spelling, phonic and letter formation programmes helps to make learning fun and purposeful for these pupils. This has a good impact on the rate at which they develop literacy skills.
171. The subject is well managed. Since the appointment of the new headteacher, there have been good opportunities for the monitoring of the curriculum as well as the quality of pupils' learning. This has led to improvements in the curriculum since the last inspection. The curriculum is now broad and balanced. Weaknesses in the 'control' element of the curriculum have been overcome by the purchase of additional resources.
172. The subject leader is a good role model for how ICT can be incorporated into the everyday curriculum and has a good understanding of how provision can be improved further and a

detailed 'action plan' shows how progress is to be ensured. An example of recent innovations is the introduction of a new assessment procedure, which is detailed and gives good information about what pupils have learnt. It has not been in place long enough to judge its impact on pupils' learning. The implementation of a new scheme of work was carefully planned so that levels of challenge were appropriate – this meant that initially pupils worked on units designed for an age group a year younger than their actual age group. Inspection findings confirm that this was appropriate, and the fact that the Year 6 teacher is beginning to plan work from the Year 6 units confirms the good progress that has been made.

173. The school has a satisfactory range of resources, including appropriate resources to support pupils with special educational needs. In the past learning has been hindered by the relatively small number of computers available in each class which have meant that it is difficult to teach skills to a whole class. However, the impending development of an ICT suite will significantly enhance provision and the rate at which pupils learn new skills. The subject leader has a clear vision for how this is to be ensured.

MUSIC

174. Pupils' attainment is above national expectations by the end of Year 2 and Year 6 and all pupils, including those with special educational needs, make good progress throughout the school. A particular strength in attainment is the very good quality singing. These good standards of attainment and progress have been maintained since the last inspection. Parents are impressed by the quality of musical performances at the school.
175. By the end of Year 2, pupils sing tunefully and heartily in two parts with some support from adults. They play simple rhythms from written notation and click their fingers on the off beat with accuracy. Higher attaining pupils are starting to know the meaning of musical terms such as 'minim' and 'repeat'. Pupils learn a wide range of songs, some with complicated sequences of actions or body sounds.
176. By the end of Year 6, all pupils follow musical notation when playing recorders or tuned percussion in different parts. They sing sweetly with very good diction, keeping in tune and varying the dynamics effectively. Pupils who have chosen to learn to play the recorder demonstrate good skills and produce a pleasing sound. Pupils do not always maintain a steady beat and show an awareness of other parts when they are playing without an adult accompaniment.
177. The quality of teaching by the two music co-ordinators is good overall and they work together effectively, teaching all classes throughout the school. Their very good subject knowledge and expectations inspire pupils to try hard and learn quickly. Teachers are careful to use the correct musical terms and this means that pupils develop a good understanding. Pupils who take part in additional instrumental lessons are given good opportunities to contribute their specific skills in lessons. For example, a budding pianist was a most successful page-turner during a singing practice and pupils played individual parts on the clarinet, violin and saxophone both in lessons and when accompanying the tuned percussion orchestra. The enthusiasm of the visiting specialist music teacher provides a strong driving force for high quality performances and promotes enthusiasm and commitment from the pupils. As at the time of the last inspection, pupils are not always sufficiently involved when waiting for different instrumental parts to practise nor do they contribute to the evaluation of each other's work. Despite times when pupils need to sit and wait they are well behaved and patient. Most pupils are keen to practise at home and before school and this contributes effectively to the quality of their work. A large number of girls and boys are keen to be involved in the many opportunities for making music outside lessons with some also attending lessons in musical theory.
178. There is a broad and balanced curriculum, with the joy of performing being emphasised by teachers. Music is chosen carefully to interest pupils and develop their cultural understanding. For example, older pupils enjoyed learning a lively Israeli song about Hanukkah. Teachers have a good knowledge of pupils' individual skills although there are no formal assessment

arrangements to show what pupils have learnt.

179. A large number of music clubs and orchestra practices are used effectively to cultivate pupils' love of music and they make a very good contribution to pupils' knowledge and skills. The school has a good range of good quality pre-recorded music and percussion instruments that reflect a multicultural society. Pupils have good opportunities to perform in public and take part in local music festivals.

PHYSICAL EDUCATION

180. There is insufficient evidence to judge standards of pupils' attainment or the quality of teaching in Years 1 and 2. By the Year 6, pupils' attainment is in line with national expectations, with standards in swimming being above average. This is similar to the findings of the last inspection.
181. In swimming, pupils are given good opportunities to learn skills in well-organised lessons at a local leisure centre. The good quality of teaching means that by the end of Year 6, nearly all pupils can swim at least 25 metres, with many swimming longer distances, using a range of strokes. In dance lessons, pupils in Year 3 respond sensitively to music when performing pieces on the theme of 'The Wizard'. They make interesting body shapes and link movements carefully. In games, pupils in Year 6 work together well and show a good understanding of the attacking and defending tactics when playing hockey. Inspection findings show that gymnastic skills are less well developed. In Year 4, pupils show only a limited range of skills, developing only very basic sequences on the floor using a very simple range of balances.
182. The quality of teaching is good overall. It is most effective in dance, swimming and games, with the teaching of gymnastics satisfactory. Lessons are carefully planned and pupils are given good opportunities to develop and practice a good range of skills. Teachers show a good awareness of health and safety issues. This is particularly evident in swimming lessons, where teachers and instructors consistently emphasise the need for high standards of behaviour. For example, a pupil who jumped into the pool carelessly was made to get out and do it again properly so that he learnt how to jump safely. Teachers use a good range of resources and topics are introduced in a lively and engaging way. This helps pupils to be motivated and interested and, in most lessons, they participate well in all activities, showing good levels of co-operation. In a dance lesson in Year 3, the enthusiasm of the teacher and her effective use of music helped pupils to make good progress in developing sequences of movement. There is a good pace to learning in dance and games lessons and this encourages the pupils to work hard and to try their best.
183. Where teaching is only satisfactory, the pace of learning is too slow, with pupils losing interest because there is insufficient variety in the lesson and pupils are not sufficiently encouraged to work to a high standard and improve their skills. In both dance and gymnastic lessons, pupils get few opportunities to share their work with others. This means that opportunities for critical evaluation are missed and skills are not shared.
184. The curriculum is broad and balanced and is soundly managed by the subject leader. Effective use is made of a commercial scheme of work to support teachers in their planning. However, there is no consistent approach to assessing pupils' learning, and comments in pupils' reports at the end of the academic year are very generalised and give little indication of individual attainment and progress in comparison to others. The lack of a standardised record keeping system means that teachers are not always aware of what pupils have already achieved so that, at the start of topics, time is wasted re-assessing exactly what pupils can already do.
185. A good range of extra-curricular activities supplements pupils' learning in class. There is a range of after school sports activities including netball, football, rounders, rugby and cross-country. Occasional visits from expert coaches supplement pupils' learning in lessons. For example, a player from a local lacrosse club has taken a number of coaching sessions for older pupils.

186. Pupils get good opportunities to compete both against each other and against other local schools in different sports. The school rightly places a high emphasis on sportsmanship and fair play when pupils are competing against each other or are taking part in competitions against other schools. This means that physical education makes a good contribution to pupils' social and moral development.

RELIGIOUS EDUCATION

187. By the end of Year 2 and Year 6, pupils' attainment is in line with the expectations of the locally agreed syllabus, though there is no evidence that pupils reach the higher level for their age. Standards at the end of Year 2 match those at the time of the previous inspection, but they were previously well above average at the end of Year 6 and they are now much lower. Pupils with special educational needs make satisfactory progress.
188. By the end of Year 2, pupils have a sound understanding of Christianity, including the main features of a traditional church and services. They understand why Easter is a significant Christian festival, and can retell stories from the Bible. They understand some of the major symbols of world faiths, and such features as an Islamic prayer mat and its significance. Recorded work is generally brief because of the weak writing skills of many pupils.
189. The study of world religions expands from Year 3 onwards. Higher attaining pupils in Year 3 write extended commentaries on Ramadan and show good understanding of its meaning and impact on daily life. Pupils in Year 5 use formal language well in describing Sikh customs. By the end of Year 6, pupils know the major characteristics of six world religions, including their major figures, such as prophets, their sacred books, some of their stories and their meanings, significant festivals and customs. They write their own prayers, and their work shows sensitivity and respect for the beliefs of others.
190. No lessons were seen in Years 1 and 2, and only one lesson was seen in Years 3 to 6. This Year 4 lesson was satisfactory, with good quality pictures used to focus pupils' attention on the use of symbols and to prompt their thinking. Questioning was used effectively to prompt recall of previous learning about Sikhism, and pupils' answers showed sensitivity to the meaning of the symbols seen in relation to faith and belief. The class was generally interested, well motivated and took a good part in the discussion. It was a weakness that too little time was available to write down what had been learned. In order to speed up the process, the teacher had written a series of statements on the board, with a key word missing from each. Pupils were expected only to copy these down, adding in the missing word from a given list. This task did not reflect the quality of the earlier discussion or allow pupils to develop a personal response. Those with low literacy attainment made mistakes in copying while those with higher attainment were not challenged.
191. The role of the subject leader has recently been extended and the subject is now well led and managed. The scheme of work has been revised to provide greater continuity, and resources have been increased to support the main topics. There is no formal procedure for assessing pupils' attainment and progress, though teachers keep their own informal records. The lack of standardised information means that topics, such as symbols, that are specified more than once in the scheme of work are not necessarily taught in the greater depth and detail needed to widen and deepen understanding gained earlier. This leads to shallow understanding in some instances. At times, pupils across the range of attainment in the class are given the same level of work, which can be too hard for some or too easy for others. Collective worship and contacts with the local church make a good contribution to pupils' understanding. Throughout the school, pupils are successfully encouraged to consider the needs of others through fund-raising events for local, national and international charities.