

INSPECTION REPORT

CATHERINE WAYTE PRIMARY SCHOOL

Abbey Meads, Swindon

LEA area: Swindon

Unique reference number: 132023

Headteacher: Mrs G Webb

Reporting inspector: Dr J N Thorp
6327

Date of inspection: 2 – 5 December 2002

Inspection number: 248886

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: Elstree Way
Abbey Meads
Swindon
Wiltshire

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Appropriate authority: The governing body

Name of chair of governors: Mr I Dobie

Date of previous inspection: This is the first inspection of this new school

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
6327	Dr J N Thorp	Registered inspector	Information and communication technology Music	What sort of a school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
13450	Mrs J Madden	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
17456	Mrs A Smithers	Team inspector	Mathematics Science Geography	How good are the curricular opportunities offered to pupils?
24805	Mrs A Cogher	Team Inspector	English as an additional language Special educational needs English History Physical education	How well is the school led and managed?
27219	Mrs G Evans	Team inspector	Foundation Stage Art and design Design and technology Religious education	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	20
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	22
HOW WELL IS THE SCHOOL LED AND MANAGED?	23
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	25
PART C: SCHOOL DATA AND INDICATORS	27
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	32

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a new school located in the Abbey Meads district of Swindon. It serves the rapidly growing community in this area of extensive housing development about two miles from the town centre. The school building is attractive and modern in design. The school is growing quickly to meet the demand for places and already two temporary additional classrooms have been added. There are currently 263 pupils on roll organised into ten classes. Pupils are admitted into the school at the age of four; the younger children in this age group attend part time during their first term. Attainment on entry varies considerably, particularly among older pupils joining the school, but overall is broadly average. Around nine per cent of pupils speak English as an additional language, which is high compared with other schools; the principal home language of these children is Japanese. No pupils are entitled to a free school meal, which is well below the national average. There are two pupils with a Statement of Special Educational Need, which is below the national average; in total 15 per cent of pupils are on the school's special educational needs register, which is broadly average compared to other schools nationally; most of these have learning difficulties.

HOW GOOD THE SCHOOL IS

This is a good school. Although very new, the headteacher and staff have developed the school rapidly and it already has some considerable strengths. The headteacher provides strong leadership, ensuring clear educational direction and purpose for the school and the provision of a stimulating and challenging environment for learning. Teaching is consistently good, enabling pupils to make good progress as they move through the school. Pupils respond most positively, they are keen and want to learn; relationships throughout the school community are very good. The school's considerable strengths far outweigh any weaknesses identified. It serves its pupils and the community well and provides good value for money.

What the school does well

- Standards in information and communication technology (ICT) are above average.
- Pupils' learning is good – their attitudes to school, enthusiasm and behaviour are very good.
- Provision for social and moral development is very good.
- The quality of teaching is consistently good - teachers are skilful, highly committed to the school and work very hard for their pupils.
- The headteacher provides strong leadership, which is enabling the school to develop rapidly.
- Extra-curricular activities and experiences provided to enhance the curriculum are very good.
- The school is a very safe, caring and stimulating environment for learning.
- Links with parents are very good.
- The shared commitment to improvement and the capacity to succeed are very good.

What could be improved

- The effectiveness of the role of the co-ordinators, other than in English and mathematics, in contributing to the management of the curriculum.
- The part the governors play in the management of the school.
- Attendance and punctuality.

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

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	n/a	C	B	D
mathematics	n/a	E	C	D
science	n/a	E*	D	E

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

Children enter the school with wide ranging levels of prior attainment, but overall this is generally average. The results of statutory assessment in 2002, shown in the table above, indicate that the standards pupils achieved in English were above average compared with all schools nationally, they were average in mathematics but below average in science. However, when compared with similar schools, standards in English and mathematics were below average and in science well below average. Very great care needs to be exercised in interpreting these statistics however. Since the school is so new, the number of older pupils is very small, so last year each pupil represented around eight percentage points and, with such small year groups, the differences between groups of pupils taking the tests can be amplified.

Inspection findings reflect the results of statutory assessment indicating that pupils at the end of Key Stage 1 achieve standards in reading, writing and mathematics in line with those expected of children their age. At the end of Key Stage 2, however, standards in English, mathematics and science are currently below average, although it should be noted that there is a high proportion of pupils with special educational needs in this cohort. However, the high quality of the teaching is ensuring that pupils entering the school make good progress, so that by Year 4 many of them are achieving average and above average standards. Standards in ICT and design and technology are above average at the end of both Key Stage 1 and Key Stage 2; standards in history are above average by the end of Key Stage 2. In all other subjects, standards are in line with those expected of pupils their age. By the end of the Foundation Stage, children achieve the Early Learning Goals set for them in each of the six areas of learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. While the majority settle quickly to the school day, a small but significant number arrive late and inevitably disrupt the orderly beginning of the first session. In lessons, pupils are attentive and interested, very keen to answer questions and participate. All pupils demonstrate an enthusiasm for their work

	and take a full part in all the activities provided.
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Behaviour, in and out of classrooms	Very good. Pupils have a clear understanding of what is expected of them. They are friendly, sociable and polite. The majority of parents are happy with standards of behaviour.
Personal development and relationships	Good. Pupils value the opinions of their peers and listen carefully when these are expressed. Time for reflection and discussion of the consequences of their actions on others is developing. Pupils take appropriate responsibilities, through the system of classroom monitors, and the School Council is beginning to discuss aspects of school life for improvement. Relationships throughout the school are very good.
Attendance	Attendance was well above the national average; however, there has been a substantial fall which, coupled with pockets of lateness, is causing the school concern.

TEACHING AND LEARNING

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

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

The quality of teaching is a strength of the school. In all the lessons seen teaching was satisfactory or better; in more than nine out of ten it was good or very good. Teaching of literacy and numeracy is good. Teachers are enthusiastic, lively and dynamic and, as a result, pupils are engaged in learning right from the start of lessons. Teachers make clear the learning objectives for each lesson and, in many of them, they discuss with pupils how they will evaluate their learning. Lessons move at a brisk pace because they are effectively planned, resources are well prepared and explanations and instructions are clear and precise. Teachers have very good relationships with pupils, they clearly communicate their expectations and manage behaviour very well. They make very good use of questions to engage pupils' attention, to consolidate or extend learning and to assess understanding, frequently challenging more able children effectively. As a result of the good teaching they receive, pupils' learning is good. On the very few occasions when teaching fell below this high standard, tasks set were insufficiently demanding for some pupils or the direct teaching parts of lessons were too long, with too much teacher talk.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and relevant. Good co-operation, as teachers plan together, ensures appropriate continuity and consistency. There is a very good range of additional opportunities offered to the pupils through clubs, visits, visitors and special events. Those children in the Foundation Stage in a mixed age class do not always have the same opportunities as the others their age.
Provision for pupils with special educational needs	Good. Individual education plans are clear; pupils are well supported in lessons. Appropriate additional help is provided through small group or individual work. The caring and supportive atmosphere and the very good relationships promote effective inclusion of these pupils in all aspects of school life.
Provision for pupils with English as an additional language	Good, ensuring pupils make good progress. Specialist teachers work regularly with pupils and teachers. Dual labelling of displays in classrooms, the provision of reading material in their first language and additional support from teachers and teaching assistants, enable them to access the curriculum effectively.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good overall; very good for moral and social development. Pupils are given opportunities to explore values and beliefs and their impact on people's lives. The positive, caring ethos of the school encourages respect for others and all the adults are very good role models. There are opportunities in assemblies for quiet reflection. There is a strong sense of the school as a community with common inclusive values. Pupils are made aware of other cultures through the curriculum and a variety of visits.
How well the school cares for its pupils	Good. There is a strong ethos of inclusion and all pupils are well cared for. All staff understand and respond to individual pupils' needs, enabling them to learn well. There are clear procedures for assessing pupils' attainment in English and mathematics and good use is made of this information to track their progress.

The school has very good links with parents; they have very positive views of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong leadership ensuring clear direction and purpose for the school, with a firm focus on raising standards. There is very effective teamwork among all the staff. Co-ordinators for English and mathematics provide very good leadership. While a satisfactory start has been made to co-ordination of other subjects, this is insufficiently well developed.

How well the governors fulfil their responsibilities	Governors fulfil their statutory duties well. They understand the importance of their role in school improvement, but do not yet have the procedures to collect enough information about the strengths and weaknesses of the school.
The school's evaluation of its performance	Satisfactory. Performance management is fully in place and is used successfully to link staff performance to educational priorities. The school has effective systems for monitoring standards. Individual pupils' progress is carefully scrutinised to provide an accurate picture of the impact the school is having on standards.
The strategic use of resources	Good. Finances are well managed. Initial uncertainty regarding the budget has contributed towards a large surplus. Funds are appropriately allocated for identified school improvements and specific grants are used effectively for their intended purposes. Governors have a very good understanding of the principles of best value, but systems to monitor the effect of spending decisions on standards and the quality of education have not been clearly established.

The school's accommodation is good overall; high quality displays further enhance the learning environment. However, storage space is not extensive and the number of pupils admitted into the school has resulted in temporary accommodation being added already. The school hall is unsatisfactory as a teaching space; poor acoustics have a significant detrimental impact on the teaching and learning that can take place in it. Resources for religious education are inadequate and difficult to access. Overall, the range and quality of learning resources in other subjects are good. They are well organised and accessible.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ? the school is very friendly, children are very happy ? the school is like an extended family ? teachers are very enthusiastic and positive – they make learning fun so children want to learn ? the school is very caring ? teachers keep parents well informed ? curriculum meetings are very good ? the headteacher holds the school together well 	<ul style="list-style-type: none"> ? the arrangements for dropping off and picking up children from school which some parents think are dangerous ? extra-curricular provision

The inspection team agreed with the many positive views expressed by parents about the school. They are right to be pleased with many aspects of the school's provision. Inspectors also agreed that the arrangements for parents dropping off children at school need rethinking. They did not agree with parents' views about extra-curricular provision.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Although there are significant variations at times, most four year old children enter the school with attainment that is broadly average. Good teaching in each of the six areas of learning in the Foundation Stage¹ and the overall good range of activities the teachers plan for the children, ensure that their learning is good. As a result, they make progress and achieve well. There is a clear emphasis on promoting personal and social development and, as a result of the good teaching and positive encouragement and support they receive, children grow in confidence and develop effective relationships. They are on line to achieve the Early Learning Goals set in this area of their learning. Children are on course to meet the Early Learning Goals in communication, language and literacy; some will exceed them. Most of them enjoy books and develop a good understanding of phonics. They can use language effectively to discuss things they like or dislike and most listen to what each other has to say. Most children are also on course to meet the Early Learning Goals in mathematics; they know numbers and can count to ten accurately, they recognise simple shapes and many can use positional language, such as over or under, and can describe things which are full or empty. The school has good resources to promote children's creative and physical development. Good teaching ensures children have good opportunities both indoors and outdoors and this ensures that most will achieve the Early Learning Goals, with a significant number exceeding them by the time they enter Year 1.
2. The results of statutory assessment for pupils at the end of Key Stage 1 in 2002 indicate that standards in reading were above average compared with all schools nationally, but average when compared with those achieved by pupils in similar schools. There is an appropriate emphasis on reading and this is ensuring that pupils make progress in developing their skills. The limited data available indicates that girls do better than boys in reading, but this was not substantiated in this inspection. Results in writing were not as good, with standards below average compared with all schools and well below average compared with similar schools. These poor results have led the school to focus specifically on improving standards in writing and spelling by promoting their development through other subjects, which has had a measurable improvement. The findings of this inspection indicate that there have been significant variations in the two cohorts of pupils entering the school so far; standards among pupils currently in Year 2 are higher. Good opportunities are provided to extend pupils' speaking and listening skills and this is also having a positive impact after teacher assessment of their skills in 2002 indicated that they were well below average.
3. Statutory assessment in mathematics at the end of Key Stage 1 last year indicated that standards were well below average when compared to all other schools and with similar schools. Inspection evidence shows that standards of pupils now in Year 2 are currently better than this and generally average for pupils their age. Pupils have a quick recall of basic number facts and are appropriately confident with number operations. Their books indicate that the pace of their work and their progress has

¹ The Foundation Stage covers the period from a child's entry to school through to the end of the reception year.

been satisfactory. They are developing their understanding of time and they recognise regular two-dimensional shapes.

4. Teacher assessment in science in 2002 indicated that standards among seven year olds were broadly in line with those of pupils in other schools. Inspection evidence shows that standards in science are being maintained, with pupils currently working towards the end of Year 2 achieving expected levels. Good teaching ensures that pupils develop sound skills of investigation; in assessment last year standards in this area of work were above average. Pupils' knowledge of some topics in science, like materials and their properties, is good. They can identify similarities and differences among materials, while higher attaining pupils can explain why particular materials are good for certain purposes.
5. Very great care needs to be exercised when analysing the outcomes of statutory assessment at the end of Key Stage 2 at present. Since the school is only two years old, there are very few pupils in Years 5 and 6. The majority of these pupils' time in school has been spent elsewhere, so it is impossible to establish through the available data how well they have made progress across the key stage. With such small numbers of pupils, differences between cohorts taking the tests can be amplified, with last year each pupil representing eight percentage points.
6. The results of statutory assessment in English at the end of Key Stage 2 in 2002 indicate that standards were above average when compared with all other schools, although when compared to similar schools they were below average. Inspection evidence, relating to pupils currently working towards the end of the key stage, indicates that standards are again below those expected of pupils their age, although it should be noted that a high proportion of this group have special educational needs. Standards are currently below average in reading, with a significant proportion of pupils having poorly developed strategies for reading unfamiliar words. Many do not realise when they misread a word and are unable to correct themselves when they do. Few pupils read with appropriate expression. There has been a priority given to improving pupils' writing skills and this is already having some success.
7. In mathematics, the results of statutory assessment indicate that standards were broadly in line with those achieved in other schools nationally in 2002, but again below average compared with those achieved in similar schools. Inspection evidence indicates that standards are slightly better, yet still below average, among pupils currently working towards the end of Key Stage 2. They lack confidence in calculation and find it difficult to work out problems. For many of the pupils currently in Year 6, progress has been too slow and consequently standards of their numeracy are too low. The very good teaching in Key Stage 2 is having a major impact on the progress that pupils make once they are in the school. This is shown by the fact that in among the current Year 4 standards are already above average.
8. Test results in science show that standards were below average in 2002, and well below those found in similar schools. Pupils currently working towards the end of Key Stage 2 are making progress, but standards in science are still below those expected of pupils their age. Higher attaining pupils have developed appropriate investigative skills and in some science topics, as their work on the human body shows, they have a good knowledge and understanding.

9. At both key stages standards in ICT are above average. Pupils make good progress throughout the school in developing their skills and they achieve standards above those generally expected of pupils their age. Many of them make good progress in developing their keyboard skills and work successfully with an appropriate range of programs. Pupils in both key stages achieve higher than average standards in design and technology, as they did in history at the end of Key Stage 2. In all other subjects in which a judgement could be made, pupils achieve standards in line with those expected. In all subjects throughout the school, there is no difference between the attainment of boys and girls.
10. Overall, pupils with special educational needs achieve well. These pupils are well supported in lessons by teachers and teaching assistants. Appropriate, additional help is provided for some pupils through small group or individual work with skilled teaching assistants. The support is effective, and enables pupils to make good progress towards the targets on their individual education plans, which identify small, specific, structured steps in learning.
11. Pupils for whom English is an additional language make good progress because they receive effective support in their learning of English. Specialist teachers work regularly with pupils and teachers. As a result of this support, pupils learn to speak, write and read English quickly. The good progress they make in learning English enables them to achieve standards in all subjects that reflect their capabilities.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to the school are very good and are a strength. The overwhelming majority of parents say their children are happy in the school and are backed up by pupils in conversations and interviews. The personal development of children in the Foundation Stage is good, fostering positive attitudes and values. Throughout the school the majority of pupils settle quickly to the school day, moving around the classroom with confidence and purpose as they prepare resources and equipment. However, a small but significant number arrive late for registration and inevitably disrupt the orderly beginning of the first session as they arrive in the classroom. As a consequence, registers are rarely completed until at least ten minutes after the start of the day. However, in lessons pupils are attentive and interested, very keen to answer questions and participate. Pupils who need support in a variety of ways are similarly involved in their learning; they try hard and as a result make a success of their learning. All pupils demonstrate an enthusiasm for their work and take a full part in all the activities on offer. The differentiated work given to different groups of pupils ensures they remain motivated to learn and increases self-confidence.
13. These very good attitudes stem from the good teaching and high expectations throughout the school, very well demonstrated in a Year 2 art lesson based on the discussion and reproduction of Robert Delauney's *Windows opening simultaneously*. Pupils were challenged by the concepts involved but the encouragement of the teacher and the consistent communication of expectations ensured this was an effective lesson to which pupils responded with perseverance and enjoyment. The ethos of the school, which focuses on increasing confidence and valuing the contribution of every child, is clearly apparent in the way their work is displayed and the use of praise by teachers.

14. Behaviour is very good in and around the school. The majority of parents are happy with behaviour and have no major concerns about this area of school life. Pupils benefit from the very good behaviour management of all adults in the school, reinforced by the high expectation of good standards of behaviour around the school. The school has been open now for two years and its pristine state is a testament to the respect shown by pupils for property and the caring way they treat resources. The recently formed School Council is showing great promise and should, in a short time, prove an effective sounding board for pupils' opinions of the school. There have been no exclusions in the last school year. Pupils work in a positive atmosphere where there is little bullying, but Year 6 pupils were confident enough to recognise that it does exist and explain the strategies in place to ensure pupils are able to cope.
15. The personal development and relationships of pupils are good. Time for reflection and discussion of the consequences of their actions on others is in the developmental stage but plans are in place to ensure that circle time supports this issue. Pupils do, however, value the opinions of their peers and listen carefully when these are expressed. They begin at an early age to evaluate each other's work, clearly shown in a Year 1 physical education lesson when pupils watched and commented on their classmates' performances with some being given spontaneous applause. Pupils take responsibility for the daily routines in the school through the system of classroom monitors, and the School Council is taking a number of responsibilities for the improvement of conditions, especially in the playground. Older pupils in the school have developed confidence and are happy and comfortable when talking to visitors. Targets are discussed with pupils and they are aware of the work needed to reach them. Relationships throughout the school are very good, all pupils working well together, in groups and pairs, responding to the excellent role model set by adults in the school.
16. Attendance during the school's first year of opening was well above the national average at 96 per cent; however, during the following year it fell to 94.4 per cent, a substantial fall which, coupled with pockets of lateness, is causing the school concern.

HOW WELL ARE PUPILS TAUGHT?

17. Teaching in the school is of a consistently good quality; teachers are highly committed, very hard working and skilful. The quality of teaching observed during the inspection was good or better in more than nine out of ten lessons and satisfactory in the rest. In around four out of ten lessons, teaching was very good or excellent. The quality of teaching was particularly good in Key Stage 2. Such effective teaching has a considerable impact upon pupils' attitudes to learning and to the progress they make during their time in the school.
18. The teaching of the youngest children in the reception year is good. Careful attention is given to the specific needs of these children and proper emphasis is given to extending both their social and academic skills, for example, by insisting that they listen carefully to their teachers and to one another. In one lesson, for example, the teacher spoke very quietly and calmly to the children, clearly and firmly communicating what she expected of them, and ensured all the children were fully engaged on the tasks set. Teachers have good strategies for managing these young children's behaviour and ensuring their co-operation. The consistent reinforcement of the expectations of how children should respond in lessons is ensuring that these

young children develop their skills of listening and this enhances their progress. In all three classes, teachers and classroom assistants use language carefully as they work to develop children's speaking skills. In one lesson, for example, discussion among a large group of children was good as they sequenced parts of the story of *'We're all going on a bear hunt'*. The teacher made good use of questions about chosen episodes to elicit children's thinking about the order in which they occurred in the story. In both reception classes teachers make good use of the available resources to enable these young children to learn through play and practical activity, including learning outside. Although at certain times during the week children in the mixed reception - Year 1 class have access to some of these resources in the shared area, as they work with classroom assistants, there are other times when they are denied these opportunities.

19. Teaching in Key Stage 1 is good. Teachers are able to draw on a range of strategies to manage their pupils well and they are insistent in communicating what they expect. The clear explanation of the learning objectives for each lesson ensures pupils understand what they have to do and involves them fully in their learning. Teachers plan carefully and thoroughly, with a good variety of activities provided to develop pupils' knowledge, understanding and skills. At its best, as in a literacy lesson with Year 2 pupils, for example, the teacher engaged pupils in discussion about instructions for making a gingerbread man. The teacher guided her pupils' thinking very well, and modelled appropriate writing for instructions. She communicated her high expectations of both behaviour and involvement. Individual pupils were well supported to ensure they participated fully in the lesson and the teacher made very good use of individuals' responses to make effective teaching points to all the class. In a very good numeracy lesson, lively and purposeful teaching moved pupils' learning on at a good pace. There was a clear indication of how the lesson was building on what pupils had done earlier and a reinforcement of appropriate mathematical vocabulary for subtraction as learning was consolidated with a bingo game. Work on fractions was very well managed, with very good use of practical activity to ensure learning. Throughout the lesson the teacher's delightful manner with her pupils ensured their response to the lesson was very good and that they were fully engaged and involved throughout. Such skilful teaching has a positive impact on pupils' learning and the progress they make.

20. Teaching in Key Stage 2 is very good. Teachers consistently provide appropriately challenging tasks for pupils; their lessons are thoughtful, interesting and demanding and enable pupils to make good progress. Such effective teaching is characterised by planning which is thorough and imaginative. Teachers identify specific learning objectives and communicate these clearly and effectively, frequently displaying them throughout the lesson as a reference for pupils as they worked. Teachers demonstrate very good subject knowledge themselves and they communicate their enthusiasm directly to their pupils, which contributes positively to the effectiveness of their teaching. In an excellent history lesson with Year 3 pupils, for example, the teacher used drama very well indeed to promote learning, providing detailed information about the preparation of a dead Pharaoh for the afterlife, which enthralled her pupils throughout the lesson. The pace of the lesson was very good and the management of pupils excellent. Challenging questions kept pupils thinking about what they were doing and the constant use of appropriate vocabulary contributed to their very good learning. The teacher's skill, knowledge and enthusiasm ensured that the response of her pupils was excellent throughout the lesson. In a numeracy lesson with Year 4, the teacher's good planning ensured a variety of activities moved

pupils' learning on effectively. Where explanations were needed they were clear, ensuring pupils understood the correct terminology, like multiples for example. The teacher used good examples to enable pupils to build on their learning effectively and she was able to explore and explain strategies for calculation very well indeed. The tasks set were clearly appropriate for the different groups in the class, well focused and challenging. The classroom was rich in mathematical vocabulary supporting pupils' learning well. In this key stage, teachers are lively and engaging, and frequently enthuse their pupils, an approach which is clearly motivating and which contributes significantly to the quality of pupils' learning and to the progress they make.

21. There is a clear commitment to learning among all the staff in the school, which is encouraging a most positive response as pupils are eager to learn more. Teachers use a good variety of teaching techniques and approaches to enhance pupils' understanding; questioning skills are used most effectively to extend their thinking and ensure they are fully engaged. Teachers' monitoring of pupils' learning during many lessons and the feedback they give also contribute to the effectiveness of their teaching. Teachers also have a clear commitment to their own learning; they are thoroughly professional in the way they seek to evaluate and improve their own skills of teaching.
22. Throughout the school, teachers work closely with good teaching assistants. This close partnership makes a significant difference to the attainment and progress of pupils with special educational needs and those with English as an additional language. Careful planning, and regular reviews of pupils' progress, ensures that pupils are provided with an appropriate blend of support and challenge, through tasks that are well matched to their age and capability. Some pupils with special educational needs are withdrawn from class for short periods of time for teaching. In these instances, work is carefully targeted to meet pupils' needs, and the teaching methods used fully support their learning. Pupils with Statements of Special Educational Need receive good support and are effectively integrated into the school community.
23. The steps taken by teachers to provide pupils with English as an additional language with the support they need ensures that they learn well overall. Specialist teachers work with pupils in lessons, and make regular assessments on the progress pupils make. Teachers are provided with, and take account of, clear guidance on how to ensure that these pupils understand, and can successfully complete, activities in lessons. As pupils develop a greater understanding of and ability to use English, their rate of learning in lessons improves. As a result, pupils in Years 3 to 6 learn very well and demonstrate levels of achievement that match their overall capability.
24. The classrooms and shared areas are enhanced by a variety of displays of pupils' work. These create an attractive and stimulating environment for learning in which pupils can see that their work is valued. Teachers make very good use of homework to reinforce or extend pupils' learning.

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

25. The quality and range of learning opportunities the school provides are good, in both the Foundation Stage and Key Stages 1 and 2. The statutory curriculum is broad,

balanced and relevant. There is a very good range of additional opportunities offered to pupils through clubs, visits, visitors and special events. The provision for pupils personal, social and health education is good.

26. The statutory curriculum is planned using national guidance. There is a long term curriculum map, indicating what aspects of the subjects will be taught when and this provides a basis for the termly and half termly planning undertaken by the teachers. This was put in place when the school opened but as the school has grown rapidly it is now in need of review. Correctly, the school has identified the need to make changes and there are plans to consider the current organisation and needs of the pupils and adapt it to fit them.
27. Planning for the medium and short term is thorough and effective. The national guidance for teaching literacy and numeracy has been adapted well to suit the needs of the pupils and the strategies used for teaching the basic skills in English and mathematics are good. Planning for ICT clearly indicates a progression of skills as well as the development of knowledge within the subject and this enables teachers to carefully build on pupils' prior understanding. The planning for science and other subjects follows national guidance. However, it takes less account of the subject specific skills that need to be developed over time depending on the age of the pupils. It is fragmented and sometimes the time between learning about an aspect of a subject and returning to study the subject and build upon previous learning is too long. For example, Year 6 pupils had a good recall of aspects of their science work, but as it was some while since they had studied materials and their properties they were less secure in their knowledge and understanding.
28. Planning for the teaching and learning of literacy and numeracy is very good. Teachers very clearly identify what they wish the pupils to learn during each session. The very good practice of sharing this with pupils and showing them what they must do to achieve it enables pupils to take some responsibility for their own learning and clarifies the purpose of the session. In very good sessions, pupils' work is marked to indicate whether they have been successful in achieving the objective; this is gradually being put into place across other areas of the curriculum but is not yet fully impacting on teaching and learning. There is good provision to extend pupils' literacy and numeracy skills across the curriculum; the use of English, mathematics and ICT in other subjects is good. Pupils write in a variety of ways and for different audiences in history, for example, and they record their science in tabulated form. They use mathematics to measure in geography and design and technology. They produce database tables and word process and illustrate their work using ICT.
29. There is a very good range of clubs for pupils to attend. Younger pupils enjoy their learning at the science club; they work in two and three dimensions while painting and making clay masks in art club. Older pupils sing tunefully and enthusiastically in the choir and can learn to play the recorder. There are opportunities to play competitive sport, and the football team has recently been successful during matches within the league. All the pupils in the junior department can participate in drama groups and have opportunities to extend their ICT skills. The school organises a good range of visits to interesting places connected with the topics being studied. They went to London and pupils enjoyed the exhibits and interactive opportunities of the Natural History Museum and were fascinated to see the sights of the city from the high vantage spots while riding on one of the visitor attractions. A wide range of people

visit the school to talk about interesting things; for example a Hercules air force pilot and a fire fighter.

30. There is a strong ethos of inclusion within the school and all pupils are well cared for. All pupils have access to the curriculum and all aspects of school life. The organisation of some children in the Foundation Stage of learning in a mixed age class does not ensure they all have the same opportunities, because they do not always have access to the same range of equipment, resources and opportunities for learning outside.
31. The school is continuing to extend its provision for pupils' personal and social development effectively. Pupils are prepared well to respond to events that may occur as they grow older, with knowledge and values to support their decisions. There is a programme of sex education. They are taught about the dangers of some drugs and the advantages of medicines. They learn about a balanced diet and how to look after their bodies. They have opportunities to discuss issues during their learning in a supportive ethos.
32. There are good links with the community and with other educational establishments in the area. Pupils visited the new church as it was being built and produced a banner for use at the opening ceremony. The school has links with a large national chain and pupils have the opportunity to make reasoned judgements about new products and see the results of the consultation in the shops. There are effective links with secondary schools so pupils are able to make the transition smoothly.
33. The provision for pupils' spiritual, moral, social and cultural development is good overall and is very good for moral and social development. Pupils are given opportunities to explore values and beliefs and the way in which they impact on people's lives through the religious education curriculum and also from the informative talks given by visiting parents about the special events in Japan and India. Pupils are encouraged to talk about feelings and emotions and how these impact on their friends and how an understanding of them can be helpful. The positive caring ethos of the school encourages respect for others and all the adults are very good role models. There are opportunities in assemblies for quiet reflection, and learning encourages pupils to be aware of some of the wonders of the world around them.
34. There is a very clear moral code as a basis for behaviour, which is consistently applied throughout the school, so pupils are clear about what is expected of them. They are encouraged to think through the consequences of their own and others' actions. There is an open and safe learning environment in which pupils can express their views. There is a strong sense of the school as a community, with common inclusive values. Through the introduction of the School Council, pupils are beginning to understand the democratic process while at the same time learning to exercise leadership and responsibility, which contributes effectively to their social development.
35. Pupils are made aware of western and other cultures through the curriculum and a variety of visits and visitors. In art and design, pupils meet and work with a local artist, they study the works of impressionists such as Cezanne, and are aware of the differences in style of African paintings. They participate in the local music festival, and go to the theatre to see light opera and musical productions. They know about the history of the school and have visited the location of the original Catherine Wayte school. Talks by parents about cultural events in America, Japan and India and

continued Internet links with pupils who return to the land of their origin have widened pupils' knowledge and understanding.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. Overall, the school takes good care of its pupils in a safe and caring environment. There are good arrangements for the induction of children as they enter the Foundation Stage, which help them settle quickly. All staff have a good knowledge of pupils' needs, in particular in their classrooms and more generally across the school. They are alert and responsive to individual needs and provide positive support through well-differentiated work for different groups, raising self-confidence and enabling all pupils to learn well. The recently introduced code of practice for children with special needs is securely in place providing individual learning plans and targets for pupils, which they help to devise. The well-trained and caring classroom assistants are fully involved with planning and assessment and provide effective support that enables pupils to succeed in their work. The school makes good use of all education support agencies including the portage teacher and medical services.
37. Pupils with English as a second language benefit from support in the school provided by a dedicated teacher, funded by Honda UK, who helps pupils in the classroom and with one to one sessions in language development. These pupils are effectively included in every aspect of school life. Dual labelling of displays in classrooms, the provision of reading material in their first language and the additional support they receive from teachers and teaching assistants, enables them to access the curriculum effectively.
38. Parents spoken to during the inspection praised the safe environment provided by the school by the purpose build security arrangements at this new school. Health and safety is an important feature in the school emphasised by teachers in lessons such as science and physical education. Health and safety in and around the building is monitored daily by the caretaker to ensure that the highest standards of safety and cleanliness are observed. A member of staff qualified in first aid is on duty at all times and there are well-equipped medical areas. Pupils in the playground and around the school are well supervised and there are few accidents. Teachers undertake risk assessments according to strict guidelines before taking pupils out of the school on trips and residential visits.
39. The arrangements to deal with child protection in the school are very good and well established within staff procedures.
40. The school's procedures for monitoring and promoting attendance are satisfactory. However, the attendance level fell sharply in the previous school year whilst scrutiny of this year's registers reveal problems with pupils arriving late for school. The school should increase its vigilance in this area.
41. There are very good procedures in place to promote appropriate behaviour based on the sensible and well-thought-out behaviour policy. In classrooms, pupils are very well and consistently managed. Teachers effectively ensure that all pupils are fully focused through pace and challenge and they have neither the time nor the desire to misbehave. This was extremely well demonstrated in an excellent Year 3 history lesson where pupils were fully engaged in acting out the embalming of a dead Pharaoh, all becoming totally immersed in their roles. Pupils know classroom conventions well and teachers use praise consistently and well to encourage and congratulate pupils. The school makes consistent and effective efforts to eliminate bullying through themes in assembly and work as part of personal and social

education. In discussions with pupils, it was clear that they were all aware that bullying is totally unacceptable and that they should immediately contact an adult if it arises.

42. Personal development procedures are good. The school has recently put in place a School Council, which operates extremely well, the pupils showing excellent organisational skills, imagination and responsibility. The personal skills of pupils are developed through circle times², the opportunities for co-operation, which play a significant part in learning, and the excellent role models provided by teachers. Personal and social education is still being developed and there are appropriate plans in place to extend its role in the school.
43. There are good procedures for monitoring pupils' academic performance. Assessment at the beginning and end of the reception year provides a clear indication of children's progress through the Foundation Stage. In Key Stage 1 and Key Stage 2, assessment in English is good and in mathematics it is very good. The half-termly assessments in mathematics, for example, enable teachers to track pupils' progress and to check their attainment against nationally expected levels. Teachers use this information effectively to inform their planning. The assessment co-ordinator makes good use of *Assessment Manager* to track pupils' progress, producing a valuable annual report which supports teachers' target setting. Teachers' analysis of the outcomes of assessment is good, enabling them to identify areas where pupils need further practice to reinforce understanding, such as problem solving in mathematics for example. While assessment in some subjects is good, as in science and ICT, in others procedures are underdeveloped. This is the case in art and design, design and technology and religious education, because the co-ordinators have not yet had sufficient time to develop them effectively. In geography, the outcomes of assessment are not used sufficiently well to inform teachers' planning and ensure that pupils progressively acquire appropriate geographical skills.
44. Arrangements for identifying pupils with special educational needs are good, and the provision made for these pupils is good overall. The school has recognised the need to respond more quickly to the needs of pupils with very specific difficulties in the Foundation Stage. A detailed and comprehensive register of these pupils is kept by the co-ordinator and appropriate individual educational plans are provided. Teachers and teaching assistants monitor closely the progress made by these pupils. Plans written in response to this monitoring fully reflect the changing needs of pupils. The school works closely with outside agencies to ensure that pupils with specific needs receive specialist support. The caring and supportive atmosphere of the school and the very good relationships promote effective inclusion of these pupils in all aspects of their life in school.
45. Clear procedures, and guidance for teachers, ensures that the use of assessment information to identify and provide targeted support for pupils with special educational needs is good. The school meets the requirements outlined in pupils' Statements of Special Educational Need. Parents are, from the outset, encouraged to work in partnership with the school. They are fully involved in the reviews of the progress made by their children, and are given guidance as to how they can support their child's learning at home.

² Circle time – is an opportunity for the whole class to discuss and reflect on a range of issues, often relating to pupils' personal and social development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. This is a strength of the school and parents are clearly of the opinion that this is a very good school. This was apparent in the interviews with parents held during the inspection, at the pre-inspection meeting and the analysis of the questionnaire returns from parents. Forty per cent of the questionnaires issued were returned, a good response when compared to many other schools. The overwhelming majority of parents' responses indicate that their children are happy in a school where they make good progress as a result of good teaching, and that the school is well managed with well-behaved pupils and where they as parents feel comfortable asking questions and taking their problems. Furthermore, their children are growing in maturity and responsibility in an atmosphere where expectations are high. They feel well informed about progress with the school working closely with them in partnership for their child's education. Nine per cent of parents disagree that their child is receiving the right amount of homework but in most schools there is a divergence of opinion amongst parents about the giving of homework. However, a much larger number of parents feel the school is not providing a sufficient range of activities outside lessons. The inspection team disagrees with this opinion and finds that the school makes very good provision for extra-curricular activities.
47. The effectiveness of the school's links with parents is very good and begins before children enter the Foundation Stage. Parents have an opportunity for a lengthy interview with the headteacher and a tour of the school, followed by an induction meeting at which they meet the teachers and staff for discussions and a question and answer session. The brochure is well written and informative, giving parents an accurate picture of the school. Newsletters and letters to parents are informative about the educational and pastoral role of the school whilst at the same time keeping parents informed about the more informal aspects of school life. In consultation with staff, the deputy headteacher has produced an excellent set of booklets for parents in each year group offering practical advice on how best parents can help their children with their learning at home. In addition, workshops keep parents abreast of developments in teaching. Written annual reports to parents are very good, offering a clear picture of the pupil in the classroom and reporting on their progress with clear areas for development. Parents and pupils are given the opportunity to respond in writing to these reports and most do so.
48. The school organises formal interviews with parents in the autumn and spring terms to discuss progress and more informal meetings take place daily before and after school. If the school has an area of concern this is communicated to parents as soon as possible and not left until the formal interviews. The parents of pupils with special educational needs are fully involved in their child's education through the review process, when they are given advice on how to support their child at home. During the formal parents' meetings these parents are given a double appointment to ensure that time is available for these major consultations. There is good liaison between the home and school for those parents with English as an additional language by the dedicated teacher who carries out translations and ensures relationships are positive.
49. Consultation with parents about the school in general is at an early stage of development, but disappointingly a Key Stage 1 questionnaire on the curriculum elicited a very poor response.

50. The impact of parental involvement with the work of the school is very good. During the inspection week numerous parents were in school helping in the classrooms as part of a regular routine. The school is able to draw on the expertise of parents to expand the curriculum opportunities offered to pupils with, for example, Japanese culture, and the preparations for the birth of a new baby. The enthusiastic Parent Teacher Association is a growing force in the school providing opportunities for parents in this newly built area to meet socially, and to raise useful funds for the school. Parental involvement in their child's homework varies but the school makes its expectations for homework explicit, providing excellent guidance and feedback.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The leadership and management of the school are good. Guided by the strong leadership of the headteacher, the school's educational direction is effectively focused on raising standards. The headteacher is clear about what needs to be done as the school continues to grow and has communicated this effectively to staff and governors. A very strong sense of teamwork and determination to improve pervades all the staff and governing body, even though, as a new school, many of them have been in post for less than two years. The school's aims are closely reflected in its work. Pupils learn within a secure and caring environment and an atmosphere of success that helps them grow in confidence and develop positive attitudes to learning. The use of the school's financial resources by the strategic management team and governors is satisfactory overall. Monitoring of the school's performance, by staff and governors, and taking effective action is satisfactory overall and improving.
52. A strong management team has been created as the school has grown. The inclusion of key stage co-ordinators and the co-ordinator for special educational needs is effective in ensuring that agreed action is implemented across the whole school. The school is developing effective systems for monitoring standards, which take account of the growing numbers of pupils. The progress made by individual pupils since their admission to the school is carefully recorded and analysed to provide an accurate picture of the impact the school is having on standards. A culture of openness enables teachers to share ideas and discuss the school's performance in a constructive way. This is ensuring that as it grows in numbers, the school is able to respond quickly to the needs of pupils, and secure whole school improvement.
53. The school is new and growing rapidly and has limited data regarding pupils' attainment and progress. Systems to monitor the quality of teaching and learning across the school, and pupils' progress from the time they are admitted to the school, have been established. Analysis of this data clearly shows the positive impact the school is having on raising pupils' overall levels of attainment. In addition, these systems are already providing useful information about what the school does well and what it needs to do to improve, particularly in relation to standards in English and mathematics for those pupils in Year 6 who have only been in the school a very short time and whose attainment on entry was well below the level expected. The school improvement plan has placed appropriate emphasis on raising standards in these subjects.
54. Co-ordinators for English and mathematics provide very strong leadership. They manage their subjects very well and have been successful in securing improvements in the overall provision for their subject and in raising the quality of teaching and

learning. Pupils' individual achievements, in relation to their personal targets, are monitored carefully and action to secure improvement is taken where necessary. Teaching and learning are monitored and supported closely, both internally and by advisers from the local authority.

55. The co-ordinators for English and mathematics provide very good models for the school to use in other areas of its work. Leadership and management of the Foundation Stage and ICT are good. The co-ordinators know what they need to do to improve these aspects of the school's work. The co-ordination of all other subjects is developing satisfactorily. Many co-ordinators have been in post for a very short time and, although they are clear about their role, they have had insufficient opportunity to carry it out effectively. Monitoring of standards and the quality of teaching and learning in these subjects are in the very early stages of development.
56. The leadership and management of special educational needs are good. The co-ordinator has ensured that, the requirements of the Code of Practice for special educational needs have been successfully implemented. Systems for identifying and monitoring the progress of pupils requiring additional support are good and clearly understood by teachers. Pupils receive effective support from teachers and well-qualified teaching assistants. Resources and accommodation for special educational needs are good.
57. At the time of the inspection the school has been open for two years. During this time the governors have demonstrated a strong commitment to the establishment of a successful, well-run school. They have valuable experience in management and finance. Overall, they fulfil their statutory duties well. Governors are very aware that the structure and purpose of their committees and the roles of individual governors are changing as the school grows. They have received appropriate training and understand the importance of their role in bringing about school improvement. To enable them to do this effectively they now need to establish systems which will provide them with the information they need to fully understand the strengths and weaknesses of the school. Governors receive regular reports from the headteacher. However, much of the monitoring and evaluation of the school's work by governors are informal. It lacks an agreed focus and a system for governors to regularly report back to the full governing body.
58. Governors have ensured that the school's finances are well managed and controlled. With the support of a local authority accounting technician, the school's finance manager maintains effective day to day financial control. The school has grown rapidly in the two years it has been open and this has led to some uncertainty regarding its budget from one year to the next. This resulted in a large surplus at the end of the last financial year. However, it has been necessary to keep back funds to pay for services from the time the school opened, for which the school has yet to receive requests for payment. Much of the remaining funds have now been allocated for identified school improvements. Specific grants are used for their intended purposes. Governors have a very good understanding of the principles of best value. However, systems to monitor the effect of spending decisions on the quality of education provided have not been clearly established. Governors have clearly identified areas relating to the building and services that will require funding in future years. However, they have yet to develop a long term plan, linked to raising standards and improving the quality of the curriculum overall.

59. The school provides good teaching and good curricular opportunities. As a result, pupils achieve well and standards are rising. Taking account of the attainment of pupils on entry and the general social and financial factors, the school provides good value for money.
60. The school's administrative staff and the site manager provide good support for the headteacher and staff. They are efficient and provide a welcoming atmosphere for parents and visitors. Efficient procedures have been established for organising and storing information securely. Information and communication technology is playing an increasing role in managing pupil information and is used well for general administrative tasks.
61. Staff successfully support and challenge each other and are very enthusiastic about their work. They are fully committed to the school and very willing to take on new ideas, roles and responsibilities. They provide very good role models for their pupils. There is a good balance of expertise covering most areas of the curriculum. Support staff are valued as members of the team and play a vital role in raising standards in literacy and numeracy. Arrangements for the induction of new staff and newly qualified teachers are good. All teachers have a mentor to whom they can turn for support.
62. Performance management is fully in place and is used successfully to link staff performance to educational priorities identified through the school's monitoring systems. A notable good feature is that objectives set for individual teachers reflect a shared responsibility for achieving whole school success.
63. The school's accommodation is good overall. It benefits from a purpose built ICT suite, technology room and library. The high quality displays throughout the school further enhance the learning environment. However, storage space is not extensive and the number of pupils admitted into the school has resulted in temporary accommodation being added. The school hall is unsatisfactory as a teaching space because poor acoustics produce a loud echoing environment. This has a significant detrimental impact on the teaching and learning that can take place in it. Overall, the range and quality of learning resources are good. They are well organised and accessible. Resources for religious education are inadequate and difficult to access.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. Considerable work has already been done to establish this school over the short period of its existence and rapid progress has been made. To improve the school further, the headteacher, staff and governors should:
 - (i) **Develop the role of the subject co-ordinators, other than those for English and mathematics, so they can contribute more fully to the management of the curriculum by:**
 - (a) ensuring all co-ordinators monitor teachers' medium and short term planning;
 - (b) devising strategies to enable them to monitor and support teaching and learning in the subjects for which they are responsible;
 - (c) extending their opportunities to scrutinise pupils' work across the school;
 - (d) providing opportunities for them to lead and manage review and

- development in their subjects;
- (e) ensuring co-ordinators establish appropriate assessment procedures in the subjects where they are under-developed;
 - (f) extending their responsibilities for tracking pupils' progress in their subjects.
- (Paragraphs: 43; 55; 108; 114; 120; 126; 139; 153)*

(ii) Ensure the governing body is effective in monitoring and evaluating the work of the school by:

- (a) establishing systems and procedures to enable governors to understand strengths and weaknesses in the school fully;
- (b) appointing individual governors to link to specific aspects of the work of the school;
- (c) setting a timetable for governors' monitoring;
- (d) ensuring that individual governors report back to the governing body the outcomes of any monitoring they have completed;
- (e) evaluating spending decisions in terms of the impact on raising standards of attainment and the quality of education provided by the school.

(Paragraphs: 57-58)

(iii) Take steps to improve pupils' attendance by:

- (a) continuing to inform parents of their legal obligations;
- (b) reminding parents and pupils about the importance of punctuality;
- (c) using data to monitor attendance carefully.

(Paragraph: 16)

The headteacher, staff and governors may also consider the following other aspects for inclusion in the action plan:

- Develop the use of the library to support pupils' learning across the curriculum, to promote their research skills and to provide opportunities for them to work independently. *(Paragraph: 85)*
- Improve the school hall as an environment for learning. *(Paragraph: 63)*
- Ensure that children in the Foundation Stage in the mixed reception - Year 1 class have the same opportunities as those in the reception classes. *(Paragraphs: 18; 30)*
- Ensure appropriate continuity and progression in teaching skills, particularly in science and geography. *(Paragraph: 27; 103-4; 120)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	58
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	22	31	4	0	0	0
Percentage	2	38	53	7	0	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 around two percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	263
Number of full-time pupils known to be eligible for free school meals	n/a	0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with Statements of Special Educational Need	n/a	2
Number of pupils on the school's special educational needs register	n/a	40

English as an additional language	No of pupils
Number of pupils with English as an additional language	23

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	33
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence

Unauthorised absence

	%
School data	5.5
National comparative data	5.9

	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	12	12	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	10	9
	Girls	12	11	12
	Total	19	21	21
Percentage of pupils at NC level 2 or above	School	79 (96)	88 (84)	88 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	11	11
	Girls	12	12	12
	Total	20	23	23
Percentage of pupils at NC level 2 or above	School	83 (96)	96 (84)	96 (100)
	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	6	7	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	--	--	--
	Girls	--	--	--
	Total	--	--	--
Percentage of pupils at NC level 4 or above	School	92 (67)	69 (67)	85 (67)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	--	--	--
	Girls	--	--	--
	Total	--	--	--
Percentage of pupils at NC level 4 or above	School	92 (67)	77 (67)	92 (67)
	National	73 (72)	74 (74)	82 (82)

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

Note: Since there were fewer than ten boys and girls in the cohort of pupils taking the tests at the end of Key Stage 2 in 2002, their results are not reported separately.

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	0	0
White – Irish	2	0	0
White – any other White background	9	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian		0	0
Mixed – any other mixed background		0	0
Asian or Asian British - Indian	2	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi		0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean		0	0
Black or Black British – African		0	0
Black or Black British – any other Black background		0	0
Chinese	2	0	0
Any other ethnic group	8	0	0
No ethnic group recorded	19	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)	10.6
Number of pupils per qualified teacher	24.8
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	220

Financial information

Financial year	2001 – 2002
	£
Total income	419,397
Total expenditure	417,074
Expenditure per pupil	1,821
Balance brought forward from previous year	58,681
Balance carried forward to next year	61,004

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	13.6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	263
Number of questionnaires returned	106

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	26	0	0	1
My child is making good progress in school.	65	34	1	0	0
Behaviour in the school is good.	58	40	0	0	2
My child gets the right amount of work to do at home.	50	39	7	2	2
The teaching is good.	65	34	0	0	1
I am kept well informed about how my child is getting on.	49	41	9	1	0
I would feel comfortable about approaching the school with questions or a problem.	73	25	1	1	0
The school expects my child to work hard and achieve his or her best.	66	28	4	0	2
The school works closely with parents.	48	45	4	2	1
The school is well led and managed.	61	37	0	1	1
The school is helping my child become mature and responsible.	58	38	1	0	3
The school provides an interesting range of activities outside lessons.	32	38	14	7	9

Other issues raised by parents

A small number of parents expressed grave concerns about the safety of pupils entering and leaving the school as a result of the existing access and parking arrangements. Inspectors agree that these arrangements need to be reviewed.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

65. The school provides opportunities for teaching and learning for children in the Foundation Stage in three classes, two of which contain children on a full-time and part-time basis and the other class where 12 children are taught alongside Year 1 pupils.
66. The assessment of children on entry shows that most enter the school with average skills in reading and mathematics but are well below average in phonic skills. Assessment on entry the previous year shows a similar standard in both mathematical and reading skills but a higher standard in phonics. There is a good system of induction, including opportunities when pre-school children can take part in school activities, which helps to ensure a smooth and happy start with good parental involvement.
67. The school has developed a secure system of assessment that monitors levels of attainment throughout the year. It shows that most achieve well and attain the Early Learning Goals set for children of this age in all six areas of learning by the end of the reception year. This reflects the good teaching they receive. Teachers and support staff plan effectively together and work well as a team. A good range of activities is provided. The school has made satisfactory arrangements for the children in the mixed age class to experience all the areas of learning but further opportunities are needed to extend the provision for these children. The location of the mixed aged class does not encourage spontaneous opportunities for shared learning.
68. There is appropriate inclusion of all children in each of the classes, including those with special educational needs. Opportunities for outdoor play are planned as part of the curriculum and planning allows some opportunities for children to learn through making choices and initiating their own learning. At the time of the inspection, children were not always given enough time to explore and extend their learning.
69. The co-ordinator, one of the reception class teachers, has satisfactory links with the range of pre-schools but, as yet, the learning needs of the children have not been shared or developed co-operatively. Home visits do not take place but the co-ordinator has identified this as an area for development. Resources are good and include opportunities for all areas of learning. The shared area, which is used regularly by all children in the Foundation Stage, offers opportunities for children to choose their activity and this is effectively planned into the curriculum. Links with parents are particularly good and they support the learning well when working at home, for example, writing bags and phonic games give them an opportunity to share in their child's learning and to appreciate the importance of speaking and listening at this stage of development. Teachers from all three classes plan together and have attended training related to the teaching of mixed aged classes.

Personal and social development

70. By the time children leave the reception classes, they are achieving the standards expected in this area of learning as a result of the good teaching. Teachers are

effective in encouraging children to develop confidence in their relationships with both adults and other children. They play and work together well in a variety of activities, such as in a painting session, observing changes in tones of colour and listening carefully to what other children have to say. They are learning to consider others around them, as in snack time and cookery when they take turns well. Adults are providing good role models for children, showing respect for each other and working effectively as a team. There are examples of some adults providing too much support and not giving enough opportunities for children to develop initiative to clear up and select resources. There are clear routines, which encourage children to learn what is acceptable behaviour, for example, putting hands up and not calling out. As a result, children build sound relationships with others and they begin to understand one another's point of view. In a lesson in the reception/Year 1 class children know the importance of taking turns in group work about key words and are able to share and wait patiently to speak. There are some opportunities for pupils to make choices, and they are encouraged to be independent through responsibilities such as taking the register to the office and finding their names on the registration board when they start the day. In the classroom, equipment is easily accessible and children work together to tidy up at the end of the session when encouraged by an adult.

Communication, language and literacy

71. Teaching is good and children listen with enjoyment to stories such as *'We're going on a bear hunt'*. They join in familiar parts, showing an enthusiasm for sharing books with each other and adults. Teachers use familiar rhymes and songs effectively throughout the day to keep children interested and on task. Children have a firm understanding of the importance and relevance of print and, in the mixed age class, they know the difference between a list and sentences. The majority of children achieve the Early Learning Goals when they leave the reception class and use language effectively to discuss their likes and dislikes. Staff are competent in using opportunities to reinforce language skills through questioning. They make effective interventions, encouraging children to describe their experiences when comparing the differences between light and dark. They target questions to encourage all children to take part, giving choices to the less confident child and including them as part of the group. Elements of the literacy strategy are used well in both reception classes, preparing children for teaching in Year 1. A good understanding of phonics is developed and this is supported well by parents at home. Children are beginning to demonstrate early writing skills and use recognisable initial letters when writing invitations for a character in the story *'One snowy night'*. They are able to join in the repetitive parts of a story, and some children recognising whole words such as 'grass'. Most children make good progress and some will exceed the standards expected.

Mathematical development

72. On entry to the reception classes, skills are broadly average, but by the end of the year most children achieve the Early Learning Goals in this area of learning. Teaching is good and in the mixed age class children can recognise shapes, such as squares rectangles and triangles, and are able to count to ten accurately, matching the number with the objects. In a fishing game, most children are able to recognise shapes and group them. When making mousse or preparing cups for snack time, children are able to match the number in the class, putting out the correct number of

- cups. In a cookery session, children were able to watch the scales carefully recognising the required number.
73. They quickly recognise the sequence of the story about going on a bear hunt, identifying the patterns of language to join in with "We can't go over it, we can't go under it, we'll have to go through it!". There is evidence of opportunities taken to extend mathematical development through songs like *'Ten green bottles'*. The good range of activities supports learning in this area and children play with a wide variety of construction equipment to develop their knowledge of shape and space. When playing with sand and water, they develop their understanding of concepts such as 'full' and 'empty' and work well co-operatively, making bubbles and finding out about blowing water along a plastic tube. Staff use outside play effectively to reinforce learning, challenging other children to identify individual shapes when aiming beanbags.

Knowledge and understanding of the world

74. Children enter the reception class with a basic general knowledge. Effective teaching helps them build on this knowledge and most achieve the Early Learning Goals set for them in this area of knowledge. They find out about different materials, investigating which let light pass through them for example. With careful direction from an adult, children are able to select an object with an initial sound or blend to programme a robot to reach the object. They use the computers with confidence, controlling the mouse to select initial sounds and blends. There was evident enthusiasm when a group of children experienced breaking an egg and measuring syrup into a bowl during a cooking activity, taking the opportunity to use their senses to feel and smell the ingredients. They were confident in choosing their favourite smell and could express opinions about the different textures involved.
75. Scrutiny of display shows that children are given opportunities to grow hyacinth bulbs and are making observations of the changes that are happening. The weekly welly walk contributes to the good teaching strategies employed. It was used very effectively during the inspection to bring to life the experiences linked to the story *'We're going on a bear hunt'*, to reinforce the concepts under, over and through. Children are encouraged to walk through the mud and through the grass and they do so with evident enjoyment.

Physical development

76. Teaching is good and children make good progress, with very nearly all of them achieving the Early Learning Goals in this area of their learning. They are aware of standards of behaviour as they move around the school. An observed lesson in the hall indicated that children are beginning to listen and respond to the signal to stop and start. The teacher used effective red stop and green go paddles to ensure children were watching. The design of the hall amplifies the sound volume of classes using it and inhibits the acquisition of good listening skills. Children show a good awareness of space, moving around the hall confidently. They are able to create a balance using two parts of their body and some progress to using one part for a balance. They show a good level of concentration and perseverance and are well supported by the teacher and classroom assistant. Following the lesson most pupils are able to dress themselves with limited support from an adult.

77. The outdoor play area and the provision of wheeled vehicles have helped children develop their physical skills. At the time of the inspection, the outdoor play equipment was part of activity sessions planned for the day. The outdoor area is small with a large sandpit and provides limited space for practising skills such as climbing, sliding and chasing games. All children have opportunities to use other climbing equipment provided in the larger playground area. Children share the wheeled vehicles effectively and co-operate well together. Teachers have provided a good range of materials such as coloured and textured papers, stencils, glue, sticky labels and writing implements for child initiated writing activities. They use felt pens and pencils with increasing dexterity. There is no evidence of opportunities for pupils to use other tools, such as saws and hammers, to develop their co-ordination further.

Creative development

78. Children make good progress as a result of the good teaching they receive and the majority achieve the Early Learning Goals set for them in this area of their learning. Drawing skills are developing effectively, such as when children take a line for a walk and mix primary colours with white, showing good understanding of the changes. Some are able to use words such as 'dark' and 'light' to describe the result. They use colour effectively in their paintings and explore colour through dough, paint, crayon and felt pen. Teachers use opportunities during lessons to make informed assessments of individual progress. However, organisation of the activities does not always give children enough time to explore and complete their ideas. The shared area provides good resources for child initiated play using the ark with animals, home corner and puppet theatre. There is a good range of musical instruments for experimenting with sounds.
79. Children in the mixed age class have regular opportunities during the week to take part in these chosen activities. Role play is not always supported by adult involvement and during the inspection opportunities were missed to extend children's learning in this area. Evidence in planning shows that teachers offer opportunities for structured role play as well as occasions when children add their own imaginative touches to their play. During the welly walk, children were encouraged to notice the environment looking through the viewfinder of the digital camera, noticing that "when the sky is dark, it always rains".

ENGLISH

80. The results of the 2002 National Curriculum tests for pupils aged seven were above the national average for reading and below the national average for writing. When compared to similar schools they were average for reading and well below for writing. These results are not as good as those achieved in 2001, but as the school has only two years data, it is not appropriate to judge that standards are falling. However, the school's rigorous analysis of the standards attained by this group of pupils, and the subsequent action taken, has ensured that these pupils are making good progress and standards of writing are rising. The school's focus on writing and spelling, and developing effective links to other subjects, has had a positive, measurable effect on the standards attained. The limited data available indicates that girls' achievement is better than boys overall, in reading and writing.
81. Standards attained by pupils aged 11 in the 2002 National Curriculum tests were above the national average, but below average when compared to similar schools.

Overall, this represents an improvement on the 2001 results. Indications are that girls' achievement is better than that of boys. However, as with the results for pupils aged seven, the school has data for only two years and it is not possible to make a secure judgement on trends over time. Caution is necessary when interpreting this data since the number of pupils taking the tests in Year 6 has been very small and a significant proportion of them have spent less than two years at the school. The school has correctly focused on analysis of data that measures the progress made by individual pupils from the date they are admitted to school. Results of this analysis indicate that, overall, all pupils make good progress and some make very good progress.

82. Inspection findings indicate that standards overall at the end of Year 2 and by the end of Year 5 are in line with those expected of pupils their age in speaking and listening, reading and writing. They are below average in reading and writing, however, among pupils currently in Year 6, because the number with below average ability or special educational needs in this group is high. Pupils of all capabilities throughout the school are provided with sufficient support and challenge to ensure they reach a standard that reflects their potential. Within these overall judgements, however, there are some areas where standards are rising and are above average for many pupils, notably in spelling and pupils' developing vocabulary and knowledge of letter sounds. These standards are being attained as a result of the school's focus on linking work in literacy to other curriculum areas, the good opportunities provided for speaking and listening in lessons and the structured teaching of spelling and phonics. The overall good quality teaching observed during the inspection suggests that standards will continue to rise throughout the school as pupils' achievement in lessons is consistently good and sometimes very good. Pupils identified as having special educational needs make good progress in relation to their prior attainment because of the good support they receive in lessons and the use made of special support programmes. Pupils with English as an additional language also make good progress because they receive good support from specialist teachers, their class teacher and teaching assistants. There is no significant difference in attainment or progress made by pupils from different backgrounds
83. When pupils are admitted to the school they have average speaking and listening skills. Overall, standards in these aspects at the end of Year 2 and Year 6 are above average, because, throughout the school, teachers plan opportunities within lessons to support the development of speaking and listening skills. These activities include role play, working in pairs and small groups, and question and answer and reporting back sessions. Particularly good examples were evident in physical education lessons, where pupils discussed the movements they would make in response to music and gave spoken evaluations of each other's work after it had been performed. Teachers are skilled at extending pupils' vocabulary and give them ample opportunity to express themselves clearly in a range of situations. Pupils become increasingly aware of the needs of the listener when speaking and listen attentively when others are talking. Respect for each other's point of view is a strong feature of these sessions. Pupils' skills develop well and they use an increasingly complex and subject specific vocabulary.
84. Overall, standards in reading are average at the end of Year 2 and Year 5. They are currently below average overall in Year 6, although among the few higher attaining pupils in this group standards are sometimes above average. Pupils read regularly in school and most also read regularly at home. For pupils up to Year 2, the school

provides a loan system of books, games and audio tapes to encourage pupils and parents to enjoy reading experiences together. Pupils develop a secure knowledge of phonics to help with their reading, but use a limited range of reading strategies to work out unknown words. Overall, pupils make good progress. The school has produced a series of very supportive booklets for parents. These provide good quality guidance on how they can support their children at home. Pupils receive guidance from teachers to ensure that the books they read closely match their reading capability. However, these books are almost without exception fiction texts. As a result, some pupils, mainly boys, are not as enthusiastic about reading as they might be. The use of alternative reading material, such as non-fiction texts, to inspire these pupils to read for pleasure, as well as for information, is not sufficiently pursued. Pupils with English as an additional language make good progress in learning to read because they are well supported by adults, and through the labelling of displays in their first language. Pupils with special educational needs are provided with good support and make good progress in relation to their prior achievement.

85. Some pupils belong to local libraries and visit them regularly. Pupils have regular planned access to books in their classrooms. The school library is very well stocked with a good range of fiction and non-fiction texts. However, this important learning resource is not yet used sufficiently to support and extend pupils' reading and research skills. The school does not plan for classes to use the library on a regular basis. A significant number of pupils do not have the necessary skills to enable them to locate information quickly in the library because they are unable to use the book classification system confidently. As a result, pupils have limited knowledge of the books the library contains.
86. Standards in writing at the end of Year 2 and 6 mirror those for reading. Pupils who have attended the school since it opened have made good progress overall. Pupils who have attended the school for less than two years have also made good progress, and some have made very good progress. Many of these pupils entered the school with levels of attainment below, or well below those expected for their age. The progress they have made is commendable and reflects the good teaching and focused support they have received. However, many of this group of pupils, who account for around half of the current Year 6, are unlikely to attain the levels expected by the time they leave the school. Evidence from lessons and from looking at pupils' past work indicates that standards of writing are rising throughout the school. Pupils achieve well in lessons and take a pride in their work, which is neat, tidy and well ordered. Teachers plan many opportunities for pupils to write for a range of purposes and audiences. For example, Year 1 pupils have written a book about *Materials* for children in the reception class. The attention paid to the basic skills of handwriting, spelling, phonics, punctuation and drafting contributes well to the raising of standards because pupils are able to organise their thinking and communicate ideas successfully.
87. Skills developed in literacy lessons enable pupils to understand different styles and functions of writing. This is supported through other subjects such as history and ICT. Reports, instructions and diagrams are a regular feature of pupils' work.
88. Pupils work hard in lessons and persevere with tasks. Their attitudes to all aspects of English are good and they produce work of a good standard. When asked to work together they demonstrate high levels of co-operation. Pupils learn from each other, particularly when teachers use pupils' work to illustrate good features of writing. On

the very few occasions when introductions to lessons are too long, pupils begin to lose interest and concentration. On these occasions the momentum of the lessons is lost and pupils' productivity is reduced.

89. The National Literacy Strategy has been implemented successfully. Teachers know exactly what they want pupils to learn and share these objectives with their classes. Effective links are made to other subjects, which ensures that pupils use the skills learned in literacy lessons in all aspects of their work at school. Targets are set for pupils to show what they must do to improve. These strategies are effective in improving the quality of teaching and pupils' learning and are making a positive contribution to raising standards.
90. The overall quality of teaching is good throughout the school with some very good features. In Years 3 to 6 teaching is consistently very good. This high quality of teaching has a very positive effect on pupils' learning and is ensuring that progress is good from the moment they enter the school. Teachers plan lessons that pupils find interesting and enjoyable. They are clear about what they want the pupils to learn and communicate this well at the start of lessons. Teachers use skilful questioning techniques and a variety of teaching methods to ensure that all pupils can achieve well in lessons. Expectations are high, but realistic. Teachers make effective use of good assessment procedures to monitor pupils' progress. They use this information well to plan lessons that successfully move pupils' learning forward. Teaching assistants are deployed well and make an effective contribution to pupils' learning in lessons and small group support work. The quality and quantity of resources are good and are used well to support pupils' learning. ICT is used effectively to promote the development of pupils' skills in English.
91. The English co-ordinator provides very strong leadership and management of the subject. Through focused, very effective monitoring she has ensured that there is consistent, high quality teaching across the school. She is clear about what needs to be done to continue to improve standards, and provides informed, high quality support for teachers.

MATHEMATICS

92. Inspection findings show that currently attainment is average by the end of Year 2 and standards are improving due to the good teaching. Standards are currently below average among 11 year olds. There are a significant number of pupils within this cohort who have joined the school recently or who have special educational needs and this has a negative impact on standards overall. Higher attaining pupils achieve well. Between the ages of seven and 11, pupils make good progress due to the very good teaching they receive. A significant number of pupils in Year 4 are achieving above that which would be expected as they have benefited consistently from the high quality teaching since they entered the school. Pupils with special educational needs and English as an additional language are supported well and make good progress.
93. Teaching is good throughout Year 1 and Year 2 and pupils make good progress. Year 1 pupils are beginning to understand the concept of time. They know the seasons of the year and can put the days of the week in order. They are beginning to use analogue clocks and can differentiate between o'clock and half past. Year 2 pupils recognise regular two-dimensional shapes and learn to divide them in half. They have

a quick recall of addition and subtraction of numbers to 20. Higher attaining pupils are working with numbers to 100.

94. Where teaching is very good in Years 3 to 6, all pupils are challenged at levels appropriate for their needs through the questions they are asked and the tasks they are given. For example, higher attainers in Year 4 are expected to find the difference between four digit numbers by counting up, while average and lower attainers use three and two digit numbers. Very good use is made of ongoing assessment throughout Key Stage 2 to improve performance. Pupils are made aware of what they must do to achieve the task successfully and then their work is marked in relation to these criteria. This enables both the teachers and pupils to have a very good understanding of their learning and how they can improve. Pupils strive very hard to be successful. For example, at the beginning of the session in Year 3 the class teacher explained how the pupils will know that they have achieved addition through using number patterns and number squares. There is a very clear emphasis on providing pupils with specific mathematical vocabulary, which is often displayed effectively in the classroom. Very clear explanations enable Year 5 and 6 pupils to understand place value and there are high expectations that in their response pupils always indicate whether they are partitioning numbers, which are tens, hundreds or thousands.
95. Pupils respond well to the good teaching; relationships are very good. They are keen to do well and so they respond to questioning and settle quickly to their tasks, completing good quantities of work. Teachers' high expectations ensure that pupils present their work neatly. Homework is used very effectively to support the work that is undertaken in school.
96. The curriculum and the structure of lessons are based on the National Numeracy Strategy guidance and is very effective. All aspects of the subject are given appropriate time. Currently the school is focusing, correctly, on improving pupils' ability to solve problems. Assessment procedures are very good and pupils' progress is tracked carefully as they move through the school. Action is taken quickly if pupils are not making sufficient progress and there is a good programme of additional sessions to support learning. Pupils use mathematical calculations in other areas of the curriculum and ICT to support their work. They use data handling programs to produce graphs; they measure quantities in science and length in design and technology.
97. The leadership and management of the subject are exemplary. The co-ordinator is knowledgeable and enthusiastic and is a very good role model for her colleagues. The monitoring of teaching and learning is very good and has had a direct impact on improving standards.

SCIENCE

98. Inspection findings show that attainment is average by the end of Year 2. Standards are currently below average by the end of Year 6. There are a significant number of pupils within this cohort who have joined the school recently or who have special educational needs and this has a negative impact on standards overall. However, higher attaining Year 6 pupils achieve well. All pupils make good progress including those with special educational needs and English as an additional language, due to the good teaching.

99. Year 2 pupils have a good knowledge and understanding of materials and their properties. They can identify similarities and differences and describe how they can be changed, for example by bending and stretching them. The more able pupils can sort a range of objects by their properties and explain why materials are used for certain purposes. The majority of pupils describe what they see and do using appropriate scientific vocabulary. They know the basic conditions that plants and animals need to survive.
100. Year 6 pupils record observations and measurements accurately, using simple tables and charts. They can use scientific names for organs of the body and indicate their position. They know how electrical devices work within a circuit. Higher attaining Year 6 pupils can give clear explanations of the importance and functions of major human organs. They know the names of a very good range of bones within the body.
101. Throughout the school, pupils make good progress. Year 1 pupils find out what materials will float and sink and use this information to suggest materials suitable for making boats. They have great fun dropping a range of objects into water and talk animatedly about what is happening. All pupils feel sufficiently secure within the supportive ethos to make predictions. Higher attainers are able to say why they made their prediction and also they can record their findings in a simple table. Older pupils enjoy the subject too. Year 4 and Year 5 pupils are very interested in the functions of the skeleton. They know that it supports the rest of the body and allows it to move. Year 4 pupils find out that it is an endo-skeleton, as it is underneath the skin, and compare and contrast it with animals that have different skeletal features such as a crab. Year 5 pupils understand that the skeleton protects certain organs in the body. Their practical work shows they can plan and carry out investigations with due regard to fair testing.
102. Teaching seen was never less than good and was often very good. Younger pupils are given interesting practical tasks to support their learning. Resources are good and explanations are very clear. There is a good structure to lessons so that learning is developmental. A very good emphasis is placed on using the correct scientific vocabulary throughout the school. Where teaching is good or better for the older pupils, teachers make explicit the learning intentions at the beginning of the session and work is marked to show pupils how well they have achieved against these criteria. Where teaching is best, teachers demonstrate an ability to ask demanding questions and communicate high expectations of their pupils, challenging them to experiment and investigate to reinforce their knowledge and understanding. For example, Year 4 pupils feel the bones in their own bodies and correlate them with what they can see on the skeleton.
103. Assessment procedures are good and the information gained from the assessments is used effectively to plan the curriculum. The scheme of work is based on a published material. Occasionally, this does not correlate completely with the requirements for the National Curriculum and pupils are given information, which they could learn at a later stage. Higher attainers are able to remember this information but time would be better spent ensuring that all pupils have a greater understanding within the levels expected nationally. The curriculum is enhanced by the provision of a science club, visits and visitors. For example, pupils in Year 2 and Year 3 have fun investigating parachutes. Older pupils enjoy the interactive experiences in the Natural History Museum and are interested in how a Hercules aircraft is flown.

104. Due to the short length of time the school has been open and other priorities, the co-ordinator has correctly identified that the subject is underdeveloped. There is a two-year rolling programme which indicates what should be taught and when. All aspects are covered but sometimes the time between revisiting each of the areas is too long and pupils find it difficult to remember their previous learning and build upon it. For example, Year 6 pupils could recall very little about materials and their properties and physical processes, such as the effects of magnetism. There is insufficient monitoring of teaching and learning to improve provision for the subject. The co-ordinator is knowledgeable but her role is underdeveloped.

ART AND DESIGN

105. Standards at the end of Years 2 and 6 are similar to those expected nationally. The scrutiny of pupils' work indicates that all pupils, including those with special educational needs, are making satisfactory progress. Teachers use national guidelines to support their knowledge and understanding and ensure that pupils' skills and knowledge are gradually built up as they move through the school.
106. By the end of Year 2, pupils have experience of a variety of media and styles. They use paints, pencil and crayon in observational studies of fruit and vegetables. In Year 1, pupils are able to mix colours effectively to show differences in tone. They are experiencing the use of a variety of materials, when they produce pictures of teddies using fur for example, or making firework pictures with a range of sparkling materials. Pupils' completed work shows that they have a satisfactory knowledge of working with a range of media and teachers are using the environment effectively to promote skills in observational work. As part of a Year 5 and 6 visit to a Victorian school, for example, pupils produced pencil drawings of artefacts such as oil lamps, although there is no evidence of the use of different skills in sketching such as cross hatching and shading to show dimension and shape.
107. There is also evidence of pupils working with a local artist to produce pictures in the style of Picasso and these are effectively displayed in the school. However, there is no evidence of this contact being planned as a regular event to support pupils' learning. When talking to a group of pupils from Year 6 they showed a lively interest in the subject and were able to name artists such as Cezanne and Monet. Display in the Year 6 classroom shows evidence of work in the style of famous artists and also painting related to feelings and sentiments such as purple for splendour and orange for warmth. There are limited examples of pupils' work using computer design programs.
108. As only one lesson was observed during the inspection it is not possible to make an overall judgement on the quality of teaching. There is evidence that sketchbooks are used, especially by older pupils, but not well enough to enable pupils to extend their observational skills. There is limited evidence of sketchbooks being used to show progression in basic skills such as shading, line drawing and other techniques. The co-ordinator, who is newly appointed, is enthusiastic about introducing monitoring of teaching and learning to establish standards throughout the school. Teachers are currently using national guidelines for support but the co-ordinator is keen to introduce a commercial scheme, which includes support for teachers in skills development. As yet there is no evidence of assessment or development of portfolios to demonstrate progression. Pupils' artwork is valued through regular display in the newly developed

Art Gallery. There is some evidence of three-dimensional work, such as masks and clay lamps linked with the Diwali festival.

109. Resources are good and allow pupils to experience different techniques. The work of western artists is adequately covered. Paintings and artefacts from non-western cultures are under-represented. The school does not make use of local opportunities to see exhibitions of paintings and sculptures. The after-school art club for all age groups is popular and extends pupils' experiences, for example in making three-dimensional tiles based on their self portraits and designing a logo stimulated by Beatles music to transfer to a T shirt.

DESIGN AND TECHNOLOGY

110. Pupils at the end of Years 2 and 6 attain standards that are above those expected nationally of pupils their age. At the time of the inspection, teachers were using national guidance for the subject following a two-year cycle of topics. They are beginning to identify accurately the skills to be taught and the guidance supports their confidence in teaching the subject.
111. The quality of teaching and learning in the four lessons seen was good overall. Evidence from work on display, discussions with pupils and analysis of teachers' planning confirm that the quality of teaching throughout the school supports good progress in pupils' learning.
112. In the lessons observed, teachers are placing appropriate emphasis on developing pupils' designing, making and evaluating skills, as in a Year 1 class, when they are introduced to a range of appropriate materials to join two pieces of card together to make a hinge. They are encouraged to experiment and evaluate their work at the end of the activity based on their judgements of aesthetic quality as well as effectiveness. Pupils are in the early stages of differentiating between qualities of materials and joining techniques. In a Year 3 class pupils are aware of the structures needed to add stability to a picture frame and show confidence when suggesting improvements. They are beginning to use labelled sketches setting out realistic plans for achieving their intentions. There is little evidence of provision for food technology throughout the school, but accommodation and resources for this area of learning are very good.
113. Although design and technology is well taught as a discrete subject, teachers effectively identify links between this and other subjects. For example, pupils in Year 4 work co-operatively together with their teacher to construct a flow diagram using the interactive whiteboard to create a set of instructions in note form. This is continued well in the Year 5 and 6 class where pupils are encouraged to develop a series of step by step instructions when preparing their plans for a moving toy. Lessons and completed work show that boys and girls, including those with special educational needs, are fully included in lessons, having equal access to the curriculum. Pupils show real enthusiasm for the subject and try hard to produce good quality work. They behave well and are beginning to work together effectively, which contributes positively to the effectiveness of their learning. The subject contributes well to pupils' spiritual development and their sense of achievement. At the time of the inspection there is little evidence of the use of ICT to control models.
114. There is a very good range of resources, but the co-ordinator has identified the need for further reference materials to support teachers. The newly appointed co-ordinator

has a plan for the future development of the subject, which will include the use of assessment to ensure that pupils' skills, knowledge and understanding are progressively developed year on year. The subject makes a good contribution to pupils' literacy and numeracy skills as teachers ensure that they use the correct vocabulary and encourage pupils to talk through the process and label their plans accurately and clearly. The co-ordinator monitors planning but is not yet involved in the monitoring of teaching and learning to establish standards and progress. There is no evidence of a portfolio of pupils' work or photographic record.

GEOGRAPHY

115. At the age of seven and 11 standards are as would be expected nationally. All pupils make satisfactory progress throughout the school, including those with English as an additional language and special educational needs. No lessons were being taught during the inspection and evidence is based on a scrutiny of teachers' planning and pupils' books and discussions with pupils and teachers.
116. Pupils in Year 1 and Year 2 know their own address. They are beginning to recognise a sense of place in relation to home and school and have followed routes around the school. For homework they have discussed the route they take from home to school with the adult who meets them. They have looked at different types of houses within the locality and are beginning to be aware of the difference between detached and semi-detached.
117. Older pupils are able to find places using co-ordinates and have some understanding of how to read a map using a key. They are able to name all five continents and the major seas of the world. They are familiar with the water cycle and have looked at water use within the school and their homes. Linking this work with ICT, they have recorded a chart showing water usage. They can name some of the main rivers within the United Kingdom, such as the Thames and the Severn. They know that the Nile is the longest river in the world.
118. The subject is taught through topics and older pupils compare the rural community of Sedbergh with their own town. In Year 3, pupils have studied weather, making a book containing information about the weather, which includes the climatic zones of Britain and the world. They learn about life in the village of Chembakolli in India.
119. Older pupils talk enthusiastically about what they have learned and enjoy the topics. There are good links between different aspects of their learning. For example, a pupil wrote a poem *From Source to Sea* and the final draft is enhanced through word processing and the use of colour within the words. Younger pupils go for walks to see the locality for themselves when the weather permits.
120. Teaching is based on national guidance but the organisation of the curriculum time means that the elements are fragmented. There is no guidance on when subject specific skills should be taught. The co-ordinator is new to the post and the school has good plans to develop the subject later in the academic year; this is needed. There is no specific monitoring of teaching and learning. Assessments are undertaken at the end of each academic year to inform report writing but this is insufficient to improve standards and for teachers to use the information to inform their planning.

HISTORY

121. Standards for pupils aged seven are in line with national expectations. Pupils aged 11 achieve standards that are above those expected nationally, particularly in the area of historical enquiry. All pupils make good progress as they successfully build on their prior knowledge and understanding.
122. Pupils in Years 1 and 2 develop a simple understanding of chronology as they study their own development from birth, and compare and contrast household objects from the Victorian era with those of today. Through their study of Florence Nightingale, and the Great Fire of London, they begin to understand that famous people and events from history have an effect on people's lives, and that things change over time.
123. In Years 3 and 4, pupils further develop their historical skills of research and enquiry. When studying the Tudors, they have produced *The Good Wives Guide*, a booklet produced using ICT, which contains details, including pictures, of all the wives of Henry VIII. Activities organised by a specialist and a visit to the Ashmolean Museum provide pupils with valuable experiences when studying the Ancient Egyptians. They are able to view real artefacts and learn about the life and religious practices of the time. Pupils develop a good understanding of how archaeologists find out about the past and have a good understanding of how to use primary and secondary sources of evidence when investigating the past. Opportunities to act out significant events in the lives of the Ancient Egyptians provide pupils with excellent opportunities to develop their knowledge and understanding of the time further.
124. Pupils in Years 5 and 6 demonstrate well-developed historical enquiry skills. They confidently use a range of sources to learn about events and lifestyles in the past. For example, when studying life in Britain since the 1930s, pupils study the changes in popular music, entertainment and fashion for each subsequent decade. They compare television schedules and the popularity of cinemas as indicators of how people's lives have changed. When studying life in Victorian times, pupils gain first hand experience of what it was like to attend school, through a visit to Sevington School. Pupils compare, contrast and give reasons for the differences between Victorian schools and those of today. Pupils understand that accounts of historical events vary. When sorting accounts of the first lunar landing, for example, pupils demonstrate developing skills in distinguishing fact from opinion.
125. Teachers have good subject knowledge and an enthusiasm for history, which ensures their teaching is good. This has a positive effect on the quality of pupils' learning, which is good throughout the school. Pupils are managed very well, and engage with enthusiasm in all planned activities. Very good resources and the use of visits and visitors ensure that pupils are provided with exciting lessons and many interactive experiences. History fully supports pupils' spiritual, moral, social and cultural development. This was particularly well demonstrated as Year 3 pupils acted out the events surrounding the death of an Ancient Egyptian Pharaoh. Pupils' understanding of the significance of the moment was clearly demonstrated by the absolute silence that descended, without prompting from the teacher, during the moment of burial.
126. The co-ordination of history has been held by a series of temporary post holders who have ensured that all aspects of the curriculum are covered thoroughly. The current co-ordinator has identified areas for improvement, which include the monitoring of teachers' plans and the development of more focused pupil assessment procedures.

These improvements will ensure that the school has a clearer picture of pupils' achievements in the subject, enabling teachers to identify areas requiring improvement in the future. Strengths in history include the positive attitudes of the pupils, the development of good research skills and the good links made to other curriculum areas. Teachers are very supportive of each other and are strongly committed to improving the provision further. Very good quality resources are used effectively to support pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

127. Pupils make good progress in developing their skills in ICT so, by the end of both Key Stage 1 and Key Stage 2, standards are better than those normally expected of pupils at the ages of seven and 11. The very good provision made throughout the school and the high quality of the teaching contribute most positively to pupils' achievement.
128. By the end of Key Stage 1, pupils have a good knowledge and understanding of ways in which ICT can support their learning. They use the computer confidently and by Year 1 have developed good control of the mouse, to drag and drop shapes for example as they work with an art program. They can use a range of the tools in *Colour Magic*, such as 'brush', 'fill' and 'rubber', which they can manipulate effectively to create their own pictures, and they can use the 'shape' tool to add symbols like flowers. By the time they are in Year 2 pupils can not only create an illustration, they can also add text by cutting and pasting from another program. In using word processing software, they can choose a font, change its size and colour, use text tools and, with help, add a border to their work, which is illustrated in their instructions for making a Diva light. At this stage pupils also understand how to program the *Roamer* with a sequence of commands to move it from one point to another.
129. In Key Stage 2, pupils successfully extend their skills. By Year 3, pupils can use the computer effectively for data handling. They can input data, edit their entries and interrogate the database they have created. As they work with the program they show they can access the dropdown menus and choose appropriately from the range of options; they can create graphs of different kinds as they present their data. They competently use a writing frame to create a poster for a character from a book and they can retrieve and store their work appropriately. By Year 5, pupils can use clipart to create a repeating pattern for birthday wrapping paper or to add illustrations to text. By the end of the key stage, pupils can use the Internet for research, as they did in their investigation of weather in other parts of the world or in their history work on the Victorians. Using *Textease*, they successfully create pages for their own multimedia presentations with both skill and imagination. They create text, add animations and then link pages together creating hyperlinks.
130. Pupils' response to ICT is positive and this contributes to the good progress they make. Most of them approach the computers with confidence, show they are well able to work independently with them, managing the various programs for themselves. The majority of pupils observed working with the computers concentrated intensively, they were able to work co-operatively in pairs or small groups and were usually engrossed in the tasks set.
131. Teaching is consistently good. Teachers appear confident in using the computers and, where they are available, make very good use of the interactive whiteboards in their classrooms to support teaching and learning. They use the ICT suite very successfully, having quickly established effective routines; they manage pupils' learning well. With older pupils, teachers have developed good strategies for working with groups, to extend aspects of their work or for some further direct teaching, while another teacher works with the rest of the class. Where teaching is particularly good, observed with one class of Year 3 pupils, the teacher used a number of these skills very effectively. She used the interactive whiteboard in her classroom very well to introduce the lesson, displaying the program pupils were going to work with and to support her clear explanation of what they were going to do in relation to the learning

objectives for the lesson. This ensured that pupils were immediately able to get on with the tasks set once they were in the computer suite. The teacher and the classroom assistant were both able to give good support where individual pupils needed it and this also ensured that there was no time wasted as individuals were straight on with their particular tasks. Specific questions focused pupils on particular aspects of the tasks, ensuring they were thinking about what they were doing, but also enabling the teacher to assess how well they understood what they were doing. In another very good lesson, with pupils in Year 2, the teacher used similar strategies to ensure that once in the computer suite pupils were immediately able to get on because they knew exactly what they had to do and what the purposes of the tasks were. Once pupils were working with the computers, the teacher was very skilful in the way she provided sufficient time for them to explore the use of the various program tools and to develop and refine their skills, while providing very good support and positively encouraging their thinking and initiative. Such good teaching contributes effectively to the good progress pupils are making in this subject.

132. Teachers throughout the school make good use of ICT to support pupils' learning in other subjects. In those where there are interactive whiteboards, teachers use them very effectively to enhance their lessons, projecting photographs of the local environment in a geography lesson for example, or illustrating a flow diagram to help write instructional text in an English lesson. Younger pupils use programs such as *My World* to search for information in geography, while older ones have good opportunities to use the Internet for investigating aspects of their work on Britain since 1930 in history for example, and they present the outcomes of their research using the computers.
133. Leadership and management of ICT are good. There has been considerable successful development of the subject since the school opened. The initial co-ordinator has ensured the policy contains a clear statement of approaches to teaching and learning that underpin practice across the school. There are good procedures for assessment, the outcomes of which are recorded in each class assessment folder. There is a clear Internet access policy. The new co-ordinator has quickly shown her confidence in supporting staff; she has both good subject knowledge and technical expertise which plays a significant part in the development of other teachers' skills and helps overcome basic problems with the equipment. She has audited resources to ensure they meet the needs of the growing school. These are very good. The regular monitoring of teachers' planning has enabled her to identify areas where further support has been needed and she has responded well to this by providing additional guidelines to help as they plan to use the available software. Her monitoring of assessment files enables her to track pupils' progress. She also monitors the ways in which ICT is used to support teaching and learning in literacy and numeracy lessons. There are planned classroom observations to further support her monitoring of teaching and learning. Although only in post for a very short time, this monitoring has enabled the co-ordinator to identify clear priorities for further development in this subject which are included in a comprehensive development plan. These include further increasing resources, with new laptop computers ordered, creating a portfolio of pupils' levelled work to support teachers' assessment, developing the school's website and establishing e-mail links with other schools in this country and abroad. A club is planned for pupils who do not have access to a computer at home.

MUSIC

134. It was possible to observe only a small number of lessons in music during the inspection, but there is sufficient evidence to indicate that pupils are making satisfactory progress in developing their skills. Standards are in line with those expected of pupils at the end of both Key Stage 1 and Key Stage 2.
135. In Key Stage 1, pupils are able to sing songs from memory, often unaccompanied, and they are able to join in with action songs. At this stage pupils are introduced to simple rhythm patterns; they can keep a steady pulse and add a rhythm using the simple pattern of 'tea – coffee'. As they tackle new songs there is an appropriate emphasis on clear diction and this helps their learning. In their work on duration, pupils showed they could use symbols to represent long and short sounds as they worked on their own compositions and then perform them from the 'score' they had prepared.
136. In Key Stage 2, pupils have good opportunities to extend their skills. They develop their understanding of rhythm patterns effectively and they demonstrate they are able to use their knowledge in their own compositions. For example, in their group compositions in the form of a rap, they could create a piece using particular rhythm patterns and record them on a simple graphic score. Good use is made of words to reinforce specific rhythm patterns, like 'chocolate button', 'Whispa', 'Milky Way' and 'Flake' and this effectively helps pupils learn. Groups perform their compositions in parts, sustaining a steady pulse and keeping the rhythm effectively. They introduce dynamics into their performances; pupils understand 'p' and 'f' and the symbols for crescendo and diminuendo. At other times they learn standard notation; most can write a scale of C accurately on the staff. Teaching is effective in enabling pupils to make satisfactory progress in singing; pupils at this key stage sing in tune with enthusiasm.
137. Music is used effectively to create an appropriate atmosphere as pupils enter for collective worship. The music is usually chosen to link with the story or theme of the assembly, and sometimes information is provided about the piece. During the inspection, for example, pupils heard music from Rice and Lloyd-Webber's '*Joseph and the Amazing Technicolour Dreamcoat*' and '*Baboushka*', both linked to the story told. More could be done to exploit this opportunity however, to encourage listening and extend pupils' ability to appraise the music they hear. In lessons, opportunities are made to listen and appraise music, as with Gustav Holst's '*Planets Suite*', for example.
138. The quality of teaching observed was good overall, with some very good lessons seen. Planning is good and pupils experience a fairly well-balanced programme of musical activities in both key stages. Pupils have good opportunities to compose their own pieces and graphic notation is sometimes used to record them. Good opportunities are also provided for pupils to perform their music, in their music lessons, to each other and to larger audiences in public performances. At times, music is effectively linked with other subjects, as in design and technology for example, where pupils designed and made their own musical instruments, and in drama and dance. Some teachers display enthusiasm and confidence in teaching music and this contributes positively to their pupils making good progress. With a Year 1 class, for example, the teacher was able to teach a new song effectively, singing the melody unaccompanied and helping pupils improve by providing a good

example to them. In a very good lesson with Year 5 and 6 pupils, the teacher was able to comment on each group's performance of their own composition with evaluative comments that helped all pupils review their own performances. Such a positive approach ensures that pupils' learning is good and that they approach their music making with a real seriousness of purpose.

139. The new co-ordinator is developing leadership in this subject effectively. She has already completed an audit of resources, identifying areas where these need to be improved. She supports colleagues with their planning, which is helpful for those whose confidence is not as high as others. With another colleague she leads the choir, which helps her to gain a view of singing across the school. Monitoring of teaching and learning in lessons, however, is undeveloped and this restricts the co-ordinator's understanding of where further staff training is needed. Resources for music are good, with a useful range of tuned and untuned percussion instruments readily accessible to pupils and teachers.

PHYSICAL EDUCATION

140. Standards at the end of both key stages are in line with national expectations. All pupils make good progress in lessons and as they move through the school. The teaching of physical education is organised effectively to ensure that pupils experience all aspects of learning in the subject. Swimming lessons are organised for pupils in Years 3 and 4 and inspection evidence indicates that pupils will achieve the expected standard by the end of their time at the school.
141. At the time of the inspection dance was the main focus for physical education lessons across the school, although some small team games work was also observed. Pupils in Year 1 are able to use their imagination to create and perform a series of movements titled 'Dot, Squiggle, Dash', to a musical accompaniment. They work co-operatively in small groups to agree the movements to be made and the percussion instruments to be played. Pupils work hard to refine their performance and respond positively to the suggestions made by their teachers. They perform confidently for their classmates and accept the evaluations made of their work. In Year 2, pupils respond to music as they perform the actions of a story character. They listen well to instructions and work hard to improve their performance.
142. By the end of Year 6, pupils are able to vary their movements well in response to music of differing rhythms and from different cultures. For example, they create a dance inspired by South African tribal music. Relationships are good. Boys and girls, and pupils of all capabilities and differing ethnic backgrounds, work well together. They are able to challenge and support each other to create a finished piece of work to which they have all contributed. Pupils perform confidently, although some show a degree of stiffness in their movements. Pupils' evaluative skills are developed appropriately as they comment on their own work and the work of others. Pupils' spiritual, moral, social and cultural development is supported well through their work in physical education.
143. Pupils' throwing, catching and team game skills develop effectively, because lessons are well organised and structured. Skills are taught systematically and the very good relationships between pupils ensure that during games sessions all pupils are fully included and supported by their team-mates. Additional sporting opportunities are provided through after-school clubs, including netball, football and 'Top Sports'

activities. Parents, teaching assistants and the school secretary make a very valuable contribution through taking responsibility for the running of a large proportion of these activities.

144. Teaching is good. Teachers plan effectively to develop pupils' skills over a series of lessons. During lessons they assess pupils and use this information to guide their planning. Older pupils are encouraged to evaluate their own performance and to establish their own next steps in learning. Teachers communicate the lesson intentions clearly to pupils. They demonstrate the skills they want pupils to learn, they use pupil demonstration effectively and make good use of appropriate resources.
145. Pupils demonstrate good behaviour, enthusiasm and a willingness to learn during their lessons. They become engrossed in their learning and work hard. All of the lessons seen during the inspection took place in the school hall. The hall acoustics are poor and produce an environment in which sound echoes very loudly. This has a significant effect on the quality of teaching and learning. The success of the lessons seen was entirely due to the high quality of teaching and the commendable behaviour and attitudes of the pupils.
146. The role of co-ordinator has recently changed. The previous co-ordinator is providing the new post holder with valuable support and together they have clearly identified areas for development for the subject. This successful strategy has ensured that momentum in the development of the subject has not been lost. The school is poised to develop further curriculum opportunities and improve the current assessment arrangements. Resources overall are good, with the exception of the hall which presents an unsatisfactory environment for teaching and learning.

RELIGIOUS EDUCATION

147. Standards are in line with the expectations of the locally agreed syllabus by the end of Years 2 and 6. All pupils, including those with special educational needs and those pupils for whom English is an additional language, make good progress in their learning.
148. Throughout the school, pupils are building on their knowledge and understanding of religious beliefs and are satisfactorily making comparisons. By the end of Year 2, pupils are beginning to understand the significance of some of the important customs, beliefs and practices of the Christian and Muslim faiths. As part of preparation for the Christmas story, with the support of two parents and their babies, pupils in a Year 1 class are able to make comparisons between the lives of mothers and babies today and those of Mary and Jesus. In Year 2, pupils have sound knowledge of both Christian and Hindu festivals at this time of year, Advent and Diwali. They recognise that the Christmas story is told in many ways and in a variety of forms. By Year 3, pupils have a sound knowledge of events associated with the story of Moses and the journey out of Egypt. They are able to relate some of the commandments to rules used in today's society. Scrutiny of pupils' work shows a satisfactory awareness of the Islamic religion.
149. Pupils in Year 4 are developing their knowledge of the commandments in the Bible to understand concepts such as respect and telling the truth. They are beginning to recognise the differences between right and wrong and are confident to question the significance of telling 'a white lie' to save other people's feelings. In the lesson

observed in Year 4, the discussion generated around the ten commandments made a good contribution to pupils' personal and social learning, especially related to their roles as citizens.

150. Although no lessons were observed with pupils in Years 5 and 6, a scrutiny of their work shows that they have a satisfactory knowledge of stories from the Old Testament and some awareness of other cultures. Discussion with pupils from Year 6 confirmed that they have a sound knowledge of Christianity and the Islamic faith, recognising symbols associated with both religions such as the cross and the prayer mat.
151. During the inspection, the quality of teaching and learning observed was good and pupils were achieving well. The school scheme of work is based on the locally agreed syllabus and curriculum planning shows satisfactory coverage. In lessons observed, teachers show sound subject knowledge and this is having a positive impact on pupils' learning. Pupils show an interest in the subject and this is effective in promoting good quality discussion; they confidently share their perceptions with teachers. Teachers question skilfully, encouraging pupils to think, make decisions and draw conclusions. They have a sensitive approach to their teaching and give pupils time to reflect on their own beliefs and those of others.
152. Resources for the subject are limited and there are no specific resources for Christianity. Resources are difficult to access.
153. The co-ordinator has been in post for only three weeks prior to the inspection, so at present she has little knowledge of the needs of her colleagues or of the quality of teaching and learning throughout the school because she has had no time to audit provision or observe lessons. However, she has carried out an initial audit of resources and the content of the Local Syllabus and has, through discussions with her colleagues, identified their needs, such as reference books to support their teaching. She has also identified suitable training for her own needs as co-ordinator of the subject and this will take place in the next term. She has an interest in the subject and is keen to keep up to date with all developments so that she can provide support for teachers who are non-specialists. Displays are used effectively to support pupils' learning. The local vicar, and local ministers from the ecumenical church regularly visit the school to lead assemblies and this is a positive link with the community. Scrutiny of work shows that there have been visits to the local church but there is no evidence of visits to local places of worship used by other faiths to support pupils in their learning.