

INSPECTION REPORT

**BARNOLDSWICK C OF E CONTROLLED
PRIMARY SCHOOL**

Barnoldswick, near Colne, Lancashire

LEA area: Lancashire

Unique reference number: 119360

Headteacher: Mrs J Heaton

Reporting inspector: Mrs J Kime
23801

Dates of inspection: 2 – 6 October 2000

Inspection number: 224790

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: | Voluntary controlled |
| Age range of pupils: | 4 - 11 |
| Gender of pupils: | Mixed |
| School address: | York Street Barnoldswick Lancashire |
| Postcode: | BB18 5BB |
| Telephone number: | 01282 813014 |
| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mr C Holdsworth |
| Date of previous inspection: | December 1996 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | Subject responsibilities | Aspect responsibilities |
|----------------------|----------------------|--|---|
| Mrs J Kime (23801) | Registered inspector | Science | Leadership and management |
| | | Music | Standards and achievements |
| | | Physical education | Teaching and learning |
| | | Under fives | |
| Mr A Rolfe (14404) | Lay inspector | | Partnership with parents |
| | | | Pupils' attitudes, behaviour, personal development and attendance |
| | | | Pupils' welfare, health and safety |
| Mrs J Gibson (18618) | Team inspector | English | Curriculum |
| | | Information and communication technology | Assessment |
| | | Art and design | |
| | | Design and technology | |
| | | Equal opportunities | |
| Mr N Hardy (29262) | Team inspector | Special educational needs | Spiritual, moral, social and cultural development |
| | | Mathematics | |
| | | Geography | |
| | | History | |
| | | Religious education | |

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Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is located in an area of owner-occupied terraced housing near the centre of the town. It takes pupils both from the local area and from other parts of the town. It is popular and high numbers are maintained despite cramped buildings and grounds. There are 211 full-time pupils aged four to eleven, which is broadly average for a primary school, and they are currently taught in single age classes. There are equal numbers of boys and girls. There are no ethnic minority pupils and none with English as an additional language. Five per cent of pupils are eligible for free school meals, which is below average nationally. Other evidence, however, indicates that pupils' backgrounds are broadly average. Children usually start in the reception class at the beginning of the year in which they reach the age of five. Their attainment on entry to school is about what is expected nationally. The percentage of pupils on the school's register of special educational needs is generally average, though currently there are 28 pupils, 13 per cent, which is below average nationally. There are two pupils with Statements of Special Educational Needs.

HOW GOOD THE SCHOOL IS

This is an effective school with many strengths, though it also has significant areas that need to be improved. Pupils enter school with broadly average attainment and leave with attainment that is significantly higher than average nationally, and above that of similar schools, in four of the five core subjects. This is due to the high quality of teaching, particularly of older pupils, and to a concerted effort by the headteacher, staff and governors to raise and maintain high standards in these subjects. The school provides good value for money.

What the school does well

- Standards in English, mathematics, religious education, history and most aspects of science are high by the end of Key Stage 2, due to the high quality of teaching, particularly at Key Stage 2.
- Pupils try hard with their work, they behave very well and have very good relationships with each other and staff.
- The spiritual, moral and social understanding of pupils is developed effectively.
- Pupils with special educational needs are identified and supported and make good progress.
- Teachers know their pupils well and provide a high quality of care and support for them.
- The school consults with parents and tries hard to involve them in their children's learning.
- There is strong leadership and management by an enthusiastic headteacher and committed governing body, with staff who work effectively together.

What could be improved

- Standards in information and communication technology are too low.
- Pupils are not given enough opportunity to learn scientific investigative skills, even though their scientific knowledge is good.
- The reception class curriculum does not provide enough practical experiences for children.
- The accommodation is too cramped and this affects pupils' learning in many ways.
- Pupils are not given sufficient opportunities to learn about other cultures that are part of Britain today, particularly those that are part of their local community.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvements since the last inspection in December 1996. High standards in English, mathematics and science have been maintained, and national test results have improved. Standards in religious education have risen, though they have fallen in information and communication technology. The school has clearly concentrated most effort on implementing the national frameworks for literacy and numeracy successfully. This has been at the expense of standards and provision in other areas; the temporary relaxation of National Curriculum requirements for some subjects has been used to focus on national initiatives. Provision for pupils with special educational needs has been improved well. Of the key issues for action identified by the last inspection, there has been satisfactory improvement in some and not others. Schemes of work are in place for some but not all of the subjects needing them. Co-ordinators are released from class teaching for short periods to develop their subjects. Not enough has been done to enable pupils to learn about other cultures that are part of the society in which they live. Resources for music and physical education have been built up satisfactorily. Those for information and communication technology have been improved but not enough. Improvements to the building have been made and more are identified in the school's development plan.

STANDARDS

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

| Performance in: | compared with | | | | Key |
|-----------------|---------------|------|------|-----------------|---|
| | all schools | | | similar schools | |
| | 1997 | 1998 | 1999 | 1999 | |
| English | D | C | A | B | Well above average A Above average B Average C Below average D Well below average E |
| mathematics | B | C | A | A | |
| science | D | C | A | B | |

Children in the reception year make satisfactory progress; they have expected levels of attainment by the end of the year. By the age of seven, pupils achieve well, above similar

schools, in writing and satisfactorily, in line with similar schools, in reading, mathematics and science. By the age of eleven, pupils achieve well; their performance in national tests is well above the national average in English, mathematics and science. It is above that of pupils in similar schools, and in mathematics it is well above. Results of the national tests in 2000 and inspection evidence indicate that these high standards have been generally maintained, though inspection shows pupils could do better in scientific investigative work. The school sets and meets its realistically challenging targets. Standards in these subjects have improved at the same rate as the national trend. Inspection evidence, however, found that standards in information and communication technology, art and design, and design and technology are not high enough, reflecting weaknesses in provision. Pupils achieve well in religious education and history, and satisfactorily in geography, music and physical education.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Very good. The vast majority of pupils enjoy school and work hard. |
| Behaviour, in and out of classrooms | Pupils throughout the school behave very well in classes and at dinner and play times. Isolated instances of misbehaviour by pupils with special educational needs are sorted quickly and effectively. There have been no exclusions. |
| Personal development and relationships | Very good. Pupils are given increasing responsibilities as they go through school and take them seriously. They co-operate well when working in small groups. Relationships with staff are very good. |
| Attendance | Above the average for primary schools. |

The school consistently promotes good behaviour and pupils know what is acceptable and unacceptable behaviour. The very good relationships between pupils and staff and the generally high quality of teaching mean that pupils are interested and involved in their work and keen to do their best. They settle quickly and concentrate on the tasks set, working well without adult support.

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Satisfactory | Satisfactory | 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.

Some high quality teaching was seen in every class, though the proportion was greater in junior classes. Teaching was at least satisfactory in 93 per cent of lessons. Two per cent were excellent, 20 per cent very good, 33 per cent good and 38 per cent were satisfactory. In the reception class, a strength of the teaching is the way children are helped to organise

themselves independently. At times, however, these young children are not given enough practical experiences. English is taught very well throughout the school. Mathematics is taught satisfactorily in the infants and well in the juniors. Work in literacy and numeracy is usually planned well to match all pupils' levels of learning, based on good assessment of what they already know. The skilful use of questioning during whole class discussions is one of the main strengths of the teaching at both key stages in most subjects. Pupils' contributions are valued and used well, giving pupils confidence. Another strength is the positive, consistent way teachers manage pupils, so they behave well and work hard. Seven per cent of lessons seen were unsatisfactory, mainly due to weaknesses in teachers' knowledge of particular subjects, which meant that pupils were not given challenging and relevant activities.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Satisfactory overall for most subjects. Good provision for English, history and religious education. Too few opportunities for investigations in science. Lack of well planned programmes of work for teaching computer skills, art and design, and design and technology. Reception children do not have enough relevant and practical activities. Extra-curricular provision is unsatisfactory. |
| Provision for pupils with special educational needs | Good. Their specific needs are identified early and work is adapted well to their needs. They are supported effectively and make often very good progress. Parents are fully involved. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good provision for spiritual and moral development and good opportunities for social development. Pupils' own cultural background is developed well. Too few opportunities to learn about different cultures in Britain, especially those of their own community. |
| How well the school cares for its pupils | The level of care is good. Staff know pupils well and take good care of their welfare. |

The school works well in partnership with parents. It consults parents over a number of issues. A small number of parents help in classes. Regular homework helps parents make a positive contribution to their children's learning. National guidelines for teaching literacy and numeracy have been successfully implemented. There is a lack of resources and inadequate planning for information and communication technology; this has affected provision and it does not meet legal requirements. The school has in the past organised several regular extra-curricular activities. At the time of the inspection there were none. Visits and visitors and links with the community enhance the learning opportunities for pupils. Pupils' progress is assessed very carefully in English and mathematics.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Good. Headteacher gives strong and enthusiastic leadership and is supported well by the deputy. There is a clear sense of direction and values, which underpin the daily life of the school. Staff work well together. |
| How well the governors fulfil their responsibilities | Good. Governors make a big contribution to the school. They actively help decide priorities of school. Knowledgeable and well organised. |
| The school's evaluation of its performance | Good. The school carefully analyses test results and plans to improve areas that need it. Monitoring of teaching is satisfactory and is being improved. |
| The strategic use of resources | Good use is made of available resources. Specific grants, including those for pupils with special educational needs, are used well. |

There are sufficient staff and they are used effectively. Resources are generally adequate, except those for information and communication technology. Accommodation is inadequate for the numbers and ages of pupils. It is cramped and restricts pupils' learning in many curriculum areas, particularly in junior classes. The school plans to improve the accommodation but needs to raise the finances. Headteacher and governors understand the principles of 'best value' and implement them well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|--|
| <ul style="list-style-type: none"> • Teaching is good. • School expects pupils to work hard. • Behaviour is good. • School is well led and managed. • Their children like school and are making good progress. • Parents feel welcome in school. | <ul style="list-style-type: none"> • A large number of parents were dissatisfied with extra curricular activities. • A few wanted more information about their children's progress. • A few were unhappy with the amount of homework. |

Inspectors agree with the strengths identified by parents. Inspectors feel that the organisation and amount of homework is good and that information about children's progress is satisfactory. There are currently no regular extra-curricular activities and inspectors agree that this is unsatisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 When children start school, assessment evidence shows a range of attainment that is broadly average. Children make satisfactory progress in the reception class in most areas of learning. They make good progress in their personal, social and emotional development, due to the emphasis the school places on this area and the effective strategies the teacher uses to promote their development. By the end of the reception year, children achieve satisfactorily; their attainment is in line with what is expected nationally in communication, language and literacy, mathematical development, knowledge and understanding of the world and physical and creative development. Their personal, social and emotional development is above that expected. The last inspection reported average attainment by the end of the reception year, and this has remained broadly the same.

2 By the time pupils leave the school, aged eleven, standards are high in English, mathematics, religious education, history and most aspects of science. Since pupils enter school with broadly average attainment and leave with attainment that is significantly higher than average nationally, and above that of similar schools, in four of the five core subjects, they achieve well overall. This good achievement is due to the good quality of teaching, particularly of older pupils. The school has put a tremendous effort into raising and maintaining high standards in these subjects. Staff have particularly worked hard to implement the national guidelines for teaching literacy and numeracy and have done so effectively.

3 Generally, the comparison made with similar schools is taken to mean schools with a similar percentage of pupils who are eligible for free school meals. This school has a very low proportion of pupils eligible for free school meals, and so would normally be compared with schools with pupils from advantaged backgrounds. There are other indicators, however, such as census information about the local area having lower than average proportions of households with adults having higher education and high social class, which conflict with this view. Information from the school on parental occupations and housing indicates that pupils have average rather than advantaged backgrounds. The school serves a mixed community in a small town with much low-paid employment. The last report judged there was evidence of social disadvantage, though the proportion of pupils eligible for free school meals then was only a little higher than the present, just within the broadly average category. This inspection has judged similar schools to be those that have pupils from broadly average backgrounds.

4 In other subjects, there is a mixed picture. By the time pupils leave the school, their attainment in geography, music and physical education is average and their achievement is satisfactory. Standards in art and design, and design and technology, are below average. Standards in information and communication technology are well below average. In these three subjects pupils could do better at both key stages. The school's development plan identifies information and communication technology as a priority for development. The school acknowledges that the other subjects have not been given attention for several years; the school took advantage of the temporary relaxation of National Curriculum requirements in these subjects and focused on other priorities.

5 The school has satisfactorily maintained high standards since the last inspection. Standards in English, mathematics and science have been maintained. Standards in religious education have been raised and those in information and communication technology have fallen. Of the other subjects, inspection evidence indicates that physical education has

been maintained but the others have fallen, though most have satisfactory levels of achievement. The school has clearly concentrated most of its efforts on the core subjects and, in particular, on meeting targets for literacy and numeracy. These targets are realistic and appropriately challenging.

6 One of the factors that affect standards in aspects of many subjects is the cramped space available. The effect is seen most clearly in physical education. Pupils reach average standards even though teaching is good, because both inside and out there is a lack of space for pupils to use full physical effort. Girls consistently perform better than boys in the national tests and assessments at the end of both key stages in all three subjects. This is in line with the national trend. The school monitors the results and tries hard to counter it, for example by a clear programme for improvement in boys' writing.

English

7 By the time pupils are aged seven, standards in reading are above the national average and they achieve satisfactorily, they are in line with the standards seen in similar schools. The results of national tests in 1999 confirm this. In the 2000 national tests pupils' performance dipped. This is partly due to staffing problems and partly due to the large numbers of boys in that cohort, as girls have consistently performed better than boys have over a number of years. Standards seen in the present Year 2 class are good. A significant majority of pupils can read factual text and extract the relevant information, for example, in order to write a series of instructions.

8 Standards in writing, by the end of Year 2, are above the national average and they achieve well; above the standards seen in similar schools. The results of national tests in 1999 and 2000 confirm this broad picture. The proportion of pupils attaining higher than expected levels dropped in 2000, for the same reasons as the dip in reading, outlined above. Standards seen in the present Year 2 are good. Pupils understand the use of capital letters and full stops and handwriting is well formed. They are beginning to write imaginative poems.

9 By the time pupils leave the school aged eleven, standards in English are good and pupils achieve well; their performance is above that found in similar schools, and well above the average nationally. Reading is stronger than writing, reflecting the national trend. The results of national tests and inspection evidence confirm this picture. In the current Year 6 class a significant majority read fluently and independently and are developing skills in deduction. Their writing is interesting and punctuated well.

10 Pupils' speaking and listening skills are developed very effectively by teachers throughout the school and they achieve well; standards are above those expected in similar schools. Teachers are skilled at asking challenging questions and insisting that pupils express themselves clearly. Good opportunities are made for pupils to practise reading, writing and speaking and listening skills, particularly in English, history and religious education.

Mathematics

11 Standards are in line with the national average by the end of Year 2; pupils' achievement is satisfactory. Results in the national tests in 1999 show performance to be below average nationally and below similar schools. There was a significant improvement in the proportion reaching expected levels in the tests in 2000. Evidence from inspection confirms this trend of improvement, due in part to the effective introduction of the national strategy for numeracy. Most pupils have a secure understanding of the value of numbers up

to 100 and know simple multiples of numbers. They add and subtract numbers to 20 and have a satisfactory mathematical vocabulary

12 By the time pupils are aged eleven, standards are well above the national average and also well above those of similar schools; pupils achieve very well. This is shown by results of the national tests in 1999. Results of the tests in 2000 and inspection evidence indicate that these high standards have been maintained. This is due to the good quality of teaching of older pupils and the effective use of the numeracy strategy. Most pupils confidently add, subtract, multiply and divide numbers and have good strategies to work out calculations. They have a good knowledge of fractions and decimals and many confidently add and subtract them. Satisfactory opportunities are made to use numeracy skills in other subjects, particularly in science.

Science

13 By the age of seven, pupils' attainment is average; their achievements are satisfactory. Teacher assessments made in 1999 and 2000 indicated much higher standards but little evidence to confirm this was found during inspection. Assessment systems have recently been introduced to give clearer assessment, at the end of each topic, as to what pupils know, understand and can do.

14 By the end of Year 6, pupils attain well in the national tests. In 1999, standards were well above the national average, and above those of similar schools; pupils achieved well. In 2000, results indicate that these high standards have been maintained. Inspection evidence generally confirms this. There is a strong emphasis on acquiring scientific knowledge and pupils have a very good body of knowledge, particularly about living things. The aspect that is not so well planned for and taught is that of developing the skills needed to carry out investigations by themselves. Even the oldest pupils do not independently plan, make predictions, organise an experiment and choose how to record and evaluate the results. In this aspect of the subject most pupils could do better.

Other subjects, pupils with special educational needs and higher attaining pupils

15 Standards of work in information and communication technology are below average at the end of Year 2 and well below by the end of Year 6; pupils underachieve. This is mainly because of insufficient resources and because the draft scheme of work does not clearly identify the knowledge, skills and understanding to be taught in each year. It is not seen as a subject in its own right and is not identified in planning. Opportunities for pupils to use information and communication technology skills in other subjects are inconsistent and overall are insufficient.

16 In contrast, standards in religious education are above average at the end of Year 2 and well above by the time pupils leave school; pupils achieve well. This is due to the thorough planning and very good teaching, with a variety of interesting and stimulating methods being used.

17 Pupils with special educational needs make very good progress. Their specific needs are identified early in their time in the school, good quality individual educational plans are produced for them and teachers plan their work carefully to meet needs. This ensures that progress is in many cases rapid. For many of these pupils the improvements are sufficient for them to no longer need additional support. Higher attaining pupils in the juniors are given challenging activities, in English and mathematics particularly, that enable them to achieve well. This is confirmed by the test results showing a high proportion of pupils achieving higher than nationally expected levels. In the infants, there has been more of an emphasis on

making sure all pupils reach expected levels in the tests, though work is still usually well-matched to the different levels of attainment of pupils.

Pupils' attitudes, values and personal development

18 Pupils attitudes, behaviour and personal development are all very good. Relationships in the school are also very good. These high standards have been maintained since the last inspection and they have a positive impact on pupils' learning.

19 The vast majority of pupils enjoy coming to school and this shows in the classes. Pupils are keen to be involved in lessons, they listen carefully to teachers' instructions and maintain concentration for appropriate periods of time. They enter into classroom discussions in an eager and constructive manner. Almost all pupils work collaboratively in pairs and small groups. In a Year 3 science lesson, for example, pupils design games to illustrate healthy eating. They work well together, sharing ideas and tasks. Pupils readily support each other, often without prompting. They spontaneously applaud other pupils' efforts. The majority of pupils are keen to show and discuss their tasks and take an obvious pride in their work. The specific needs of pupils with special educational needs are catered for very well by teachers who appreciate and plan for the educational and emotional needs of pupils. The provision of appropriate work ensures that pupils remain interested, work hard and behave well because they appreciate that their work and views are valued.

20 Parents are pleased with the high standards of behaviour. Ninety eight per cent of those who returned questionnaires considered behaviour to be good or very good. Behaviour in classrooms is very good. Where isolated incidents of unsatisfactory behaviour occur, it almost always involves pupils who have special needs relating to behavioural difficulties, and it is dealt with effectively. Staff have high expectations of good behaviour and pupils know what is acceptable and what is not. Pupils have a good knowledge of the school's systems of rewards and sanctions and readily accept them. They are given many opportunities to reflect on moral issues and how to behave. In religious education, for example, Year 5 pupils write a list of "Do's" and Don'ts" and how they should live their life and what rules should apply. In many lessons the very good relationship between pupils and teachers creates a good learning environment, contributing well to the progress pupils make. The behaviour of pupils at breaks and lunchtimes is good, even though play areas are very restricted. Any boisterous behaviour is handled well by staff. Pupils treat other people's property with respect and there is little or no litter around the school. There is an effective anti-bullying policy and staff react quickly to deal with any instances of bullying. There have been no exclusions in the last academic year.

21 Pupils make very good progress in their personal development and parents are pleased with this. Over ninety per cent of parents consider that the school is helping their children to become mature and responsible. Teachers give pupils many opportunities to take responsibilities in classrooms, giving out equipment and tidying up after lessons. The range of responsibilities broadens as pupils move through school. Older pupils help younger ones in the dining room and stand guard on the stairs to help make sure safety rules are kept. They respond well to being given responsibility and take their duties seriously. Pupils develop skills in working independently, though this is often restricted by the constraints of the cramped accommodation, particularly for older pupils. In many lessons pupils use dictionaries and the thesauruses without being directed to do so.

22 Attendance is good. The attendance is slightly above the national average and unauthorised absences are below average nationally. Registration is undertaken morning and afternoon and meets statutory requirements. The majority of pupils arrive at school on time and lessons make a prompt and effective start.

HOW WELL ARE PUPILS TAUGHT?

23 High quality teaching was seen throughout the school, though the proportion was greater in the juniors. This strength of the school has a significant impact on the rate at which pupils learn and results in pupils' good achievement in many subjects by the time they leave the school. Over half the teaching seen, 55 per cent, was good or better. Twenty per cent of teaching was very good and a small proportion, two per cent, was excellent. Thirty-eight per cent was satisfactory and a small proportion, seven per cent, was unsatisfactory.

24 The teaching was judged to be good in the last report and it is good in this report, and in broad terms the school has maintained high standards due to this quality of teaching. The proportion of teaching judged very good or excellent has fallen, as has the quality of teaching overall in the reception class and in the infants. This is partly the result of staffing changes. On the other hand the standard of teaching of English and religious education has risen, reflecting the school's priorities and the sharper focus on teaching literacy in a structured way throughout the school.

25 Teaching and learning in the reception class are satisfactory overall, though with an important area of weakness. The main strengths are in the effective way children are settled into school life, given a clear understanding of what is expected of them and encouraged to organise themselves independently. This results in children making good progress in their personal, social and emotional development. Most children move from one activity to the next independently, checking the pictures on the 'activity task board' if they have forgotten what to do. Support staff are used well, particularly to work through activities with lower attaining children. There is, however, a lack of understanding of the way young children learn through relevant practical experiences. This weakness is evident in many lessons and results at times in unsatisfactory teaching, when tasks are inappropriate for this age group and little learning is made. Too many worksheets are given to the whole class before they have gained an understanding of the activity through exploring, experimenting and practising; such as a worksheet for 'take away' given to children who do not confidently count six objects and say and write 'six'. When this happens children are confused and unable to build on what they already know, and so make little progress.

26 In the infants, the teaching seen was either very good or it was satisfactory, with very few lessons in between, and none were unsatisfactory. The high quality teaching is mainly in English and is due to the effective implementation of the literacy strategy. In the juniors, there was a greater range in the quality of teaching, from excellent right through to a small proportion of lessons with unsatisfactory teaching, though there was a much higher proportion of good and better teaching than in the infants.

27 Literacy is taught very well at both key stages. The national framework for teaching literacy has been implemented and developed successfully throughout school, particularly so in Year 6 where some excellent teaching was seen. This is characterised by the quality of preparation and the way the teacher's demonstration and pupils' ideas are mixed and used to extend learning; these attributes are seen to some degree in many lessons but are especially effective in Year 6. Numeracy is taught satisfactorily in the infants and well in the juniors. The national numeracy strategy has been introduced satisfactorily. Teaching is particularly strong in Year 6, where pupils are given many opportunities to develop their own mathematical strategies and make decisions and choices, such as when halving and doubling numbers. In literacy and numeracy lessons, there is generally a good pace, with time limits for aspects of the work being set, which means pupils concentrate and work

quickly. Different attainment groups are targeted for teacher and other adult support at different times during the week, ensuring that pupils have regular teaching in small groups, and this contributes to the progress they make.

28 Teachers at both key stages know their pupils well. This is demonstrated during class discussions. They target pupils of different attainment levels and gender to make sure that all pupils have opportunities to express their thoughts and opinions, and also to check on their understanding. This skilful use of questioning is one of the main strengths of the teaching at both key stages and in most subjects. Another strength is the consistent, positive and effective strategies teachers use to manage pupils; it goes almost unnoticed because it works so smoothly for most of the time. Pupils are very well behaved, settle quickly and concentrate intently on their work. There are very good relationships between pupils and teachers and this builds pupils' confidence. The contribution of all pupils is valued, as shown in a Year 2 lesson in English where a hesitant reader read his work to the class and was applauded by everyone. Work is generally planned appropriately to match all the pupils' learning needs, especially in English and mathematics, where good assessments are made of what pupils already know and these assessments inform the learning targets set for pupils. Tasks are usually set at appropriately challenging levels while ensuring that all pupils are able to work independently. A small amount of unsatisfactory teaching was seen in science, where the investigation was done as a laborious demonstration in front of the class instead of involving pupils in practical tasks at appropriate levels. The result was bored pupils who learnt little in the lesson. Homework is structured well and increases appropriately as pupils move through the school. It supports pupils' learning well, especially in literacy and numeracy.

29 Teachers' subject knowledge is adequate in most subjects, and it is good in literacy and religious education, leading to high rates of learning and achievement. It is also good in music in Year 2, leading to challenging work being set. There are weaknesses in junior teachers' knowledge of music, which sometimes results in unsatisfactory teaching, characterised by a slow pace and lack of challenge, so insufficient learning takes place; older pupils are asked to distinguish between a high note and a low note, rather than between several different high notes or between several different low notes. Very little direct teaching of information and communication technology was seen. Evidence indicates that pupils' low level of skills and understanding in this subject are partly attributable to teachers being unsure of what knowledge and skills need to be taught in each year.

30 Teachers' planning for pupils with special educational needs is very good and this ensures they participate in the full curriculum. Account is taken of their specific needs in drawing up their individual education plans and these are translated into appropriate tasks to ensure that these needs are met and that pupils maintain good progress. Plans contain good detail on the small individual targets for improvement and progress is measured carefully. Pupils with Statements of Special Educational Needs are very well supported by skilled teaching and support staff. As a result of this often very good teaching, pupils with special educational needs make rapid progress and many are taken off the school's register of special needs before they leave the school.

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

31 The curriculum for the reception class is unsatisfactory because there are too few opportunities to learn through practical experiences, particularly in mathematical development, knowledge and understanding of the world and creative development. It is not planned with enough understanding of the way young children learn by exploring and

experimenting, learning through play that is carefully structured and supported. Provision for this age group has worsened since the last inspection, when it was judged good. This is due partly to staff changes and also partly the result of the school concentrating its efforts in other areas. The school's policy for the early years identifies early years as being reception and the infants combined. It gives insufficient guidance to staff in the planning and organisation for the reception year. There is little reference to either well-established or recent national guidance on the areas of learning and targets that most children are expected to achieve by the end of the reception year. It is not made clear when it is appropriate in this school to begin to introduce programmes of study of the National Curriculum.

32 Overall, the quality and range of learning opportunities provided by the school for pupils in the infants and the juniors support pupils' progress and personal development satisfactorily and this has been maintained since the last inspection. Within this broad picture there are big differences in the quality of experiences offered in different subjects.

33 The quality and range of learning opportunities in English and religious education are good at both key stages and additionally, in history in the juniors. The national guidelines for literacy have been adopted and developed effectively, which has had a positive impact on standards. There is a good breadth of study in English. The range of learning opportunities is extended beyond the literacy lessons to allow for more extended pieces of writing and reading for enjoyment. The national guidelines for numeracy have been implemented and are generally effectively used, though there are not enough opportunities for using and applying mathematics. The school has put a lot of time and effort into developing its own scheme of work for science but it does not sufficiently support all aspects of science. Pupils achieve well in the scientific knowledge they acquire, but there are not enough opportunities for pupils to learn and use the skills needed for scientific investigations. The quality and range of learning opportunities in information and communication technology, design and technology, and art and design are unsatisfactory. They do not enable pupils to achieve high enough standards. Currently, the information and communication technology curriculum does not meet statutory requirements. This is partly because of a lack of resources needed to deliver the full curriculum for older pupils. It is also due to the lack of a structured scheme of work and the fact that insufficient time is given to teaching this subject, which is not identified clearly enough in the school's short and medium-term planning. Statutory requirements are met in all other subjects

34 The time available for teaching junior pupils is below the recommended minimum time for this age group. The organisation of morning assemblies creates blocks of time that are not always used purposefully. Added to this is the time that is lost to subject teaching when assemblies overrun, which together adds up to a substantial amount of slippage over the week.

35 The curriculum ensures good equality of access and opportunity for all pupils. It is significant that both boys and girls respond with equal enthusiasm in lessons. Results of tests at the end of both key stages indicate that girls perform better than boys in all subjects at both key stages, in line with national trends. The school is aware of the need to raise boys' achievement, and is trying to do so. There is a planned programme to this effect to develop boys' skills in writing. Pupils with special educational needs are included in all aspects of the curriculum and the wider aspects of their education. The school gives careful consideration to their specific needs and ensures that teachers possess the necessary skills and resources to meet these needs.

36 Personal, social and health education is planned for within the science curriculum and through the school's personal and social education programme. The annual residential visit for Year 6 pupils contributes to their personal and social development. 'Operation Streetwise'

for Year 6 pupils covers aspects of safety on water, fire and electricity. Visitors to the school include a road safety officer and the local fire brigade. Sex education is provided in Year 6 and a drugs education programme in Year 5 raises awareness of a range of issues. Current Year 6 pupils have good recall of this and explain why some medicines or drugs are beneficial or dangerous to their health.

37 Currently there are no regular extra-curricular activities. An extra-curricular choir has been suspended due to staff absence, though in the past it has participated in the Pendle schools arts and music festival. A netball club has not run this year, though the girls' netball team has played against other local schools, winning the trophy last year. The 'Christian quiz kids' club has been popular in the past but there are insufficient parent or staff volunteers this year and it is not functioning, nor are the sewing club or football activities. Parents have expressed dissatisfaction at the narrow range of activities and the inspection team agrees that provision for regular extra-curricular activities is unsatisfactory. Learning opportunities are extended well for Year 6 pupils through a residential week at an outdoor education centre. The headteacher has organised a five-day cycle proficiency course during the school holidays. A satisfactory range of out of school visits is planned for all year groups, both in the local and wider community, to enhance learning. The school has appropriate links with other local schools.

38 Provision for pupils' spiritual and moral development is a significant strength of the school. Pupils' social development is good and their cultural development is satisfactory. Overall this is an improvement on the judgement seen in the last inspection. A very caring and positive Christian ethos is evident within the school. From the time children first enter the school they are taught appropriate values and they develop confidence and pride in themselves. Combined with the very good role models of the staff these have a significant impact on the behaviour of pupils and their positive attitudes towards learning.

39 Pupils' spiritual development is very good. It is promoted well through school assemblies and through informal as well as planned opportunities provided by the religious education programme. A sensitive climate is established for pupils to think about worship. Pupils are helped to reflect on the deeper meanings of their lives particularly following well-chosen stories such as the healing of the leper. They are able to develop their own inner spirituality often, for example when considering the need to care for others less fortunate than themselves not only abroad but also in their own country. They respond positively in quiet moments given to reflect on the messages in assemblies and lessons. They produce creative and often moving poems reflecting their thoughts and emotions. Religious education lessons enable pupils to understand what Christianity means to people and what people of other faiths believe.

40 Moral values are promoted consistently through assemblies and lessons and they underpin the daily life of the school. Values such as honesty, fairness and a sense of what is right and wrong are promoted effectively. The schools' behaviour policy provides helpful guidance for teachers and pupils are helped to extend these principles and to put their thoughts and ideas into action through their care and concern for each other. This is well illustrated in a very good lesson seen in Year 5 on developing their own ideas and rules. Using a passage from the Bible, the teacher encourages pupils to consider the meaning of the passage and how it could apply to them and their relationships with others. The quality of moral teaching is reflected in the high standards of behaviour around the school and the very real respect that everyone has for each other.

41 Pupils' social development is good throughout school. There is a strong emphasis from the reception class onwards on promoting social skills. Pupils are encouraged to discuss, negotiate and resolve problems. They regularly work in pairs and groups. There

are many opportunities for pupils to take responsibility and to help each other, both in lessons and at playtimes and lunchtimes. Opportunities for pupils to take responsibility for planning and carrying out their work, however, are sometimes limited. Educational visits to places of interest, both local and further afield, enhance the pupils' social development, particularly the residential educational visit arranged for older pupils.

42 Pupils' understanding of their own cultural traditions is promoted satisfactorily. They are not made sufficiently aware of other cultures, particularly those represented in British society. This was identified as a key issue in the last inspection report and not enough has been done to improve this aspect. Both music and art work contribute to pupils' cultural awareness but opportunities are missed to extend pupils' understanding; for example, no mention is made about the type of music, composer or instruments heard in music played in assemblies, nor which country the music comes from. Pupils learn appropriately about past cultures in history. In religious education they study an appropriate range of world religions although opportunities to involve members of other faiths have been missed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43 The school successfully meets its aim 'to provide a happy, caring and secure community'. The high quality of care has been maintained since the last inspection and is a strength of the school. Relationships between pupils and staff are very good and teachers know their pupils well. Pupils feel they can approach teachers with any problems. Parents are confident that staff would quickly identify any child who had difficulties. There are good procedures for child protection and for ensuring pupils' welfare. The headteacher has received appropriate training on child protection issues, though training for all staff has not been undertaken for some time. The school's policy does not contain the necessary guidance on the procedures to be followed should allegations be made against staff.

44 The school is committed to providing a safe and secure working environment for pupils and staff, and arrangements for health and safety are generally good. The health and safety policy is comprehensive. There are some areas, however, where procedures are not fully effective. Risk assessments are carried out, but not in sufficient detail. Assessment of hazardous substances is not complete. The quality and proper storage of first aid equipment is not regularly checked.

45 The school has very effective procedures for monitoring and promoting good behaviour. Staff have high expectations of good behaviour and pupils are aware of this and respond positively. Pupils are involved in drawing up classroom rules with teachers and playground rules with welfare staff, which gives pupils a wider understanding of the need for sensible rules and behaviour. Teachers have consistent and positive strategies to manage pupils and encourage them to behave well. The high quality of teaching makes a positive contribution to pupils' good behaviour. The schools' procedures for the use of force to restrain pupils, however, are still in draft form.

46 The school's procedures for monitoring and promoting attendance are satisfactory. Whilst school documentation such as the prospectus and home-school agreement encourages regular and punctual attendance, the school does not monitor or analyse attendance on a regular basis, and therefore may not identify pupils with poor attendance records. Staff know pupils well, however, and informally check attendance carefully.

47 Children's attainment is carefully assessed both when they start school and at the end of the reception year. The results are used both to group children and to analyse the progress they make. There is sometimes insufficient use made of these and other

assessments, however, in order to provide appropriate levels of work for these children in the reception class.

48 The school's procedures for assessing pupils' attainment and progress in the rest of the school in English and mathematics are good. Assessment information from the reception class helps teachers put pupils in similar attainment groups in the infants. The results of the national tests taken at the end of Year 2 are used to put pupils in similar attainment groups in the juniors. Teachers' assessments and records generally track pupils' progress well in these subjects. An effective way to assess pupils' reading during teaching sessions has yet to be developed. Test results are analysed and used to target specific aspects of teaching and learning. An example of this is the analysis of reading results. This revealed that while seven-year-olds who attain expected levels could find information in texts, there were weaknesses in their skills of deduction. This information has been used when planning the teaching of reading in the juniors and when setting targets for literacy at both key stages. The tests for eleven-year-olds showed particular difficulties in writing and these areas have been targeted. In the juniors, optional tests in English and mathematics are used in Years 3 to 5, together with a reading test. Results are analysed and issues discussed at staff meetings. Specific pupils and groups are then targeted for extra support. Targets for the whole school, for groups and for individuals are set. A positive impact of targeting reading skills is that every pupil successfully reached the expected level in reading in this year's national test for eleven-year-olds.

49 Assessment systems for science are generally satisfactory and more focused assessments at the end of each topic are being introduced. The co-ordinator plans further development of assessment to support teachers, particularly in the infants. There are inadequate assessment systems for information and communication technology and this hinders pupils' progress in acquiring skills and knowledge in this subject.

50 Progress made by pupils with special educational needs is carefully monitored. New individual education programmes are drawn up at regular intervals and careful judgements are made on the progress of each child. Parents are closely and effectively involved in this process. These good procedures contribute well to the rapid rate of progress of many of these pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51 The school has maintained its good partnership with parents since the last inspection. Parents have generally very positive views of the school. In particular, parents are pleased with the quality of teaching, the standards of behaviour, the expectation that their children will work hard and the way that the school is led and managed. Parents also indicate that they feel welcome in the school and their children enjoy school. They are pleased at the progress their children make. Evidence from the inspection confirms these positive views of the school.

52 A significant minority of parents' responses on the questionnaire (27 per cent) expressed often strong concerns about the lack of extra curricular activities. A few parents had concerns about information they receive on their children's progress, and the amount of work their children receive to do at home. Inspection evidence indicates that information to parents about their children's progress is satisfactory, though the quality of the annual reports is inconsistent. Homework is structured well and increases appropriately as pupils move through the school. There are at present no regular extra-curricular activities and inspectors agree that this is unsatisfactory.

53 Parents' involvement with their children's learning is good. They are actively encouraged to discuss with teachers any concerns they may have about their children's progress. A small number of parents help in classrooms, supporting reading and computer skills. Several parents come regularly to play mathematical games with their children in reception and Year 1, and they may take the games home to continue helping their children learn. There are two formal parents' meetings, one in the autumn term, where targets for progress are set. At the next meeting towards the end of the spring term parents and teachers discuss progress towards the targets; attendance at these meetings is very good. Regular homework, which is well organised and increases as pupils move through the school, helps parents to make a positive contribution to their children's learning.

54 Parents are consulted very early in the process through which pupils are identified as having special educational needs and are kept well informed of their children's progress. Evidence from inspection indicates that the parents and school work closely to bring about improvements which benefit the pupils' education.

55 Overall parents receive good quality information about the school and its activities. The school prospectus and annual governors' report provide a good range of information about the school and meet statutory requirements. Regular newsletters and letters regarding specific events ensure parents are aware of current school issues, including topic subjects their children are studying and the arrangement for homework. The school has recently introduced a home-school agreement. Pupils' annual reports give much useful information and show that teachers know individual pupils well. They do not, however; meet statutory requirements in that many reports do not contain comments on information and communication technology or comments about pupils' strengths and weakness and what they need to do to improve.

56 A strength of the school's partnership with parents is the extent to which the school consults parents and takes due regard of their views. Parents are consulted about issues such as whether large classes or mixed year groups are preferable, and about the format and content of the home-school agreement. When parents indicated that they wanted more information about the different topics pupils do, the school responded by sending a letter to all parents at the beginning of the school year detailing the topics to be covered in the forthcoming year. The school receives good support from the active and committed parent-teacher association, which arranges a variety of social and fund-raising events. Substantial amounts of money are raised to provide additional learning resources.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57 The headteacher provides strong and effective leadership and management. There is a big emphasis on raising and maintaining high standards in English and mathematics and this has been the focus of priorities, continually looking for ways to improve. The headteacher currently has a regular teaching commitment and is also a subject co-ordinator. This means she knows the pupils well and is deeply involved in the daily life of the school, being committed and enthusiastic about education. At times, the headteacher has not been sufficiently able to pace the introduction of initiatives in order for staff, including herself, to feel they are manageable. This has led, for instance, to staff feeling unable to continue running extra-curricular activities. The deputy headteacher's role is carried out effectively and the senior management team gives good support, such as in planning and evaluating development priorities. The headteacher, staff and governors work very well together as a team. The high quality of leadership and management has been maintained since the last inspection.

58 There is a good structure by which teaching is to be monitored and supported, but it has not yet been fully and effectively implemented. The headteacher has started to systematically and perceptively monitor teaching and discuss points for improvement with staff. Staff have had training in observing lessons and the literacy and numeracy co-ordinators have monitored some classes. In the past, the science co-ordinator has also monitored lessons. The timetable for monitoring has, however, been delayed. A key issue in the last inspection report was for all co-ordinators to be released regularly for curriculum development time, in order to monitor and evaluate curriculum provision. All co-ordinators are now released regularly but several co-ordinators have used this time to update resources, review policies and write schemes of work. There is not yet a systematic monitoring of teaching or teachers' planning.

59 The co-ordinators carry out their roles satisfactorily overall. There has been good co-ordination in literacy and very good in religious education. Several co-ordinators have been recently appointed and have not had time to be effective, for others their subject has not been a school priority and little development has taken place.

60 There is a very caring atmosphere that pervades all aspects of the school's daily life. Pupils are valued both as individuals and for their contributions to the harmonious and very good relationships found at all levels throughout the school. The positive aims and values of the school are strongly reflected in all its work. Teaching staff demonstrate a firm commitment to improvement in both the educational standards achieved and the personal development of all pupils.

61 Governors are very committed to the school and fulfil their responsibilities well. They make a big contribution, both in supporting the school and in planning and monitoring priorities for development. The governing body is very well organised and its committee structure works effectively. Governors are extremely knowledgeable about the school. They receive good quality information from the headteacher to help them make decisions and monitor the work of the school. Those with specific responsibilities work in school and then report back to the governing body. An annual governing body training day is held on a Saturday in the spring term, timed to fit into discussions on the priorities of the school's development plan and the spending plans.

62 The school's development planning is good overall. It has responded well to national initiatives and has taken deliberate decisions to leave some areas, in line with the temporary relaxation of National Curriculum requirements for some subjects such as art and design, in order to focus on agreed priorities for development. Costings for these improvements are included where available. The headteacher has had training in self-evaluation of schools and shows considerable skill in this, with a clear focus on raising standards in English and mathematics. Realistic targets have been set based on evaluation of assessment data and good strategies put in place to meet them, for example, to improve the standard of writing. The implementation of the development plans is closely monitored by the headteacher and governors.

63 Financial management is good and the head teacher, bursar and governors work closely together to identify priorities and savings. The school currently carries a large surplus in funds but this has been earmarked for much needed remodelling of the school building to appropriately enhance pupils' education. Improvement in the provision of learning resources are well considered and costed and appropriate additional funding is made available for the purchase, for example, of additional reading material to enhance the teaching of literacy. Grants provided for specific purposes, such as support for pupils with special educational needs and those available to improve computer technology, are used effectively for this

purpose. The governors and headteacher have a good understanding of the principles of “best value” and carefully research new initiatives and training before implementing them.

64 The headteacher undertakes a heavy load within the school, which includes teaching and the monitoring of teaching as well as the everyday management of the school. She also undertakes some secretarial duties, as secretarial hours are very low in comparison with the average hours used by similar sized schools for administrative support. This is not an effective use of a headteacher’s time. The school uses information technology efficiently to aid administration, particularly of finances. The way pupils’ attainment and progress is recorded and analysed does not use information technology effectively.

65 Provision for pupils with special educational needs is high on the list of priorities in the school. The head teacher and governors ensure that sufficient resources and staff are involved in the education of these pupils, and the co-ordinator for special educational needs manages this area well.

66 Training for staff in literacy and numeracy has been effective, resulting in high quality teaching, particularly in literacy, which has had more training and support from the local authority. Several junior teachers’ expertise in music is insufficient, resulting in a lack of challenge for pupils. Expertise in understanding the curriculum appropriate for reception age children is lacking. Arrangements for providing staff with necessary training in information and communication technology have been stated in the development plan.

67 The accommodation is cramped, both the buildings and the outside play areas. It is looked after well by caretaking and cleaning staff. The layout makes access for disabled pupils difficult, though the school marked the many stairs in order to accommodate a partially sighted pupil. The small hall and outside yards restrict pupils’ full physical effort in physical education lessons and means that standards are average despite good teaching. There are no outdoor activity spaces or large play facilities for reception children, who join older pupils for ‘play times’. The crowded classrooms in the juniors restrict efforts to organise pupils to work independently, getting their own equipment and planning their own investigations in mathematics and science. Pupils underachieve in scientific enquiry skills, partly as a result of these difficulties. The non-fiction library is inadequate, tucked along the sides of the small and crowded hall. Teachers lack space to display books or other objects to stimulate pupils’ learning. The lack of space also adversely affects art and design activities and design and technology activities; there is little space to put large or three-dimensional work that is half-finished, or to display finished work. The lack of storage space adversely affects music and physical education resources, which are only just adequate, and there are real difficulties in building them up while storing them so they are available when needed. The cramped classes in the juniors also mean whole class discussions have to be carried out while pupils sit at tables; there is no room to allow pupils to gather together. This makes it difficult to teach computing skills to the whole class, before pupils go to use the computers. The school has large-scale development plans for the building that would, if implemented, alleviate some though not all of these problems. A key issue in the last report was to provide sinks and water in classrooms. One more class has been fitted with them.

68 Resources for learning are mainly satisfactory. There has been satisfactory improvement in music and physical education resources since the last inspection. There is still a lack of sufficient resources for information and communication technology, which limits pupils’ learning and contributes to their underachievement, in the juniors particularly. The subject is a current priority in the school’s development plan and more resources are planned. The legal requirement to teach all aspects of the National Curriculum information and communication technology programmes of study is not currently being met.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the quality of education provided and the standards achieved, the school needs to

Raise standards in information and communication technology by

- providing sufficient resources to enable the full statutory curriculum to be taught
- establishing a scheme of work that specifies the skills to be taught in each year
- including the subject in the short and medium-term planning that the school does, to identify exactly what will be taught and when
- providing training for staff
(paragraphs 4, 15, 33, 49, 66, 68, 96, 99, 121 - 124)

Information and communication technology has been identified by the school as a priority in the current development plans. More resources have been ordered and further staff training has been organised.

Raise standards in science by

- providing more opportunities for pupils to learn and practice the skills needed for scientific enquiry
- identifying clearly in the school's planning specific and appropriate scientific investigations to be carried out in each year, as well as integrating the teaching of these skills in the planning of lessons
- developing the assessment system to help teachers make clearer assessment of the levels of skills, knowledge and understanding of pupils
(paragraphs 13, 14, 33, 49, 67, 97 - 104)

Improve standards of provision in the reception year by

- planning the curriculum for the reception year with greater reference to the national guidelines and targets for this age group and giving a clear indication as to when it is appropriate in this school to begin Key Stage 1 programmes of study
- providing more practical experiences in all areas of learning, particularly in mathematical development, knowledge and understanding of the world and creative development
- reviewing the early years policy, which currently identifies early years as reception and Key Stage 1 combined, in order to give clear guidance to staff
- providing further training and support for staff
(paragraphs 25, 31, 66, 69 - 80)

Lessen the adverse effects of the cramped accommodation by

- making the improvements to the buildings already identified in the school's development plans (paragraphs 20, 21, 63, 67, 79, 89, 96, 102, 108, 112, 124, 130, 131 - 136)

Raise the level of pupils' cultural awareness by

- identifying what pupils need to learn about different cultures
- providing more opportunities for pupils to learn about different cultures, particularly those represented in Britain and in their own community
- identifying these opportunities clearly in the school's planning, including the opportunities within the curriculum, and, where possible, specific visits and visitors from other cultural backgrounds (paragraphs 42, 108, 129, 137, 140)

The following more minor issues should be considered for inclusion in the school's development plan

Provision in art and design and design and technology (paragraphs 4, 33, 105 – 108, 109 - 112)

Extra curricular activities (paragraphs 37, 52, 57, 130)

The length and organisation of the time available for teaching at Key Stage 2 (paragraph 34)

Effective use of information technology to analyse assessment data (paragraph 64)

Administrative support (paragraph 64)

Risk assessments, hazardous substances assessment, checking of 1st aid equipment (paragraph 44)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 48 |
| Number of discussions with staff, governors, other adults and pupils | 32 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 2% | 20% | 33% | 38% | 7% | 0% | 0% |

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

Information about the school's pupils

Pupils on the school's roll

| | Nursery | YR – Y6 |
|--|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | | 211 |
| Number of full-time pupils eligible for free school meals | | 11 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | | 2 |
| Number of pupils on the school's special educational needs register | | 28 |

English as an additional language

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

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 5 |
| Pupils who left the school other than at the usual time of leaving | 8 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 4.6 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.0 |
| National comparative data | 0.5 |

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

Attainment at the end of Key Stage 1

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
| | 1999 | 12 | 17 | 29 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 11 | 10 | 7 |
| | Girls | 16 | 15 | 14 |
| | Total | 27 | 25 | 21 |
| Percentage of pupils at NC level 2 or above | School | 93 (90) | 86 (97) | 72 (90) |
| | National | 82 (80) | 83 (81) | 87 (84) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | 10 | 12 | 12 |
| | Girls | 15 | 16 | 17 |
| | Total | 25 | 28 | 29 |
| Percentage of pupils at NC level 2 or above | School | 86 (93) | 97 (90) | 100 (93) |
| | National | 82 (81) | 86 (85) | 87 (86) |

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

Attainment at the end of Key Stage 2

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
| | 1999 | 20 | 10 | 30 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 16 | 15 | 17 |
| | Girls | 10 | 10 | 10 |
| | Total | 26 | 25 | 27 |
| Percentage of pupils at NC level 4 or above | School | 87 (67) | 83 (47) | 90 (72) |
| | National | 70 (65) | 69 (58) | 78 (69) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 14 | 15 | 16 |
| | Girls | 10 | 10 | 10 |
| | Total | 24 | 25 | 26 |
| Percentage of pupils at NC level 4 or above | School | 80 (67) | 83 (76) | 87 (72) |
| | National | 68 (63) | 69 (64) | 75 (69) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 181 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Reception – Year 6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 8.9 |
| Number of pupils per qualified teacher | 23.7 |
| Average class size | 30 |

Education support staff: Reception – Year 6

| | |
|---|----|
| Total number of education support staff | 4 |
| Total aggregate hours worked per week | 48 |

FTE means full-time equivalent.

Financial information

| | |
|--|-----------|
| Financial year | 1999/2000 |
| | £ |
| Total income | 317165 |
| Total expenditure | 318632 |
| Expenditure per pupil | 1540 |
| Balance brought forward from previous year | 49122 |
| Balance carried forward to next year | 47655 |

Results of the survey of parents and carers

Questionnaire return rate 59%

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 213 |
| Number of questionnaires returned | 125 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 54 | 38 | 6 | 0 | 2 |
| My child is making good progress in school. | 55 | 35 | 6 | 0 | 4 |
| Behaviour in the school is good. | 66 | 32 | 0 | 0 | 2 |
| My child gets the right amount of work to do at home. | 25 | 59 | 6 | 0 | 10 |
| The teaching is good. | 62 | 35 | 2 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 46 | 45 | 7 | 1 | 2 |
| I would feel comfortable about approaching the school with questions or a problem. | 66 | 27 | 5 | 2 | 0 |
| The school expects my child to work hard and achieve his or her best. | 71 | 28 | 0 | 0 | 1 |
| The school works closely with parents. | 58 | 35 | 6 | 1 | 0 |
| The school is well led and managed. | 70 | 27 | 2 | 1 | 1 |
| The school is helping my child become mature and responsible. | 62 | 31 | 2 | 1 | 5 |
| The school provides an interesting range of activities outside lessons. | 16 | 42 | 20 | 7 | 15 |

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

69 The last inspection reported attainment on entry to school to be slightly below that expected nationally. Assessment procedures have become more rigorous and comparative data is now available. The proportion of children who are eligible for free school meals has also fallen slightly. There is a range of attainment on entry but overall it is now broadly average.

70 Children enter the reception class at the beginning of the year in which they become five years old. They make satisfactory progress and by the end of the year their attainment is in line with what is expected nationally in communication, language and literacy, mathematical development, knowledge and understanding of the world, creative and physical development. Given their starting point their achievement is satisfactory. Their personal, social and emotional development is above expected levels partly as a result of the strong emphasis given to this by the school and partly through the effective strategies of the teacher in promoting their development.

71 In the last inspection, provision for this age group was judged to be of very good quality and a strength of the school. Since then there have been changes of staff, the school has had other priorities and the quality of provision has fallen. The quality of teaching and learning is good in personal, social and emotional development and in many aspects of communication, language and literacy. It is satisfactory, though with a significant area of weakness, in the other areas of learning. The quality of the curriculum is unsatisfactory. Too much planning is based on the curriculum for older pupils, though links with the early learning goals specified nationally for this age group are made. Insufficient account is sometimes taken of the stage of development of these young children and their need to learn through practical experiences. Many activities are inappropriate, including the overuse of worksheets. Many children lose concentration and become confused, inattentive and restless when activities are not at an appropriate level or when whole class sessions go on too long.

Personal, social and emotional development

72 Children settle quickly into the routines of school life and show increasing maturity in managing them, such as sitting quietly in assemblies and waiting their turn to speak in a class discussion. This is promoted well by the teacher, who consistently reinforces and extends children's understanding of how to behave. Most children can dress and undress themselves for physical education, with only a few needing help. Staff allow sufficient time for children to try and get their clothes the right way out and quietly support those whose shoes are on the wrong feet. Children go confidently and independently to their activities. This is due to the clear routines that have been established by the teacher so that children know exactly what is expected of them. It is supported well by the 'task board' with pictures indicating the activities for each group to do in a lesson. When activities are matched well to children's levels of understanding they try hard with their work and are keen to do well and get a 'stamp' marked on the reward chart.

73 There is effective explicit teaching to promote personal, social and emotional development. In one lesson on feelings, for example, the teacher used a story about a birthday to introduce discussion about how others feel. Most children attempted to describe what makes them happy. Good reasons were given by higher attaining children for what makes others happy; 'if you play with someone it will make them happy'. Very few could

explain what makes them feel sad. This session became unproductive as instead of realising that the children needed help with the concept 'making you feel sad', the teacher continued to ask for examples and many children lost interest.

Communication, language and literacy

74 Almost all children are likely to reach the expected standards by the end of the year. The national framework for teaching literacy in the reception year is used successfully. Several practical and interesting activities are provided in literacy lessons. Classroom organisation promotes literacy; for example, one child flipped the closed/open sign over in the 'class shop' saying 'now I can buy things'. Children have to find their name before they get a drink of milk. The teacher assesses children's understanding of books and print well, though these assessments are not regularly recorded. Sometimes looking at books is used as a time filler, for example while waiting for all children to finish their milk, and is not given sufficient importance. Most children use books well and 'tell' the story using pictures as a prompt. They recognise their own name and some other words, such as Chip, Mum and Dad.

75 There is an appropriate balance between encouraging children to attempt their own writing, and teaching specific skills, such as the correct shape and sound of letters. This gives children the confidence needed to try and spell simple words. Many children write their own name and write strings of letters to convey meaning. Higher attaining children write a sentence independently with some words correctly spelt and find the spellings of others, such as 'witr is my favt season' – 'winter is my favourite season'. Support staff are used well, to help particularly the lower attaining children, for example to paint a large letter 't'. This gives these children a feeling of success and they try hard to form letters correctly. Some writing activities, however, are inappropriate for reception age children. Children are given a confusing worksheet to make a book cover, with boxes to fill in for the title and their name, instead of learning to make their own covers from a folded sheet of paper.

76 The teacher provides many opportunities for children to learn to listen and to extend their speaking skills, asking them to explain, for example, why the girl in the story was sad. They enjoy stories and poems. The good use of a deliberate teacher's mistake ensures all children listen intently to a list of words beginning with the same sound. They respond instantly to the words of an exciting game called 'Captain's coming' played during a physical education lesson. All children have the confidence to answer the register and most willingly try to contribute to the discussion of what makes them happy. Some whole class discussions, however, are too lengthy and children become inattentive.

Mathematical development

77 Almost all children are likely to meet the targets set for the end of the reception year. Activities such as weighing fruit and handling money in the 'class shop' and singing number rhymes contribute well to children's understanding. A weekly mathematical games workshop with parents encourages learning well. Most children count groups of objects up to five and recognise the correct numeral orally in these games. The teacher has introduced the framework for teaching numeracy in the reception year with mixed success. The activities in the initial mental number session are not always sufficiently practical and interesting to keep most children's attention. Some of the tasks set for children to do are well matched to their levels of understanding, such as a group throwing a big dice and adding one more spot to check whether they can add one more. Other tasks given to children to do are too complex and show a lack of understanding about the sequence of mathematical learning. All children do the same worksheets and children who do not confidently count six objects and say number six are given a worksheet with 'take one away' to do. Over the year there is too great

an emphasis on worksheets, many with inappropriate levels of work. An example of this is a detailed worksheet of several butterflies for the children to colour in a symmetrical way.

Knowledge and understanding of the world

78 Children build up their understanding of early concepts in science, history, geography and design and technology generally satisfactorily. They enjoy using the computer, using the mouse with increasing control to play number games and match letters to pictures. Children learn to sequence events in stories such as Goldilocks, and think about themselves now and in the past. They draw simple maps of their way to school and see signs of autumn when they walk round the local area. They make careful drawings of fruit. Some of the lessons are based on practical experiences and provide good opportunities to learn. In other lessons, however, the activities planned do not follow sufficiently from what the children already know and do not allow children to explore and experiment practically in order to extend their understanding. There are limited opportunities for children to explore the different properties of materials such as water and dry and wet sand. In a lesson focusing on some features of living things, children were asked to draw pictures of animals and sort into pets or wild animals, but they did not look at real animals or information books. Some confusing classifications were not resolved, such as rabbits that can be either wild or pets. Another group filled in a worksheet sticking pictures into plants or animals sections. Many children could not explain what they were doing or why or what they had learnt. The children gained little from these activities.

Physical development

79 Due to the restricted space available outside, there are no outdoor play areas or facilities for large play equipment for reception children only, to support their physical development. In the classroom, children are helped to have increasing manipulative control when using scissors, pencils and paintbrushes. They have reasonable control when using scissors and glue to stick pictures. Few opportunities were observed for children to use malleable materials or apparatus such as threading beads, to practice their co-ordination. The teacher has organised good routines so children know exactly what to do when they go into the hall for physical education. Almost all find a space and sit ready to start straight away. They respond enthusiastically to the variety of interesting activities, stretching, curling, skipping, running and walking appropriately. They try very hard not to bump into others, though the small hall restricts the physical effort they can make. The teacher uses games such as 'Captain's coming' extremely effectively to get children to keep changing the way they move and to stop instantly when asked. There is a good balance between the direct teaching of skills and allowing time for children to practise. They show reasonable skill in throwing and catching a ball.

Creative development

80 Worthwhile opportunities are provided to support children's creative development, children make satisfactory progress overall and are in line to have expected skills by the end of the reception year. Some activities are closely directed by staff rather than being creative exploration and are based on planning for older pupils, making it too structured for this age group. Children enjoy the sensation of putting their hands in paint and applying it to the paper. There are missed opportunities to encourage children to use their own ideas about how to paint using hands, fingers, fingertips etc. Children do experiment with pastels, ably supported by the classroom assistant, who makes appropriate interventions to extend their learning. They become absorbed in blending pastel colours and one child stays for a long time because she is finding 'different greens'. Little creative work is displayed and some work on silhouettes is not appropriate for this age group. It was not possible to observe a

music lesson and instruments are not freely available to experiment with. Creative play is encouraged by the 'class greengrocer shop' and children act out the roles of shopkeeper and shopper.

ENGLISH

81 Standards are high and pupils achieve well. The results of the 1999 national tests for eleven-year-olds were well above average when compared to all schools and above average when compared to similar schools. There has been a gradual improvement in standards by both boys and girls over the last four years, apart from a dip in 1997. Girls perform better than boys do, which is in line with the national trend. The test results for 2000 show that, overall, high standards are being maintained. Significant features of these results are that 100 per cent of eleven-year-olds reached expected levels in reading and a good proportion achieved a higher level. None achieved the higher level in writing however.

82 The results of the 1999 national tests for seven-year-olds in reading and writing were above the national average. Reading results were broadly in line with the average of schools with a similar intake and writing results were above the average of similar schools. Taken across the four years from 1996 to 1999, attainment in reading and writing was above the national average, with girls outperforming boys. The results for 2000 show a decline in the number of pupils attaining both expected and higher levels in reading and a decline in those attaining the higher level in writing. This is due to the higher ratio of boys to girls and by staffing problems. Inspection evidence indicates that standards this year are higher.

83 Standards in speaking and listening, reading and writing are good in the current Year 2 class. Pupils speak clearly and confidently in class discussions and are eager to share their ideas with everyone. They enjoy reciting a rhyme that reinforces the learning of spellings and letter sounds, and explain with confidence why their instructions were written on separate lines, for example, 'so you know what to read next' 'it would be like a story if you didn't' 'it's like a list, the words don't go across like a story.' Their listening skills are good, as is demonstrated clearly when they complete their work independently having listened carefully to instructions. A significant majority of pupils extract information from text in order to write a sequence of instructions. The majority of pupils can identify an 'instruction' or 'doing' word. Pupils understand the use of capital letters and full stops and their handwriting is neat and easy to read. Higher attaining pupils are beginning to write imaginatively, for example when describing ducklings in a poem 'soft and yellow, round and fat'. Lower attaining pupils, including those with special educational needs, read common, short words and follow a series of written instructions with the teacher's support.

84 In Year 6, standards in speaking and listening and writing are good. Standards in reading are very good. Pupils listen carefully to their teacher and to one another in lessons. They join in discussions well and express their ideas clearly, such as 'a mixture of simple and complex sentences makes writing more interesting'. A significant majority read fluently and independently. All pupils know how to use the contents page of reference books to locate information. They use sub-titles and illustrations effectively when scanning the relevant pages to find specific information. They are beginning to develop skills of deduction; for example about who the Puritans were when reading a piece of historical text. Pupils' writing shows a good understanding of the meanings of words and their use in complex sentences. Handwriting is joined, legible and well punctuated. Higher attaining pupils have a good technical vocabulary using words such as summary, bullet points and subordinate clause, and know that a main clause 'has to make sense on its own'.

85 The quality of teaching and learning is very good at both key stages, helping pupils to work hard and make good gains in their skills, knowledge and understanding. The national guidelines for teaching literacy have been implemented and developed effectively by teachers, particularly in Year 6. Teachers usually structure the work well to take account of previous learning, such as the work in Year 2 on reading and then writing instructions. The teachers planned this over several lessons, increasing the range of instructional texts. Reading and writing tasks were particularly well matched in these lessons, which enabled all pupils to work independently and make good progress. A series of lessons on developing play scripts in Year 5 led to a very good group presentation to the class.

86 Teachers throughout the school have good knowledge and understanding of English. They know their pupils well and mostly plan work to take account of the learning needs of different pupils, including those with special educational needs and higher attaining pupils. During class discussions, teachers carefully target pupils with differing levels of attainment in order to check on their understanding. They extend pupils' vocabulary by insisting on clear explanations and asking challenging questions. Teachers give very good attention to developing pupils' spelling skills and every opportunity is taken to reinforce spelling rules and sounds. This practice is consistent throughout the school and leads to a good standard of spelling. Relationships between pupils and between teachers and pupils are very good. Pupils applaud spontaneously when their peers perform well, such as the hesitant reader in Year 2 and the group reading their play script in Year 5. Pupils respond very well to the well timed, challenging and interesting lessons planned by teachers and this results in their good progress. Behaviour is very good and sometimes excellent.

87 Good opportunities are provided for pupils to write at length and read independently for enjoyment and for information, in extra English lessons and in other subjects, particularly religious education and history. Provision for pupils with special educational needs is very good, because of the carefully planned work that matches their learning needs well.

88 Overall, standards have been maintained and provision developed well since the last inspection. The school has put much effort into improving the attainment of all pupils and targets have been realistically set and sometimes exceeded, as in the eleven-year-olds' reading test results for 2000. Assessment information has been used well to identify areas of weakness in pupils' attainment and good steps have been taken to address them. Reading records, however, do not provide sufficient information about pupils' reading strategies in order to plan the next learning steps. The school has identified that pupils' writing is not as well developed as their reading, particularly that of boys, and has planned a clear programme for improvement. This is already having a positive impact on teaching and learning, as is seen in the work of Year 6 pupils on writing more complex sentences. The co-ordinator works with energy and enthusiasm and has been released to support other members of staff and to monitor teaching. Parental support for reading at home is good and contributes well to the progress that pupils make.

89 Resources for English are barely adequate overall. There are sufficient storybooks of good interest and quality in each classroom. The non-fiction library is inadequate, with too few books, and being wedged along the sides of the crowded hall there is restricted access for pupils. The junior classes particularly are very cramped. This places severe constraints on movement, such as in a lesson where pupils at the back of the class had to kneel on their tables in order to take part in the shared reading session, as it was impossible to move the chairs or sit together. It is very difficult for teachers to support all pupils in their individual work, as space between tables is so restricted. It is to the credit of teachers and pupils that movement is well managed. Teachers make good use of all available wall space but there are no spare horizontal surfaces for book displays and other stimulus to support and enhance learning in the subject.

MATHEMATICS

90 The school has successfully introduced the national guidelines for teaching numeracy and the subject is planned using an appropriate agreed format. This is an improvement since the last inspection. High standards by the end of the juniors have been maintained. Though standards have fallen at the end of the infants, compared to the last inspection, recent national test results and inspection evidence indicate they are now rising.

91 Standards are in line with the national average, and with those of similar schools, by the end of Year 2; pupils' achievement is satisfactory. The 1999 national test results for seven-year-olds showed that the proportion of pupils reaching the expected standard was below the national average and below that of similar schools. Girls achieved more highly than boys did, a confirmation of the national trend. Results of the national tests in 2000 show that pupils' performance was much improved. Evidence from the inspection confirms this level of improvement, due in part to the effective introduction of the national strategy for numeracy, which has reversed the trend of the past years.

92 By the time pupils are aged eleven, their achievement is high. Rapid progress is made during the juniors so that by the end of Year 6 the performance of pupils is well above the national average and also well above that of similar schools. This is shown by results of the national tests in 1999. Results of the tests in 2000 and inspection evidence indicate that these high standards have been maintained. This is due to the good quality of teaching of older pupils and the effective use of the numeracy strategy, which is having a positive effect on pupils' skills in number work and mental mathematics. Girls perform better than boys, in line with the national trend. Although results in national tests at the end of Year 6 fluctuate, at times significantly, they show an upward trend of improvement overall that is above the national average.

93 By the end of the infants, most pupils have a secure understanding of the value of numbers up to 100 and they use this knowledge, for example, when handling money. They understand the concept of odd and even and recognise simple multiples of numbers. They are beginning to acquire a satisfactory mathematical vocabulary, understanding terms such as 'more than' and 'less than' with accuracy and confidence. They add and subtract numbers to 20. Pupils are developing a sound understanding of two and three-dimensional shapes and symmetry. By the end of the juniors, almost all pupils have a good understanding of different strategies to solve calculations such as multiplication and division sums. They confidently add, subtract, multiply and divide numbers. They develop a good knowledge of fractions and decimals. Many pupils are adept at mental calculations and confidently add and subtract fractions and decimals. Pupils' mathematical vocabulary is good and they use this accurately. Higher attaining pupils create and use frequency charts and work out probabilities.

94 The quality of teaching and learning is satisfactory in the infants and is good in the juniors, with particular strengths in Year 6, where pupils make rapid progress. No unsatisfactory teaching of mathematics was observed during the inspection. Most teachers have a satisfactory knowledge and understanding of the subject and basic numeracy skills are well taught. Teachers plan their work appropriately. One particular strength in this area is the thought given to work provided for lower attaining pupils, including those with special educational needs, which allows them to make good progress. Higher attaining pupils are challenged well and this contributes to their good progress and high achievement. The

quality of questioning is mostly good. Pupils are required to explain their answers and this helps them work through their mistakes and consolidate their skills, knowledge and understanding. Skilled questioning, observing and listening enables teachers to discover in detail what pupils know. Support staff, when available, are well briefed and add positively to the quality of teaching. Pupils' work is always marked, which helps pupils learn through their mistakes. The best examples of marking provide clear guidance through either useful written comment or where pupils and teachers have worked through a problem. Where this good practice occurs standards rise noticeably.

95 Teachers' expectations of pupils' pace of work, presentation, accuracy of calculation and behaviour are usually high. In most lessons pupils respond enthusiastically to this and try hard. Teachers have good relationships with pupils, interact with them sensitively and encourage them effectively to make progress. Pupils grow in confidence and know that their ideas and answers will be valued. In the very best lessons teachers provide opportunities for pupils to develop their own mathematical strategies and make decisions and choices. In a lesson in Year 6, for example, following a class session on strategies for doubling and halving numbers, pupils discussed relevant data and create frequency charts. The teacher used pupils' ideas skilfully to further develop their ideas on graphs and pictorial representation. Not only do pupils make very good progress in their mathematical skills but also in their listening and speaking skills as they explain their answers and reasons.

96 There are effective strategies for monitoring pupils' progress. Regular assessment tests are carried out. Assessment evidence is analysed and specific areas of weakness in the curriculum are identified and supported when planning further work. This practice is particularly effective in Year 6. Homework is regularly set and marked and is an important addition to the curriculum, giving good support to the rate of pupils' progress. Satisfactory opportunities are made at both key stages to use numeracy skills in other subjects. Higher attaining Year 2 pupils use simple co-ordinates confidently, making a good link with work in geography. In the juniors, pupils take measurements of bone sizes as part of their work in science, then try to construct and analyse graphs of their results. Classrooms are cramped, particularly for older pupils, and there is little other space available in the school. This makes practical mathematical activities difficult to organise and restricts the range of opportunities for pupils to apply mathematical knowledge and skills in practical situations. Information and communication technology is not sufficiently used to support numeracy. Some monitoring of the quality of teaching takes place, but is not systematically done in sufficient depth.

SCIENCE

97 Standards are average and pupils' achievements are satisfactory by the time they are aged seven. Teacher assessments in 1999 and 2000 put pupils' attainment much higher than this, particularly indicating large numbers of pupils reaching higher than expected levels. Inspection, however, found little evidence of this in the work saved from last year or the work being done currently by these pupils. The co-ordinator is aware of the need to develop the assessment system in order to support teachers in the making and moderating of assessments. Teachers are beginning to assess what the pupils actually understand and can do after finishing each topic. Pupils show an appropriate understanding of living things. They know that exercise is good 'for your heart' and 'to keep fit'. They learn the lifecycles of animals such as a butterfly and can sort animals into the different places they live. Less evidence is available to judge standards in the other aspects of science.

98 By the time pupils leave the school they have a strong body of scientific knowledge. The emphasis through the school is on acquiring factual understanding and older pupils build this up well, particularly about living things. Many Year 6 pupils, for example, explain clearly

what the heart does and how, and why it is so important. Inspection evidence generally confirms the results of the national tests for eleven-year-olds in 1999, which showed pupils' performance to be well above the national average and above that of similar schools. Standards have remained high in the tests in 2000; pupils' achievement is good. The skills of scientific enquiry, however, are not so well taught and there are limited opportunities for pupils to learn how to plan, organise, record and evaluate an investigation independently. In this aspect of science pupils underachieve. By Year 6, for example, pupils often do not make predictions before investigating, for example, magnetism. They do not plan their own investigations and are still recording the investigation and results to a set pattern laid down by the teacher. Girls consistently do better than boys in the tests and assessments at both key stages. There is no evidence from inspection to explain why; the school monitors results by gender and tries hard to ensure equality of opportunity.

99 Standards have been broadly maintained since the last inspection and aspects of provision for the subject have been satisfactorily improved. Science is now specifically identified and taught; there is a detailed scheme of work to support teachers' planning. The curriculum, however, although it builds pupils' knowledge up well, is still not structured sufficiently to ensure staff provide regular opportunities at an appropriate level for pupils to learn and practise scientific investigative skills. There is still insufficient use made of information technology. In Year 4, for example, pupils collect data on the size of bones of a selection of pupils in all year groups and laboriously try to analyse it using hand drawn graphs.

100 In the infants, the quality of teaching and learning is satisfactory overall and the pupils make sufficient progress. Resources are sometimes used very effectively to make clear teaching points; for example a video of mother animals with their young is used in the Year 2 class to reinforce learning about animals reproducing the same kind of animal. Pupils watch intently, fascinated by seeing calves and lambs being born. The introductory sessions are often lengthy, so that several pupils become restless and inattentive. Where as many as four different activities are organised for one lesson, the initial explanations become too long and a sharp focus to the learning for that lesson is lacking. This results in pupils being unsure of the tasks by the time they are sent to do individual work. It also affects the quality of the plenary session, which does not draw together what has been learnt clearly enough. This was seen in Year 1, where the objective for learning was an understanding of the forces of pushing and pulling. This was lost in the myriad of activities organised, with a group drawing toys which moved by hidden mechanisms, a group using gear wheels and cogs to make moving toys, a group investigating whether paper or card was best for hand held windmills and a group seeing which car went furthest down a ramp.

101 In the juniors, the quality of teaching and learning is generally good, though there are important weaknesses in the teaching of scientific skills. Pupils make good progress in learning scientific facts. A strength throughout is the skilled use of questioning, using correct scientific vocabulary, to challenge pupils to recall past work and make deductions from what they already know. This is seen, for example, when Year 5 pupils are asked to label bones with their scientific names then find out if they are correct. Pupils respond well to the challenges made of them and settle to individual work quickly and quietly and work sensibly without adult support. In Year 3, for example, pupils collaborate very well in pairs making 'keeping healthy' games. Resources are used effectively; for example, in Year 6 the teacher demonstrates simply and practically how valves work in a way that interests and involves pupils. They try pushing their fingers through the cardboard valves then concentrate hard to learn about the valves in the heart.

102 There is a sensible use of worksheets for complex diagrams, such as human organs, which pupils cut out and stick in their books. There is, however, an over-reliance on

worksheets and too much copying of written work, as a consequence of the strong emphasis on acquiring knowledge. This results in insufficient opportunities for pupils to build up their research skills and learn how to record in their own words, diagrams or graphs. The cramped classrooms and lack of space in the school also impinges on the proper organisation of investigative work for older pupils. There is little room for pupils to move around the classrooms to independently carry out investigations in a practical way, individually or in small groups. One unsatisfactory lesson was seen, where the planned investigation was carried out by the teacher in front of the class rather than in a practical way by pupils, resulting in a slow pace and little learning by pupils.

103 Throughout the school, different levels of work are provided appropriately for lower attaining pupils and those with special educational needs, or extra adult support is given to carry out the activity given to the whole class. This good support results in pupils with special educational needs making good progress. The challenging questioning by teachers of higher attaining pupils contributes to their good levels of scientific knowledge, though they are not sufficiently stretched in independent research skills.

104 Co-ordination of the subject is satisfactory. The co-ordinator is aware of developments needed and most are already in the subject's development plan. Little monitoring of teaching or teachers' planning has been carried out in the last two years. A lot of effort has been put into constructing the school's own scheme of work, which, though detailed, does not sufficiently plan for the important aspect of scientific enquiry and investigation. A system of evaluation of each topic has just been introduced though it is too early to have had a significant impact.

ART AND DESIGN

105 Only two lessons were seen during the inspection, one at each key stage, which is insufficient to make a secure judgement on the quality of teaching and learning in the subject as a whole. Judgements on standards are based on the lessons seen, on pupils' work and on the planning for art. The standards of work are below expected levels by the end of both key stages and pupils underachieve. There has been a decline in standards since the last inspection, when they were judged to be above what is expected nationally.

106 In the infants, Year 1 pupils' coloured pencil drawings of toys that move are lively and typical of this age group. In Year 2, the teacher's introduction of a lesson on self-portraits is too long and there is too little time for practical work. Pupils use soft drawing pencils with some sensitivity to produce satisfactory drawings but the activity lacks spontaneity at this early stage of the year. Opportunities for pupils to use their own ideas are restricted. They copy artists' work rather than being encouraged to see it as a stimulus for their own creativity.

107 In the juniors, Year 3 pupils create imaginative patterns and shapes in their paintings where the focus is on colour mixing, although the range of colours used is limited. Pupils in Year 4 make carefully observed pencil drawings of natural and made objects but the work is not part of a sequence of activities in which ideas are developed further. Work on portrait drawing does not provide sufficient challenge, such as viewing the sitter from different angles and in different positions. Year 5 pupils study the work of William Morris in their project on pattern. While they show understanding of repeat patterns, their observation of natural form is simplistic and the use of stencils unchallenging. Opportunities to create a repeat pattern on the computer from a well-observed drawing have been missed. In Year 6, good opportunities are created by the teacher for pupils to compare two contrasting methods of painting by different artists. They listen carefully to the teacher and put forward perceptive ideas confidently, making a good contribution to their speaking and listening skills. The task of

copying the work of an artist, however, does not draw on their experiences and imagination, or their first-hand observation of, for example, the local landscape. The context of the task is both inappropriate and unchallenging, limiting pupils' ideas and independence. Pupils try hard to create different effects with their brushes, but the poor quality of the brushes restricts them. Standards are not high enough in art.

108 There is no scheme of work that identifies the development of knowledge, skills and understanding in appropriate contexts for each year group. The subject has had a low priority in recent years, with the temporary relaxation of National Curriculum requirements for art, and there have been no opportunities for subject development. A lack of space hinders large or three-dimensional work. Observation of famous artists' work contributes appropriately to pupils' cultural awareness, though opportunities are missed to develop pupils' understanding and appreciation of the art of different cultures.

DESIGN AND TECHNOLOGY

109 Standards achieved by the end of both key stages are below those expected nationally, and pupils underachieve. This represents a decline in standards since the last inspection, when they were judged to be above what is expected nationally. Very little design and technology was timetabled during the inspection. Judgements on standards have been made by looking also at the limited amount of this year's and past work, and by talking to pupils. Insufficient teaching and learning was seen to make a judgement on their quality.

110 Year 1 pupils start to investigate structures using construction kit components as an introduction to making models of playground equipment such as swings. Pupils in Year 5 evaluate different types of sandwiches according to appearance and taste, before making their own. Appropriate emphasis is given to hygiene. In Year 5, the teacher provides an attractive set of storybooks with pop-up mechanisms for pupils to evaluate the different movements. They recognise flaps and hinges but are unable to identify other types of movement. This restricts their written evaluations of how the pop-up pictures move, and so these are of a low standard, such as 'it is made from a normal picture'. Higher attaining pupils explain their ideas well for making their own pop-up storybooks. While current attainment is low, a satisfactory start has been made with the new curriculum.

111 Previous work in Year 6 mostly supports topics rather than develops skills in the subject. Models of wheeled trucks are made in connection with a visit to North Wales, for example, and the context provides insufficient challenge for pupils of this age. Battery operated models have been made, but the elements of investigating and evaluating, designing and making are absent. Pupils enjoy their experiences of design and technology but comment on the few opportunities and experiences they have had. Standards are not high enough in the subject.

112 The subject has not been a focus for development or a priority for several years, as the school used the temporary relaxation of National Curriculum requirements for this subject to focus on other areas. The school has recently begun to adopt the national guidelines for a scheme of work, but this has yet to have much of an impact on planning or on standards. Resources are adequate overall, but the newly appointed co-ordinator has not had time to match current resources to the new scheme of work. The restricted space in classrooms makes practical work difficult and there are few places to store half-finished work or display finished items.

GEOGRAPHY

113 Pupils make satisfactory progress and the majority achieve standards normally expected of them by the end of their time in school; their achievement is satisfactory. This judgement is based on a small sample of lessons, discussions with Year 6 pupils and looking at teachers' planning and pupils' work. This represents a fall in standards since the last inspection, which judged standards to be above those expected nationally. Insufficient evidence was collected to make a judgement about standards by the end of the infants.

114 By the time they are aged eleven, pupils have a secure knowledge of the way water circulates and are familiar with words such as evaporation, condensation and precipitation which they use accurately when describing the process. Most pupils describe the various stages of a river's development, again using technical vocabulary such as tributary and estuary with confidence. They possess a good knowledge of maps and the symbols used and are able to say why transport takes certain routes and why settlements are located in certain areas. Pupils in Year 6 have researched a good range of information on deserts, rainforests and mountains and accurately describe their characteristics. Writing connected with this work has helped to improve pupils' literacy skills. The local area and the surroundings of the school are used to extend pupils' knowledge of the locality and pupils draw accurate maps of their route to school and the various uses of land in the town. These help to consolidate their knowledge and understanding of their local area appropriately.

115 Only two lessons were seen during the inspection; one at each key stage, too small a sample to draw overall conclusions on the quality of teaching and learning. Teachers demonstrate good questioning techniques and ensure that learning progresses at a satisfactory pace through the setting of time limits for the completion of work, so pupils stay interested and concentrate hard. The needs of pupils of differing levels of attainment are met through the provision of work that both challenges and extends their learning appropriately.

116 A scheme of work has been developed by suitably modifying the national guidelines. Teachers' planning is monitored by the co-ordinator to ensure the appropriate coverage of the curriculum. Some monitoring of classroom teaching has been completed but no formal monitoring of standards of work takes place. Educational visits, especially the extended residential visit made by Year 6 pupils, contribute well to pupils' understanding.

HISTORY

117 By the end of the juniors, pupils demonstrate a knowledge and understanding of history that is above that normally seen and above standards in similar schools, they achieve well. This is partly a result of the strong link with literacy skills and partly due to well-planned and organised activities that are introduced in an interesting way. High standards have been maintained since the last inspection, though they were judged then to be even higher. Only three lessons were seen during the inspection but information from these observations has been supplemented by looking at pupils' work, teachers' planning and by talking with pupils.

118 No judgement was made about pupils' attainment by the end of the infants in the last report. Inspection evidence indicates that pupils' levels of skill and knowledge are broadly in line with what is expected and that pupils achieve satisfactorily. Pupils in Year 2 have an appropriate sense of time passing and identify differences between the present and periods in the past. They suggest relevant reasons for their ideas, such as noticing the lack of modern transport in a picture. They have good knowledge of historical figures such as Florence Nightingale and Mary Seacole and compare their lives.

119 By Year 6, pupils use a good range of historical vocabulary. They pose questions and have developed skills of historical investigation, using reference materials and information technology, to seek out answers. A wide range of historical topics have been studied and pupils demonstrate a good understanding of historical periods as varied as Ancient Rome, the Tudors and Britain since the 1930's. Pupils' recording of their work makes a very valuable contribution to the improvement of literacy skills.

120 The quality of teaching and learning is generally good. Pupils are very well behaved and work hard, reflecting the high expectations teachers have of them. They enjoy history and are fascinated by their studies. This is because work is presented in a variety of interesting ways. Teachers use skilful questioning to encourage pupils to question and discover reasons and answers for what happened in the past. This is well illustrated through a study of settlement and for example, the reasons the Romans chose to build where they did. The school uses educational visits and visitors to school well to enliven the subject. 'Roman visitors' were due to visit pupils in Year 3 during the inspection, but unfortunately their van was involved in an accident. It is brought to life for pupils in Year 4 through a visit to 'Eden Camp' museum where they learn about life during World War 2; the Blitz, rationing and the evacuation of children from the cities to the countryside. In a detailed study of Ancient Egypt, pupils in Year 5 examine not only the life and death of Pharaohs but also the lives and occupations of scribes, farmers and priests. Pupils are being encouraged to develop enquiring minds, not just to accept that history revolves round a series of facts. The subject is making a good contribution to pupils' spiritual and moral development as they reflect, for example, on the lives of rich and poor in Tudor times.

INFORMATION AND COMMUNICATION TECHNOLOGY

121 Attainment is below nationally expected levels by the end of the infants, and well below by the end of the juniors. Standards have declined since the last inspection, when they were judged to be in line with national expectations. One of the reasons for this is that resources have not kept pace with developments and older pupils do not have access to equipment that would enable them to learn all aspects of the curriculum. Statutory requirements for the delivery of the subject are not being met at present. Another reason is that there is inadequate planning for and teaching of specific skills needed in order for pupils to make progress.

122 Pupils in Year 1 work confidently and show good mouse control when sorting objects on the screen, in connection with work in mathematics. By the end of Year 2, however, pupils have not had sufficient experience of using computers to achieve what is expected nationally and they have a limited range of skills. They can use a computer for basic word processing but work slowly. Higher attaining pupils change colours on a paint program by selecting simple tools; other pupils are not so confident. Year 4 pupils are learning how to enter data into a database and produce bar charts, but they are not involved in collecting the numerical data independently. Year 5 pupils, in connection with their work in science, take measurements of bones and know how to enter this information into a database independently. In Year 6, pupils are confident in using a CD-ROM to find information on the Tudors as part of their work in history. Pupils enjoy the limited experiences of working at computers and are eager to learn.

123 Very little direct teaching was seen during the inspection. Teachers try to follow the draft scheme of work but it is unhelpful in that it does not provide information on the knowledge, skills and understanding to be taught. Teachers cannot build properly on pupils' previous experiences as they move through the school. Information and communication technology is not seen as a subject in its own right and is not timetabled as such. More often,

it is used to supplement learning in other subjects such as science and mathematics and the learning of specific skills is incidental. Insufficient use is sometimes made of computers to support other subjects due to the low level of pupils' skills in using the technology. Full advantage is not made of computers, which are unused for a large part of the school day. The pupils have not had a wide enough range of experiences throughout the juniors to make progress and achieve what is expected nationally by the time they leave the school. Additionally, many of the learning experiences are pitched at too low a level and do not advance learning sufficiently. An example of this is the use of databases in Years 4 to 6, which does not extend pupils' learning, such as undertaking complex searches and interrogating data. Pupils are underachieving in this subject and increasingly so by Year 6.

124 A recent improvement is the provision of an additional computer for each classroom. The recently appointed co-ordinator is awaiting advice from the local authority and the local authority scheme of work. A draft scheme of work has been developed since the last inspection but this largely lists the software to be used in each year. Insufficient time is given to the teaching of skills. The cramped accommodation inhibits the possibility of the school providing a computer suite and restricted space in the junior classrooms makes class teaching extremely difficult. The subject is currently a school priority for development.

MUSIC

125 The last inspection reported that music was a strength of the school and attainment was above national expectations at both key stages. There has been a drop in standards since then. Standards observed during the inspection are in line with that expected nationally, and pupils' achievements are satisfactory at both key stages. The difference is partly due to changes of staff and several staff lacking expertise and confidence in teaching music. It is also partly a result of the current absence of the co-ordinator. Previously, the co-ordinator had taken some classes for specialist teaching.

126 One lesson only was observed in the infants, insufficient to judge the overall quality of teaching and learning. The lesson seen in Year 2 was very well planned and organised. The practical activities were closely matched to the level of pupils' understanding so that pupils concentrated for extended periods, working in pairs to help one another compose and perform simple patterns using different beats. Pupils used drawings to indicate their patterns; for instance one pair of pupils had used 'bicycle' for three beats, 'bus' for one, 'tractor' for two. Most pupils confidently played lines of music indicated by their pictures, both by clapping and on percussion, though several had drawn different pictures that were all one beat.

127 The quality of teaching and learning in the juniors is satisfactory overall. The curriculum has been carefully planned by the co-ordinator, with units of work, and this supports teachers' planning well. Pupils in Year 6 are bubbly and thoroughly involved in their work. This is due to interesting activities based on the scheme of work being introduced in a lively way. There is very good management of pupils, firmness mixed with a sense of humour, to which pupils respond by working hard. Pupils enjoy an amusing worksheet for recognising the notes of a scale. They practise finding different notes on keyboards and xylophones both in small groups and by trying to play in unison as a class and learn at a good rate.

128 Several teachers have insecure subject knowledge and understanding and lack confidence in teaching music. This sometimes results in a low level of challenge, missed opportunities to use appropriate subject vocabulary and a slow pace, so pupils do not build on their previous skills and understanding. In one lesson, for example, older pupils are asked

to identify a high sound and a low sound, rather than being given a range of high sounds or low sounds and being asked to distinguish between them. Previously the co-ordinator has supported the subject well, by taking other teachers' classes for music rather than by monitoring those teachers' lessons. This promoted high standards while the specialist teaching occurred, as is reported by the last inspection, but has resulted in several teachers lacking skills and confidence when this specialist teaching support was withdrawn.

129 No teaching of singing was observed, though pupils sing enthusiastically and reasonably tunefully in assemblies, showing they know the words of a number of hymns well. Music is played for pupils to listen to during assemblies. This is not used in a fully effective way, however, as pupils' attention is not drawn to the mood of the music, the composer or the instruments playing. African music was played appropriately at the beginning of an assembly discussing Christian Aid help to people in India and Africa. No mention was made of the fact that it was from Africa, though, so an opportunity to celebrate music from another culture was missed.

130 There has been satisfactory improvement of resources since the last inspection; keyboards and xylophones, as well as a few instruments from other cultures, have been bought. The lack of storage space makes for real difficulties in building up a good range of well-organised instruments. The curriculum is supported by the opportunity for older pupils to learn the violin. There are currently no other extra-curricular activities, though the music co-ordinator has in the past organised an extra-curricular choir, which has taken part in a local schools' music festival.

PHYSICAL EDUCATION

131 The last inspection judged standards to be in line with those expected nationally even though pupils make good progress within lessons; their attainment is constrained by lack of space both in the hall and outside on hard play areas. This remains true. Two ball skills and one dance lesson were observed in the juniors and one lesson in dance in the infants. On this evidence it is judged that standards are in line with those expected nationally and pupils' achievements are satisfactory in games skills and dance. Planning indicates that the curriculum is balanced, with units of work on gymnastics skills and pupils in Years 3 and 4 go swimming.

132 In the infants, not enough evidence was gathered to judge the overall quality of teaching and learning. In the one lesson observed, in Year 1, there was a good pace to the lesson, which kept most pupils interested and involved in the story 'We are going on a bear hunt'. Pupils enjoyed trying to dance in a happy and a sad way. They find spaces and avoid bumping into each other. Most could change the speed of their marching to the tempo of the music.

133 The quality of teaching and learning in the juniors is good. Teachers have organised clear routines, which ensure that pupils know what to do, and no time is wasted. There is good management of pupils; even when a small minority is disruptive in a rock and roll dance lesson in Year 5 it is dealt with positively and effectively. Teachers use questions effectively to challenge pupils to think about and improve their movements. This is seen, for example, when pupils in Year 3 are encouraged to make the throwing and catching of small balls progressively more difficult for each other by altering the height and angle of hoops that the balls are thrown through. They co-operate well in small groups whilst doing this, supported by the teacher's good class control. Interesting activities are organised that make the most effective use of the small and cramped space available; so Year 6 pupils try extremely hard

to control a large soft ball using both sides of their feet while manoeuvring it around obstacles in the outside yard.

134 Pupils make good progress within lessons due to this high quality of teaching. There is not enough room in the hall or out in the small yard space, however, for pupils to expend full physical effort. They have to spend too much time giving the care needed to avoid bumping into others in confined areas. This adversely affects their overall attainment. The school does all it can to work round the lack of adequate space. Some lessons are taken using the local secondary schools' facilities, though it takes valuable time out of the school day to walk to and from the secondary school.

135 The school won a trophy for netball in last year's tournament and the school is due to be involved in netball competitions later in the year. In the past a football club was run. Outdoor adventurous activities such as canoeing, climbing and abseiling are part of the experiences offered to pupils during the Year 6 residential visit. There are currently, however, no regular extra-curricular activities that support the physical education curriculum.

136 Resources have been improved by the acquisition of some climbing apparatus in the hall. Overall, resources are just adequate though there are difficulties in storing apparatus, while ensuring that it is available when needed in the hall, due to lack of space. Co-ordination of the subject is satisfactory and the co-ordinator supports colleagues in planning.

RELIGIOUS EDUCATION

137 Standards are above those normally expected for pupils by the end of the infants. By the end of the juniors, the quality of work and the progress made is well above what is expected and is a real strength of the school; pupils achieve well. Standards have risen since the last inspection, due to the high quality of teaching. Most emphasis is on Christianity, however, and there are missed opportunities to fully develop an understanding of different faiths and religious beliefs and traditions.

138 At Key Stage 1, a wide range of approaches is used in developing pupils' understanding of religion. At this stage there is a clear Christian content to lessons. Pupils can retell stories from the Bible with good accuracy and understanding. A strong moral element is included and pupils sensitively discuss and write about different issues such as broken friendships and how to heal them. By the end of the juniors, pupils have further increased their knowledge of Christianity and have also studied other religions such as Islam, Hinduism, and Judaism. Pupils write poems about environmental issues and make a clear link between our task to care for the world just as God looks after us. This is a strong feature of the daily life of the school, one where there is mutual respect and pupils look after one another. Pupils explore the idea of symbolism in the Bible, for example, the pearl of wisdom representing God's love for us all. Pupils' knowledge of bible stories are further extended and reinforced and pupils explore the deeper meaning of these. They also look closely at characters from history who, by their faith affected the lives of others. A good example to illustrate this is the lesson seen in Year 4 where pupils looked at the life of Gladys Aylward and discovered how she protected Chinese orphans. Pupils also have knowledge of people such as Martin Luther King and Mother Teresa and the work they did. Studies of these characters further the strong theme of caring for others.

139 The quality of teaching and learning is very good. Planning and preparation for lessons is thoroughly done. Assemblies too are carefully planned and add significantly to pupils' ideas and knowledge of the subject. The head teacher takes the lead in the teaching of religious education, taking most classes for this. Her very good subject knowledge underpins

the organisation of a wide variety of stimulating methods to increase pupils' learning, which engages pupils' interest well. Pupils respond very positively to the high quality of teaching. They are keen to answer questions and enter into discussions with confidence, in the knowledge that their views will be valued. From an early age pupils show a genuine interest and realisation that the subject has a real meaning for them in their daily lives. They act morally towards others and respect the opportunities for quiet reflection and prayers in both lessons and assemblies.

140 Co-ordination of the subject is very good. The school uses the locally agreed syllabus as a basis for their work and has extended it well. The co-ordinator has worked hard to integrate all the elements of the curriculum into the school programme of work. The curriculum is enhanced by the regular involvement of the local vicar in assemblies and lessons. Other Christian church leaders also visit the school. Pupils visit the local church and some events, such as the older pupils' carol concert, are held there. Opportunities are missed, however, to involve leaders of other faiths, and to support pupils' cultural development, when studying other religious beliefs and traditions, by visiting different faiths' places of worship.