

INSPECTION REPORT

**SCOTFORTH ST PAUL'S C OF E PRIMARY
SCHOOL**

Lancaster

LEA area: Lancashire

Unique reference number: 119533

Headteacher: Mr M Barnes

Reporting inspector: Mr J Donnelly

23637

Dates of inspection: 11th – 13th March 2003

Inspection number: 248029

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	5 -11
Gender of pupils:	Mixed
School address:	Scotforth Road Lancaster
Postcode:	LA1 4SE
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Appropriate authority:	The governing body
Name of chair of governors:	Mr H Roberts
Date of previous inspection:	8 th December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23637	J Donnelly	Registered inspector	Information and communication technology History Physical education	Information about the school The school's results and pupils' achievements How well are pupils taught? What the school should do to improve further
19741	T J Smith	Lay inspector	Educational inclusion	Pupils' attitudes, values and personal development How well does the school work in partnership with parents? How well does the school care for its pupils?
20794	G Alston	Team inspector	Mathematics Geography Music	
20950	R W Burgess	Team inspector	Areas of learning for children in the Foundation Stage Science	How good are the curricular and other opportunities offered to pupils?
17543	R Coupe	Team inspector	English Art and design Design and technology	How well the school is led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Scotforth St Pauls, a Church of England voluntary aided primary school, caters for 138 boys and 121 girls aged 4 to 11 years. There are 38 full-time children who join the reception class at the start of the term in which they are five. The school's catchment area includes a wide variety of residential housing, which is of average socio-economic circumstances. At nine per cent the number of pupils who claim free school meals is well below the national average. At 18 per cent the number of pupils with special educational needs, many of whom have specific learning needs (dyslexia), is also below the national average. There are three pupils with statements of special educational need. The pupils are from a white UK heritage. There are no pupils who have English as an additional language. There are mixed age classes in Years 1 and 2. The original building is over 100 years old and some classrooms are small. Pupils' overall attainment upon entry to Year 1 is broadly average

HOW GOOD THE SCHOOL IS

Scotforth St Pauls is a very good school. The school's very good ethos for learning, high expectation of pupils and commitment to improvement reflect the very good leadership and management at all levels. The leadership by the headteacher is excellent. Overall, the teaching and learning are consistently good and, as a result, all pupils make good progress. By the time pupils leave at the end of Year 6 levels of attainment are often well above those found nationally. The school provides very good value for money.

What the school does well

- Most pupils make consistently good progress. By the end of Year 6, standards are well above average in English, mathematics and science and above average in ICT.
- Pupils' very good enthusiasm, their behaviour and relationships with each other and the staff make a significant contribution to the standards achieved.
- Teaching of a consistently good quality ensures that effective learning takes place.
- The headteacher, supported by the governing body and highly committed and effective key staff, provides very good leadership and management.
- The senior management team has a very clear awareness of the schools' strengths and weaknesses, based on evidence gained through careful evaluation of its performance. This leads to very prompt action to secure improvement.
- The very effective curriculum promotes consistently good learning for the pupils, supported very well by the high quality spiritual, moral, social and cultural provision.

What could be improved

- The accommodation in many areas of the school.

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 very good progress since the last inspection in December 1997. Teaching has improved immensely, standards have risen and all pupils now make at least good progress. The key issues have been addressed well. Roles and responsibilities are delegated well and key subject leaders are effective. Planning and assessment are very thorough, all statutory requirements are met and the school has a very clear knowledge of what works well and what needs tweaking. The capacity to improve further is very good.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	B	B	A	A
Mathematics	B	A	A	A
Science	A*	C	A	A

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

Children's attainment is broadly in line with that expected for their age when they start in the reception class, however there are a very significant number of children with standards below expected levels, particularly in their personal social and emotional development. Children make very good progress in the lessons observed. Over time they achieve well and all are likely to meet the levels expected for their age in all areas of learning by the time they enter Year 1.

In Years 1 to 6 pupils, including those who have special educational needs, make consistently good progress. Many attain standards well above those expected by Year 6. Over the last three years, standards attained in national tests by pupils in Year 6 have remained above the national average and often well above in English, mathematics and science. Overall standards of work seen during the inspection were above average. The results of the latest national tests (2002) were well above average in English, mathematics and science and in comparison to similar schools were well above average overall. Results of the national tests for Year 2 (2002) were above in mathematics, average in reading and below average in writing. Overall standards of work seen during the inspection were above average. Standards are rising quickly in Years 1 and 2 as a result of consistently good or better teaching and learning. The skills of literacy and numeracy are developed well as pupils move through the school. The good progress made by both boys and girls of all abilities as they move through the school reflects not only their very good attitudes but also the effective teaching and rich curriculum they enjoy. The rate of progress is particularly good within ability groups in English and mathematics. Progress in some lessons in Years 5 and 6 is not as rapid as in other parts of the school. The school is making good progress towards meeting the appropriate yet challenging targets it has set for pupils' academic achievement this year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils' attitudes are very good. Older pupils bring a particularly mature approach to their learning. Pupils are keen to learn and succeed.
Behaviour, in and out of classrooms	Pupils' behaviour is good and often very good, reflecting the consistently high expectation of all the staff. Pupils are courteous, friendly and helpful. Their behaviour contributes significantly to their rate of learning. There has been one recent exclusion, which was appropriate.
Personal development and relationships	Pupils' personal development and relationships are very good. They work well together and display a confidence that equips them well for the next stage in their learning.
Attendance	Attendance is good. Punctuality is good.

TEACHING AND LEARNING

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

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

Teaching and learning are good overall with some very good features. Teaching and learning in the reception class are very good, as a result of very good knowledge about how children learn and very exciting activities, which engage children very well. As a consequence they make rapid progress in their social and emotional development. The teaching of English and mathematics is at least good and often very good. Although teaching was observed in only some of the other subjects of the curriculum, it was of an equally high standard. Teaching in the information and communication technology suite is often very good as a result of strong subject knowledge. There is no unsatisfactory teaching. Teachers have consistently high expectations of what pupils will achieve and, as a result, pupils learn well in lessons. This high quality teaching promotes very effective learning and, as a result, pupils achieve levels of performance often well above the national average. In the few lessons observed in English and mathematics where pupils were grouped according to ability, work was very challenging and learning more rapid. During the teaching of other subjects, teachers effectively develop pupils' literacy and numeracy skills. In some practical lessons for older pupils the pace and challenge of learning slows as the number of pupils and the cramped accommodation limit the opportunity to develop investigative and enquiry skills further. Teachers show enjoyment in, and enthusiasm for, their work and challenge pupils' learning. The teaching of all pupils with special educational needs is very good. The school is effective in meeting the needs of all pupils including the gifted and talented.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The learning opportunities provided by the school are very good. The clubs during lunchtime and after school are of a very high quality. The school has very good links with the local community and excellent liaison with local secondary schools, which enriches pupils' learning experiences further.
Provision for pupils with special educational needs	The systems and provision for pupils with special educational needs are very good. Pupils have full access to the rich curriculum provided.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Provision for pupils' moral, social and cultural development is very good. The school provides good opportunities for pupils to understand the richness and diversity of other religious beliefs and ethnic groups and takes adequate steps through its policies to combat racism.
How well the school cares for its pupils	The school gives a high priority to pupils' welfare. The school is a safe and secure environment. Teachers know their pupils very well and, as a result, provide individual and appropriate support and challenge.
Partnership with parents	The quality of information offered to parents is very good. There is an effective dialogue between home and school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. The headteacher and the senior management team are particularly good in developing effective teams. The school's continuing success is based on a thorough knowledge of its strengths and areas for development and how these can be built upon. The headteacher is well supported by a hard-working and committed staff. The aims and values of the school are very well met in the day-to-day running of the school.
How well the governors fulfil their responsibilities	Very good. They are very committed, fulfil their statutory responsibilities well and provide a very good balance of challenge and support to the work of the school. As a result, they are very effective in helping to improve provision and maintain high standards.
The school's evaluation of its performance	Very good. This work is supported by effective targets for each pupil, to raise standards further.
The strategic use of resources	The school spends its budget wisely. The administration of the school by the office staff is very good.

There are sufficient staff and satisfactory level of teaching resources. Overall the school accommodation is unsatisfactory. Many areas are cramped and outdoor facilities for children in the reception class are limited.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children are very enthusiastic about school. • The headteacher expects children to work hard and achieve their best. • Teaching is good and staff are very approachable. • Children make good progress and are very well prepared for life after school. 	

The inspection team endorses the positive views of parents. Inspectors consider that the school is committed to working closely with parents and has a very good range of procedures in place to facilitate this.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards have improved overall since the last inspection and are now well above average at the end of Year 6. All pupils make good progress during their time at this school. A number of factors contribute to this: good and often very good teaching; pupils' very good attitudes to learning; and the impact of the school's very positive ethos that values all pupils, promotes their self-confidence and encourages them to work hard. When comparing the 2002 Year 6 national test results, with their results when these same pupils were in Year 2 (1998), their progress in English and mathematics is well above average
2. In English, mathematics and science standards in the current Year 6 are well above average, whereas in Year 2 standards are above average. In all other subjects standards are average in both year groups, except in ICT and history, where they are above average, and in art and design, where they are above average in Year 2.
3. In English, mathematics, science, ICT and history the pupils mostly achieve well, given their capabilities. In English and mathematics their achievement is sometimes high; in all the other subjects, the pupils do as well as can be expected. The main factor in the pupils' good level of achievement is the effective teaching that occurs throughout the school.
4. Pupils with special educational needs are very well supported and make equally as good progress as their peers and are well supported in the learning by classroom assistants, particularly in English and mathematics. Standards in literacy and numeracy are good overall.
5. The provision for children in the reception year is very good. Very good teaching and curriculum planning give the school the capacity to continue its current very effective standard of provision. Children's attainment is broadly in line with that expected for their age in all areas of learning when they start Year 1, having made good progress particularly in their social and emotional development. Children with special educational needs are identified quickly and make very good progress in the lessons observed.
6. The school effectively monitors the attainment and progress of all pupils, including those of gender issues, pupils of different abilities and those who have special educational needs to ensure that all pupils are making good progress. For example in the Year 2 2001 national test boys outperformed girls. However, as a result of positive action by the school, girls in the 2002 national test reversed this outcome. The trend over the last three years does not highlight any significant variation. Inspection evidence confirms this. Pupils in Year 6 are on course to achieve the school's challenging targets.

Pupils' attitudes, values and personal development

7. Attitudes to learning across the school have improved since the previous inspection and are now very good. Pupils enjoy school, are interested and pursue their work with purpose and determination. They listen carefully when their teacher or others are speaking and always respond sensibly.
8. Behaviour is good overall and has improved since the previous inspection, but is sometimes affected by very crowded and cramped conditions in some classrooms. Behaviour in assemblies is very good. In Years 5 and 6, there is some pupil restlessness, particularly in the afternoons. For example in a Year 5 lesson pupils took a long time to settle to the task given when coming into class from the lunchtime break following some boisterous games. Bullying is not a problem. None was observed or reported during the inspection. Exclusions also remain extremely low, with only

one exclusion in the last year. Pupils genuinely care for their school and show due respect for its fabric, fittings and resources.

9. Pupils' personal development has also improved and is now very good. Most are confident learners who work well on their own and are fully able to research information for themselves. They have a clear understanding of the impact of their actions upon others and show due respect for other peoples' feelings, values and beliefs. This was very evident in many lessons whenever different points of view were aired. Pupils willingly accept any responsibilities offered to them and carry out their duties very well, such as ensuring the music is ready for assemblies. What is more, they regularly show and use initiative for example, in the way they organise charity collections and class assemblies. Relationships amongst pupils and between pupils and staff remain good and, overall, mirror the pattern of behaviour in school. Pupils are polite, helpful and friendly and work very well together whenever opportunities arise.
10. Attendance has improved since the previous inspection and is above the national average. Unauthorised absence remains very low. Punctuality has also improved. Almost all pupils now arrive on time and lessons start promptly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

11. Teaching and learning are good overall with very good features.

Strengths:

- very high expectations by teachers and very good subject knowledge lead to very good learning of basic skills and facts;
 - very well prepared and exciting lessons keep pupils focused on the task so that they learn at a very good rate;
 - very good use of support staff, which has a positive impact on pupils' learning especially for those with special educational needs;
 - very good pace and challenge motivate pupils to work with enthusiasm; and
 - very good activities that engage pupils well in learning and build on their enthusiasm, so that they make very good progress.
12. The quality of teaching and learning in the lessons observed in the reception class is very good. As a result, many of the early obstacles to the children's learning are overcome and they become curious and confident learners. This is good progress since they started school and most will reach and some exceed the national expectations at the end of this.
 13. Teaching and learning across the school for pupils in Years 1-6 are consistently good in English, mathematics and science and often very good. This is a very good improvement from the findings of the last inspection. The proportion of very good teaching however has improved significantly. A mixture of good and very good teaching was seen in the literacy sessions. The basic skills in literacy are taught well. Throughout Years 1 to 6 the basic skills in English are taught well. This reflects the high priority that is given to providing in-service training for staff as well as the school's emphasis on supporting pupils in improving standards in English. Teachers have a very good understanding of how best to support pupils with special educational needs. They consistently employ good strategies to ensure that all pupils can access the curriculum. For example, in a Year 6 lesson, pupils reinforced their understanding of the task given through discussion about the meaning of perimeter and area. A focus on the development of subject-appropriate vocabulary is also in evidence in lessons in most other subjects; key vocabulary is shared with pupils, explained to them and frequently reinforced throughout the lesson.
 14. The quality of teaching and learning in mathematics is good overall. Teachers use the National Numeracy Strategy's framework for teaching mathematics well, making sure that work is appropriately differentiated to meet the range of needs, even within a particular set. Teachers give clear explanations and use the whiteboards well to demonstrate a methodology or to record pupils'

calculations for others to understand. Teachers use very effective questioning and are aware when pupils are ready to make progress, raising challenging questions to push forward their thinking. Teachers include a good range of activities to consolidate and extend understanding. For example in a Year 4 history lesson the range and variety of Egyptian artefacts gained pupils' interest and they were highly motivated by the imaginative choice of activities.

15. The majority of teachers use day-to-day marking and assessment of work well to extend pupils' knowledge. However, the presentation of work in some pupils' books needs improvement. Pupils with special educational needs apply themselves well and are always fully involved in lessons because teachers plan tasks that meet their needs; their learning is good.
16. Strengths in many of the lessons include teachers' high expectations of pupils. For example, in a Year 2 design and technology lesson the breadth of resources and subject vocabulary were very demanding, however, pupils responded to this challenge very well. Pupils are in most instances very well managed. This is largely achieved as a result of the very positive relationships between pupils and staff. In lessons, teachers question pupils well to check their understanding throughout the lesson and they present ideas to pupils in a variety of ways. This helps to interest pupils, accommodate pupils' different learning styles and move their learning on at a good pace. Teachers often ask pupils to discuss their views in pairs and groups. This leads to reinforcing learning as well as learning from each other. For example, in a Year 3 gymnastics lesson, pupils performed and appraised their sequences. As a result; pupils learn from each other and extend their thinking. Teachers often make very good assessments in English of pupils' learning on a day-to-day basis through good questioning and careful marking of pupils' work. Good use of such information when planning work is evident in the way that work is often well matched to the pupils' needs and the way in which pupils are grouped and supported. Homework is used appropriately to support pupils' learning across the school.
17. Pupils with special educational needs are taught well. All teachers are well aware of pupils' needs and levels of attainment so that suitable work is planned and appropriate support given during lessons. Additional help is given by a number of support assistants and this gives pupils extra time to receive greater explanation and confirmation of their work. As a result, pupils become more involved in learning and more included in the work of their classes and groups. Teachers and support staff use pupils' individual education plans well and support assistants are effectively deployed. This helps pupils of widely varying abilities to make good progress. Gifted and talented pupils are challenged by appropriate work, time constraints to finish their work and by sharing their learning with other pupils at the end of the lesson.

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

18. The school provides a very good curriculum that is broad and balanced and fully meets statutory requirements. All subjects of the National Curriculum and religious education are taught. The allocation of time to each subject is in accordance with national guidelines. The school has undertaken a significant review of its curriculum and the planning for its delivery since the last inspection, developing links between different subjects and for the development of skills in ICT. All key issues have been addressed and the teaching of French has been introduced into the curriculum for older pupils. This represents a good improvement in provision.
19. Provision for children in the Reception Year is very good and has improved considerably since the last inspection with the exception of a designated area for outdoor activities which is in the school's current planning. The organisation of a broad range of learning experiences and the balance between direct teaching and activities, are very carefully planned by the staff. All aspects of early years' learning are covered. An important feature of the children's learning is the encouragement of independent choice as they decide what they want to do. The teacher and support staff work very closely to plan and develop stimulating activities for the children. The curriculum provided in the reception class makes a smooth transition into the National Curriculum.

20. Very effective learning opportunities are provided for all pupils in the different subjects of the National Curriculum. The progress made by pupils in their personal, social and health awareness is very good. There is suitable provision for citizenship, sex education and drugs misuse awareness through the healthy schools project and other similar initiatives. Health education is an important component of science teaching and learning. Good displays around the school indicate pupils' interest in healthy living. Through physical education, games and swimming activities, the school contributes well to the development of pupils' physical fitness.
21. The National Strategies for Literacy and Numeracy are effectively in place. Teachers follow the guidelines very well. They structure their lessons to ensure that the balance of direct teaching and pupils' activities maintain high levels of application and motivation in the pupils. In both literacy and numeracy, teachers carefully plan activities that are appropriate to pupils' differing prior attainment and this is making a significant contribution to raising standards in English and mathematics.
22. The curriculum is planned very effectively and there is clear evidence of improvement in standards of attainment since the last inspection. Effective links are made between subjects, which provide suitable opportunities for pupils to consolidate skills. The additional literacy support is also impacting positively on pupils' progress. Targets have been set for all pupils, following a detailed analysis of their prior attainments and excellent procedures have been established to check their progress. Both long- and medium-term plans are very good and ensure that all required aspects are covered. Teachers plan together very effectively to ensure that all pupils are offered access to the broad range of activities, which ensure continuity and progression for the development of skills and knowledge.
23. Central to the school's ethos is the provision of equal opportunities for all pupils to learn and make progress. All pupils have equal access to the curriculum. Provision for pupils with special educational needs is very good. Individual education plans are used effectively and these pupils' special needs are being targeted. The pupils are supported through the provision of differentiated activities and through the work of support assistants. Pupils with special educational needs are well integrated into this caring environment. The school encourages high levels of co-operation and support to enable pupils to participate fully alongside others in the life of the school. This provision benefits from the work of the well qualified and committed staff who have the skills and knowledge to ensure that very careful tracking of pupils' progress, planning and review are undertaken. This is linked to good quality individual and small group teaching, both in withdrawal groups and in classroom support. The excellent quality of assessment leading to target setting is especially effective in raising standards. There are also very good targets and opportunities for gifted and talented pupils to extend their learning.
24. The very good provision of extra-curricular activities strongly enhances the curriculum. There are many clubs which vary throughout the year. These include sporting and non-sporting activities such as football and recorders. The curriculum is also enhanced by the school's very good links with other local schools. For example, the excellent links with the local further education colleges, local secondary schools and other local primary schools are very well established. These very good liaison arrangements and curriculum links challenge pupils in their learning and support a smooth transfer to secondary education.
25. The provision for the development of pupils' spiritual, moral, social and cultural awareness is very good. Developing their self-esteem, a sense of belonging to a caring and cared for community, their understanding of what it means to be a responsible member of society and their appreciation of the wide variety of cultural experiences open to them, lie at the heart of the school's aims.
26. For the children in the Reception Year, spiritual development is taught through many areas of the curriculum, for example, the wonder of plants changing colour with the season. They are taught how to behave, to understand the differences between right and wrong and learn to take turns and share equipment. Personal responsibility is developed through activities such as helping in the classroom. Very good relationships are formed through encouraging pupils to work and play in small groups. Cultural development is promoted through stories and visits, for example, to the local church to participate in special services and events.

27. The provision for the spiritual development throughout the school is good. The programme of work in religious education provides good opportunities for the pupils to reflect on the significance of the Christian belief as well as other world faiths, particularly Judaism. A recent introduction has been the study of Islam. The pattern of well planned and well delivered assemblies contributes significantly to this provision. The use of stories and music enriches this experience and the celebration of pupils' achievements has a positive impact on raising their self-esteem and appreciation of others. The curriculum subjects, especially creative work in art and design, music and English and in the exploration of words and ideas in the literacy hour, as well as the sense of wonder promoted in science, all give good support to the spiritual development of the pupils.
28. Provision for pupils' moral development is very good. The good behaviour in class and around the school indicates that pupils have a well-developed sense of right and wrong. This is strongly reinforced in assemblies and in lessons by class teachers, who in their good relationships, provide influential role models for the pupils. Pupils know what is expected of them and most behave accordingly. In their work on personal, social and health education, the pupils are encouraged to discuss personal codes of behaviour for their own lives. Topics highlighted in assemblies, such as sharing and respect, provide opportunities for the pupils to engage in discussion about the morality of particular actions.
29. A very important feature of the provision for pupils' personal development is the support offered to younger pupils by those in Year 6. This has been very effective in its primary purpose and as the younger pupils have become more self-confident it has become a means by which they can affect the life of the school positively. Pupils feel that their opinions matter and that the school really cares about them.
30. The social development of pupils, which is very good, is enhanced by the way in which adults and pupils relate to each other. The school is successful in promoting the pupils' care and concern for others. Staff make good use of praise and encouragement, which help to raise the pupils' self esteem. Pupils are enabled to take on responsibilities. Within lessons pupils are given good opportunities to work in small groups and in pairs. The visits the pupils make within the local community help them to understand how society functions. In much the same way the discussions in subjects, such as English and geography about social and environmental matters, provide the pupils with insights into how society functions. Children willingly take part in various projects for charities, such as Comic Relief and the Christmas Shoebox appeal.
31. Visitors to school who raise pupils' awareness of the wider community have included representatives of organisations from Papua New Guinea and Haiti. Throughout the school pupils are made aware of the range of music which is available to them and they learn about composers from a variety of traditions and cultures. This is also introduced through dance. The books selected for literacy and provided in the library or used as models for the pupils' own writing are drawn from both the British European culture and those from more distant lands. Opportunities for studying other cultures are not always clearly identified within different subject areas.
32. The very good range of extra-curricular activities also contributes strongly to the pupils' social and cultural development. Pupils gain a good knowledge of their local heritage through visits and visitors and looking at old photographs.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. On balance, procedures for ensuring pupils' general welfare have improved since the previous inspection and are now generally good. Suitable health and safety measures are in place and regular checks are carried out on the building and grounds. Nevertheless, some concerns were identified during the inspection and brought to the school's attention. Child protection arrangements reflect local authority guidelines. The headteacher has designated responsibility for liaising with outside agencies and is properly trained to carry out the duties associated with this role.
34. Procedures for tracking and supporting pupils' personal development have also improved and are now good. Teachers know their pupils well, have good relationships with them and respond positively to their needs. High standards of discipline are promoted successfully by all staff, with the result that the school is a calm and orderly establishment with a good climate for learning. Registers are marked properly and appropriate arrangements are in place to follow up any unexplained absences although the school does not routinely operate a first day contact scheme, as is now considered good practice.
35. Teaching assistants and volunteer support are used very well and this ensures that pupils with special educational needs and higher attainers receive full access to the curriculum and are able to work alongside their peers. Pupils' individual education plans are kept up to date and used effectively.
36. Assessment and recording procedures in the school are very good. The strategies and practices used by the school allow teachers to develop a clear understanding of pupils' abilities. This information is used well to set pupils in ability groups for specific subjects and provide targets for improvement. The school uses a good range of procedures to assess pupils' abilities upon entry into the reception classes. This information enables the school to ensure inclusion for all by providing an appropriate curriculum for all pupils. The school successfully supports pupils with special educational needs through well established procedures, which meet with the national guidance for the early identification and monitoring and targeting of teaching support. The effective links with outside agencies make a positive contribution to the quality of education of these pupils.
37. The school has very good procedures for assessment of literacy, numeracy and science. All pupils have half-termly targets for literacy and mathematics. Pupils also engage in regular spelling and mathematics tests. The use of an assessment book for writing is effective in tracking pupils' progress. Assessment in most other subjects is good and is carried out at the end of modular units with similar end-of-topic or module assessment procedures forming part in the foundation subjects. This information is recorded on year group files each half term. These files contain information on each member of the class and are passed on to the next teacher.
38. All pupils take part in end-of-year tests for English, mathematics and science, with the school utilising a good range of annual formal assessment procedures. This information is used well by the school to set individual targets for pupils to achieve by the end of each year. This ensures high expectations of the pupils by their teachers. Teachers use good marking procedures. Work is regularly marked; teachers use good procedures, apply constructive comments and suggest ways in which work can be improved.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. Parents continue to express very strong support for the school. They rightly feel it is doing a good job in educating their children and are happy with the standards achieved.
40. The school's partnership with parents has also improved since the previous inspection and is now generally very good. Pupils' annual reports are much better. They now fully meet requirements and provide a clear picture of their achievements as well as setting suitable targets to help them do better. In addition, weekly newsletters and termly booklets outlining current classwork keep

parents fully informed about life generally in school. The school also holds frequent curriculum evenings to help parents learn more about what is being taught. Parents of pupils with learning difficulties continue to be properly involved and are kept abreast of all new developments affecting their child.

41. Parents give good support to activities such as special assemblies, school uniform organisation and productions and a few provide regular and general help and support in class. They also run the school bank and help with the library. Suitable homework is now set in all classes and parents indicate they are happy with what is provided. The Friends association, "FOSSY", remains very active and continues to give generous support to the school budget.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The headteacher is an excellent leader, who is held in high regard by the staff, pupils, parents and governors. Guided by the aims of the school's mission statement he has created a very successful school community in which everyone feels valued and cared for, academic standards are good and pupils have very good attitudes to learning. He gives the school a clear educational direction and has built a very strong team spirit.
43. The headteacher is very well supported by a strong senior management team, representing all stages of education in the school. Together they are very effective in evaluating the work of the school and taking action for further development. They are very well aware of the problem of the cramped accommodation and are always seeking creative means of minimising its impact on learning. Other staff members share subject management responsibilities, which they carry out efficiently by regularly checking on the teaching and learning in their particular subjects. The school's preferred choice of two teachers sharing curriculum responsibilities is a measure of the very good arrangements for the planned development of teachers' management skills. Similarly, very good arrangements are established for target setting for staff improvement. By regularly taking lessons, the headteacher knows the pupils very well. Because of this, he is well aware of the strengths and weaknesses in the school and shares his views in an open and frank way with his staff. This is helpful when he observes teachers in their classrooms and enables them to make open, honest and accurate evaluation of their own teaching in order to improve what they do. Very good procedures are established to support teachers new to the school. The management of special educational needs is very good.
44. The governing body plays a central role in the management of the school and is very effective. It is very knowledgeable about educational matters and the life and work of the school. Governors work very well with the headteacher, collectively, in committees and individually. By sharing opinions, knowledge and expertise and through constructive criticism, the continuing development and progress of the school are ensured. For example, after the publication of the national tests the governors identified that pupils' attainment in reading was too low and requested that effective action was taken. As result, standards are now much higher. Individual governors have personal responsibilities for all aspects of the curriculum. The various committees fulfil their responsibilities very efficiently and consequently all statutory requirements are met. Governors are fully involved in the preparation of the school development plan. They carefully monitor its progress and evaluate its success.
45. Very good use is made of all available finances to improve and maintain high levels of provision and to fund new initiatives. For example, where ICT was judged to be unsatisfactory at the last inspection, the combined efforts of senior management and governors have reversed the situation so that both provision and standards are now good. Additional finances have been obtained to support school initiatives. One useful example of this is the establishment of a local networking community, allowing participating schools to share ideas in a positive and collaborative way. The day-to-day running of the finances has been delegated to the headteacher who is supported by a very effective school secretary. She has excellent skills in organising and managing the computerised systems, which enable information to be produced at a moment's notice. The very recent audit report recognised the very high standards, practices and financial systems at the

school. The minor recommendations in the report have already been introduced and implemented in full.

46. Overall accommodation is unsatisfactory. This is due to the large numbers of pupils in small classrooms, lack of additional teaching space, especially for science and design and technology activities, the absence of a dedicated outdoor play area in reception and the lack of a convenient grassed playing areas for the provision of games in physical education. All of these have an impact on the effective delivery of the curriculum. In addition, the inadequate provision of pupils' toilets and cloakroom areas for all pupils is unsatisfactory. Nevertheless the governing body has worked hard to improve the school since the last inspection. It has in place a long-term strategic plan to address those outstanding deficiencies. The local education authority, in conjunction with the Diocesan authorities and the governors have acknowledged and agreed the need for the imminent procedure of the first stage of its development. In the meantime the school is bright and cheerful and credit must go to the site supervisor and his staff for their very good efforts in maintaining their high standards of cleanliness.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further, the headteacher and governing body should:

- further improve the accommodation by implementing the strategic plan in order to:
 - i) extend the very good provision for children in the reception class by providing an appropriate area and large outdoor play equipment;
 - ii) improve the size and number of teaching areas especially in practical subjects;
 - iii) improve the toilet facilities throughout the school.

(Paragraph: 48)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	19	17	9	0	0	0
Percentage	2	41	37	20	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	259
Number of full-time pupils known to be eligible for free school meals	22

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	46

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	4
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.3

Unauthorised absence

	%
School data	0.0

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	20	18	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	19
	Girls	18	18	18
	Total	32	32	37
Percentage of pupils at NC level 2 or above	School	84 (79)	84 (87)	97 (95)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	18	18
	Girls	18	18	18
	Total	33	36	36
Percentage of pupils at NC level 2 or above	School	87 (84)	95 (92)	95 (95)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	20	18	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	20
	Girls	16	15	18
	Total	33	33	38
Percentage of pupils at NC level 4 or above	School	87 (84)	87 (86)	100 (95)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	17	20
	Girls	16	15	17
	Total	33	32	37
Percentage of pupils at NC level 4 or above	School	87 (84)	84 (84)	97 (84)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	256	1	1
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.6
Number of pupils per qualified teacher	27
Average class size	32.4

Education support staff: YR – Y7

Total number of education support staff	11
Total aggregate hours worked per week	175

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	528,600
Total expenditure	525,100
Expenditure per pupil	2,020
Balance brought forward from previous year	31,500
Balance carried forward to next year	28,600

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	4

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	262
Number of questionnaires returned	139

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	30	4	1	1
My child is making good progress in school.	50	40	7	0	3
Behaviour in the school is good.	50	47	2	0	1
My child gets the right amount of work to do at home.	29	54	11	5	1
The teaching is good.	47	41	6	2	4
I am kept well informed about how my child is getting on.	28	54	14	3	0
I would feel comfortable about approaching the school with questions or a problem.	66	32	1	0	0
The school expects my child to work hard and achieve his or her best.	61	33	4	0	2
The school works closely with parents.	40	49	8	1	2
The school is well led and managed.	73	25	1	1	1
The school is helping my child become mature and responsible.	57	40	1	1	1
The school provides an interesting range of activities outside lessons.	47	37	8	2	4

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

47. The provision for children in the reception year is very good. The warm welcome extended to parents and children helps children to adjust to the school very quickly. Provision for children in the reception year has improved considerably since the last inspection with the exception of a designated area for outdoor activities, which is in the school's current planning. Very good teaching and curriculum planning give the school the capacity to continue its current very effective standard of provision.
48. Children's attainment is broadly in line with that expected for their age when they start reception. There are a very significant number of children with standards below expected levels, particularly in their personal social and emotional development. A much smaller number of children are above levels expected for their age. Results of the work undertaken in the first weeks of school show that there is a wide range of attainment. Children with special educational needs are identified early and make very good progress; there is a very good level of care for these children.
49. The curriculum provided for the youngest children is a strength of the school. Schemes of work are good and the very good principles for early years' education effectively supports the very good teaching, the very good management of support staff and the broad range of stimulating resources. By the end of the reception year the children achieve well and almost all are likely to meet levels expected for their age in all six areas of learning. In lessons children make very good progress in their social and emotional development.

Personal, social and emotional development

50. The provision for children's personal, social and emotional development is very good. The teaching, including classroom organisation and management, enables children to show increasing independence in learning and carry out activities from the wide range available within the classroom. Children recognise the importance of hygiene when washing their hands before lunch. They know the rules for the safe use of tools and behave very sensibly. They are learning to make choices from the wide range of purposeful activities available and so make very good progress.
51. The role-play area encourages individual and co-operative play and enables children to begin to make sense of their world. Groups of children in the 'vets corner' hold long conversations about why they need to see the vet about their pet animal. Children are confident and feel secure in their environment. They understand the outlines of the school day and are able to adapt their behaviour to its differing demands. Reception children are able to dress and undress independently for physical education lessons. They have confidence in linking up with others for support and guidance. All children display very good levels of involvement in activities and persist for extended periods of time at activities of their choosing. They learn to share and co-operate while playing together.
52. The teaching and learning are very good. Teachers and the classroom assistant work closely together to develop the children's independence. Parents give valuable help in the classrooms. The school is very successful in developing the personal, social and emotional development of children in the reception year which allows the children to gain independence as they move from the expected standards into Year 1.

Communication, language and literacy

53. Provision for communication, language and literacy is very good. By the end of the reception year, most children are likely to attain levels expected for their age with a significant number achieving above those expected in language and literacy. Children make very good progress in developing their skills. Children listen attentively and are able to talk about their experiences. They enjoy

books and understand that words and pictures convey meaning. The majority are keen to communicate and speak well. Their listening skills are very good, they listen attentively to other children's news and enjoy joining in with question and answer sessions. Children enjoy looking at books and sharing stories with one another and adults. They concentrate well on stories such as 'Little Bo Peep', and are able to describe the main events and usually order them correctly. Many know the sounds that letters represent and use this knowledge effectively in their reading. Many recognise simple words and read whole sentences with a good degree of fluency and expression. In their writing, a significant number of children in the reception class form letters to make legible words. Those with higher prior attainment spell common words accurately and independently. Those with lower prior attainment are beginning to write familiar words to accompany a picture. Overall, children are gaining confidence in making marks and developing early writing skills.

54. Children's very good progress is due to very effective teaching and a flourishing partnership with parents who are well informed about the school's approach to the teaching of reading. Parents are enthusiastic in their willingness to hear their children read. A significant number of children already write short sentences with very little help.
55. The quality of teaching and learning of language and literacy is very good overall. Teachers are very skilful in questioning children and giving them very effective encouragement as they work. They expect children to make good progress and constantly refer to their knowledge of what each child can do to provide work at an appropriate level. In literacy sessions, very effective use is made of books with large print to talk about the pictures and text and to encourage children to look at words and sentences. Good opportunities are provided for children to develop and extend their writing skills. Children are encouraged to write letters and words linked to a range of different activities. All helpers in the classroom are deployed very effectively and are very well informed about individual children's learning needs.

Mathematical development

56. Children make very good progress and some are likely to exceed the expected levels by the end of the reception year. They count accurately beyond ten, recognise numbers and match sets of objects to the appropriate number correctly. Many are beginning to add numbers and solve simple problems. They sing and play games based on number rhymes and improve their mathematical vocabulary, for example, to include 'full' and 'empty' while playing with containers. They are familiar with simple flat and solid shapes and know their names. Children also learn about shape and space through building with construction kits.
57. Teaching and learning are very good. Teachers develop pupils' mathematical awareness in other activities. All staff encourage the use of correct mathematical language and teach the children to read and record numbers and other mathematical information using pictures, objects and numerals. Work is carefully matched to the individual needs of the children so that they are both supported and challenged. Group activities are well planned with an appropriate focus on practical activities and recording.

Knowledge and understanding of the world

58. The children make very good progress and some are likely to have above average knowledge and understanding of the world by the end of the reception year. Children's learning is enhanced by carefully planned topics, which encompass different aspects of the curriculum. They learn the days of the week and can observe and record the weather. Most children accurately sequence events to include yesterday, today and tomorrow. They learn about different methods of cooking and study food from different countries. Children observe and manipulate materials, for example, they enjoy working with play dough and with water and different types of sand. They investigate a good range of construction kits and materials and realise that tools are for a purpose. Children talk sensibly about their everyday lives and are beginning to have an understanding of past and present and a sense of personal history. They have a good understanding of design. They improve their skills of cutting and shaping and improve their competence in using scissors and other tools.

Children are introduced to early computer skills and are able to use the keyboard effectively to type words and play games. The regular opportunities for discussion about matters of interest encourage children's growing understanding of many aspects of day-to-day life.

59. The quality of teaching and learning are very good. Teachers are well organised and encourage independence and initiative. Children are often responsible for selecting their own activity. The teachers and the classroom assistant provide a good balance of activities, which allow the children to gain in confidence. Good teamwork and communications are a strength of the early years provision and promote good standards and progress. Children are learning to handle equipment with care.

Creative development

60. By the time they are ready to move into Year 1, most children are likely to attain levels of understanding and skill in creative development which are similar to those expected for their age. There are regular opportunities for children to explore and experiment with a stimulating range of materials. Children know songs and action-rhymes. They explore different ways of creating sound, for example by clapping and beating they maintain a steady rhythm. They enjoy regular opportunities to explore the sounds made by musical instruments. Children listen to different sorts of music and respond to it with simple dance movements. They show initiative as they create imaginary situations and play with construction kits or dress up in the role-play area. Children make collages using leaves as they study their natural environment.
61. The quality of teaching and learning for children's creative development is very good. A wide range of activities is planned in art and design, craft, music, dance, story making and imaginative play and children are given very good opportunities to develop their own ideas. The children's ideas are valued and the teachers' interaction is very supportive. It helps children to develop confidence and independence. Resources are very well organised.

Physical development

62. By the end of the reception year children make satisfactory progress and develop physical skills. Children move confidently with a good awareness of space as they move about in the classrooms, hall and outdoors. They run, balance, bend and stretch. They handle pencils and other tools competently. They control the mouse at the computer accurately. They are made fully aware of the need for safety when using equipment and understand some of the effects of exercise on their bodies. Physical development is fostered through a good range of indoor activities. The absence of a designated outdoor provision limits the further progress children can make. Children build effectively with large construction kits and bricks. They develop increasing control of paintbrushes and scissors. Children gain more control as they play with malleable materials and are involved in cooking activities, painting and drawing.
63. The teachers' good planning and provision for these activities enhance the children's progress. Staff build effectively on the children's experiences in spite of the limited accommodation by providing stimulating, imaginative and safe activities, which encourage the children to develop confidence and increasing skill.

ENGLISH

64. The attainment of pupils, at the end of Year 2 is above the national average. By the time pupils reach Year 6 their attainment is well above the national average. This is similar to the achievements obtained by pupils in the latest national tests in 2002. The inspection judgements show that the school has made good improvement in raising standards since the last inspection, which were then judged to be above average. Pupils make good progress from class to class across the school. Pupils with special educational needs also make good progress and they often make very good progress when they are supported by very effective support assistants in class, or in small withdrawal groups.

The strengths of the subject are:

- the range, quality and purpose of pupils' writing;
- the very high standards of reading displayed by the pupils; and
- the very well developed speaking and listening skills demonstrated by pupils.

Area for development:

- ensure that the school's preferred style of handwriting and presentation is consistently practised in all classes and developed across the curriculum, to match that of the good and very good practice elsewhere in the subject.

65. Listening skills are very well developed. Pupils of all ages listen attentively to their teachers and to one another. These very good skills are reflected in the way pupils process and respond to instructions. For example, when listening, they understand that it is important that people should be allowed to express themselves and they have a mature respect for the opinions of others.
66. By the end of Year 2, pupils are confident in expressing their thoughts and feelings and use a good vocabulary when doing so. Teachers act as very good role models in the development of speaking skills and, where appropriate, encourage pupils to use specific vocabularies to ensure that they express their ideas concisely and accurately. Teachers are skilful in drawing out those pupils who are less confident than others.
67. Skills become progressively more advanced as pupils move through the school. Year 6 pupils exhibit maturity in their spoken language. They are encouraged in this through the many good opportunities provided in school, such as drama assemblies, in-class debate and other opportunities, for example, when individual pupils in Year 3 discussed mythical Greek characters. They are very articulate in response to questions and in class discussion. In the dining hall and the playground, they conduct sensible and sociable conversations and are at ease when talking either to invited adults or to their peers.
68. Standards in reading are above the expected level in Years 1 and 2. Pupils of all abilities are encouraged to read aloud and do so with high levels of confidence, fluency and understanding. They are encouraged to enjoy books and, through the development of early reading skills by teachers, they quickly become independent readers. Most decode unfamiliar and complex words confidently, using knowledge of phonics and picture cues and nearly all are well supported by parents who listen regularly to their children's reading at home.
69. By the end of Year 6, pupils attain standards that are well above average for their age group. Pupils speak with a loving enthusiasm of books. They know a wide range of authors and can discuss their different styles. They enjoy poetry, aspects of Shakespeare as well as current favourites such as J K Rowling, R Dahl and Anne Fine. Many quench their reading appetites by making effective use of the local library as well as borrowing regularly from the school library. Many effectively use higher reading skills such as skimming and scanning. They have acquired very good library skills, enabling them to research work and extend their independent learning.
70. By Year 2, the standard of writing is above national expectations. Pupils across the ability range are often very expressive when writing imaginative pieces, sometimes with extended sentences and drawing on wide-ranging vocabulary. For example one higher attainer wrote, "I heard the seagulls screeching in their nests with their tiny babies." Teachers provide pupils with opportunities to write in a variety of forms, including stories, letters, instructions, reports and poems.
71. By Year 6, pupils have further extended these skills and overall attainment is well above average. They confidently use grammar and punctuation correctly. They incorporate into, and colourfully embellish their writing through effective use of adjectives, adverbs, metaphors and similes to interest the reader. As a result their range of writing has broadened to include biographies,

character description, chronological writing, detailed instructions and poetry. Some good examples of displayed poetry by Year 5 were inspired by selected poems, and in Year 6, where pupils were inspired to express their feelings. Other pupils wrote effectively in the style of 'Jabberwocky'. Pupils understand the need to return to and improve their writing by correcting, refining and redrafting.

72. Overall, teaching and learning are good, although they are generally better in Years 1 to 4 than in other year groups. However during the inspection some examples of very good teaching were observed and there was no unsatisfactory teaching. Mostly, lesson planning is very good and teachers share with pupils what they are about to learn. Relationships are good, leading to effective teaching and learning. However, because of the cramped conditions in classrooms, occasionally a few pupils lose concentration and learning is not so effective. In the best teaching, for example in Year 2, the pupils were identifying and using adjectives confidently. The teacher had high expectations of her pupils. This, supported by the good pace to the lesson and highly challenging work, which was well matched to pupils of different attainment, ensured that very good progress was made. Very good supportive teaching was also observed for small groups of pupils withdrawn from classrooms for additional help to successfully accelerate their learning. Some teaching practices, however, are inconsistent. For example, in some classes, extended writing opportunities, such as writing books and long stories are not very evident and marking is not always constructive in helping pupils to their next stage of learning. In addition, whilst writing opportunities are extended to other areas of the curriculum, not enough regard is paid to the further development of handwriting, spelling and presentation.
73. Subject leadership is very good. Both teaching and the curriculum are carefully monitored. Strengths and developmental areas are identified and, where required, appropriate action for improvement is taken. Assessment procedures are very good and well used so that pupils' learning is evaluated in order to improve standards further. Targets for pupils' next stage of learning are shared with them, encouraging them to work effectively. Resources to support teaching are satisfactory and there is an appropriate range of books in the libraries.

MATHEMATICS

74. Pupils' attainment at age seven is above the national average and well above average by the end of Year 6. Pupils make very good progress in the infant classes and good progress in junior classes. Results of national tests in 2002 for pupils in Year 6 were well above national averages and well above what was achieved by similar schools. Inspectors found current standards to be above average and a significant number will attain well above average standards.

Strengths in the subject are:

- the very good planning that helps pupils develop very effective skills, knowledge and understanding;
- a strong focus on developing pupils' mental skills at the start of lessons;
- teachers' high expectations, promoting effective learning and very good achievement; and
- lots of opportunities for pupils to use and apply their knowledge in practical, problem solving situations.

Since the last inspection, standards continue to improve. This is due to:

- the good improvements in the overall quality of the teaching;
- the co-ordination of the subject being highly effective;
- careful attention being given to the analysis of test results; and
- assessment strategies showing much improvement so that teachers are able to set the pupils realistic targets.

75. At the age of seven, pupils' skills in the key area of number are above the expected level. Pupils display good strategies for counting on in twos, fours and fives. They demonstrate a good understanding of place value, know the value of each digit in a two-digit number, for example, that 66 is made up of six tens and six units. They add and subtract two digit numbers, understand

basic mathematical symbols and recognise and use coins appropriately. Pupils have a good understanding of shape, and identify two-dimensional shapes such as triangle, square, rectangle and circle by reference to properties, such as the number of sides and corners. Very good progress is being made in number and mental mathematics. Due to the many opportunities to use and apply their knowledge in practical everyday situations, their skills in solving problems and practical application are strong.

76. At the age of 11, all pupils have a good knowledge of number, including recall of multiplication tables. Their understanding of place value is secure and they add, subtract, multiply and divide numbers accurately. Pupils' knowledge of fractions is good. Most pupils understand the relationship between fractions and decimals. Pupils' knowledge of shape, space and measures is good. They recognise lines of symmetry in shapes and they have a sound knowledge of the functions of a calculator. Data handling skills are good. Pupils collect information, record it in appropriate ways, including frequency charts, and then use bar, line and pie graphs to display the information. Higher attaining pupils understand the terms mean, median and mode. Pupils' skills in applying their mathematical knowledge in everyday practical situations or solving problems are strong, as are their mental or computational skills.
77. Pupils' progress in the knowledge and understanding of number across the school is enhanced through regular practise in mental calculation and revision of number facts. Their progress in language and reasoning skills is very good across the school; a greater focus on using pupils' mathematical skills in other subjects is having a positive effect. In infant classes, pupils' ability to explain their thinking and develop their own approaches to overcoming difficulties is strong. Similarly, pupils in junior classes are showing confidence and independence in their mathematics lessons; progress in using and applying their mathematical knowledge is good. Large numbers in the class hamper progress for pupils in junior classes at times, especially when there is no adult support present. This is because the teachers find great difficulty with large numbers to monitor and support all pupils as well as they would like. Pupils with special educational needs make good and at times very good progress in relation to their prior attainment and are well supported to meet their individual needs. All teachers question higher attaining pupils enough in mathematics to further extend their thinking.
78. The overall quality of teaching and learning is good. In infant classes it is very good and good in junior classes. Teachers' planning and their subject knowledge are good. The qualities of the good and very good teaching are:
- what is to be learnt is clearly identified and focused and the well-planned activities enable the objectives to be realised in lessons;
 - teachers have high expectations of what pupils can do and achieve in lessons, including their behaviour and achievements in their work;
 - lessons are well structured and achieve a good balance between direct teaching and pupils being actively engaged in activities which are well matched to their abilities;
 - teachers use questioning techniques well to assess and develop pupils' understanding, particularly in oral mental skills; and
 - teachers use time and resources well, which has a clear impact on the good rates of learning achieved by pupils in lessons.
79. As a result of the good teaching, pupils have good attitudes towards their mathematical work. They enjoy taking part in the oral and mental parts of the lesson and in other activities planned for them in lessons. Pupils work with enthusiasm and are able to sustain their concentration over long periods of time when working independently.
80. There is a good curriculum for mathematics. Across the school, work was seen that related to number, shape and space, measures and the handling of data. Mathematical skills are used and developed effectively in other areas of the curriculum. In history, in junior classes pupils use a time line to chronicle events and record significant changes in society. In geography, the development of mapping skills to fix the position of places accurately using scale and understanding co-ordinates, is linked well to work in mathematics. Pupils use their skills in ICT to record and display

data collected in surveys in a range of formats. The development of mathematical vocabulary in all classes makes a positive contribution to the literacy development in the school. Pupils' reading skills are used to good effect in interpreting problems.

81. The co-ordinators manage and lead the subject well. There is a good range of resources available to support teaching and learning across the school. The subject policy and scheme of work have been updated to meet the requirements of the National Numeracy initiative in the subject. There are well-developed assessment procedures in place, which keep teachers and the co-ordinator well-informed and aware of how well pupils are achieving. For example, the co-ordinator monitors test results to identify the strengths and areas in need of development in order to raise standards further. Formal assessment records of each pupil are kept and group targets are set and shared with pupils.

SCIENCE

82. In the 2002 national tests pupils' attainment at the end of Year 6 was well above the national average. Teacher assessments in science at the end of Year 2 indicated that the number of pupils achieving level 2, which is the expected level for pupils of this age, was above the national average. Inspection findings reflect these results and find that in Year 2 attainment is above levels expected nationally and in Year 6 attainment is well above levels expected nationally.

Strengths in the subject are:

- standards have improved because of the good quality of teaching;
 - the emphasis placed on developing pupils' language skills in the early years of school life;
 - the very good progress being made to develop pupils' investigative skills and the increasingly systematic procedures for assessing pupils progress.
83. Progress in learning is good for all pupils, including those with special educational needs and gifted pupils. The significant improvement in the quality of teaching, a stronger emphasis on investigational work and teaching of scientific vocabulary has made a significant contribution to pupils' attainment and progress.
84. By the end of Year 2, pupils are able to talk about their findings and make sensible suggestions. They are beginning to develop an understanding of fair testing, with the higher attaining pupils making appropriate predictions about their work. They recognise that under different conditions seeds grow at different rates, know the names, such as root and shoot and can talk about the conditions required for plants to grow. They record an experiment to discover the best conditions for plant growth. In learning about electricity, pupils learn how to make a simple circuit, write relevant accounts, record and annotate their work. They are developing an understanding that taking exercise and eating the right kind and amounts of food help to promote good health. Older pupils have a good understanding of forces and motion. For example, when investigating forces by experimenting with model vehicles on ramps, pupils discover that pushes and pulls are forces that can cause familiar objects to move, speed up, slow down or change direction. They recognise the impact that different materials have on the ramps to create friction. In their work on materials, pupils begin to understand that some materials can change their state due to the effect of temperature. Pupils can predict the effect of heat on chocolate and use scientific vocabulary to name its state before and after being heated. Most pupils can predict what happens to chocolate as it cools. During Year 2, pupils develop the skills to carry out a fair test. They are able to record the results of investigations in simple terms.
85. In Years 3 to 6 pupils study the water cycle as they learn about the evaporation of liquids and how materials change state between solids, liquids and gases. They learn to select appropriate equipment and how to use it. Most can confidently explain and demonstrate their results. They are able to classify materials into groups according to their different properties. Many understand the complexity of fair tests, for example, in their experiments to investigate which materials change with heat and whether the change can be reversed. Pupils understand the need to change only

one variable at a time when conducting experiments or undertaking investigations. Observations and measurements are recorded in different ways, by written accounts, diagrams, graphs and sometimes using ICT. Pupils' understanding of electricity is good. They know how to construct circuits, incorporating batteries and switches. Most pupils are able to explain their findings. By the end of Year 6, pupils are effectively developing their investigative skills well and can suggest ways of improving their work and give reasons. Pupils are very good at discussing and sharing their ideas. All pupils are well trained in logging on to the Internet to further research for information.

86. Speaking and listening skills are developed well in science lessons because of the school's approach towards the development of specific subject vocabulary and the high profile adopted by the school towards practical investigations, in which pupils work in groups. Skills in literacy and numeracy are used regularly in science lessons. ICT is used effectively to support learning.
87. Pupils respond well to their work and make good progress. They behave responsibly, stay on task and co-operate well together. Pupils enjoy science, are enthusiastic and respond well to a challenge. They are keen to explain their work.
88. The teaching of science is good overall and very good in Years 1, 2 and 3. Teachers have high expectations and succeed in challenging the pupils. They choose interesting practical activities, which promote pupils' enjoyment in science. Correct scientific language is used well, so as to enhance pupils' language skills. This work makes a positive contribution to the basic literacy skills of all pupils. Opportunities are also given for pupils to develop their basic numeracy skills by using graphs and tables to record the results of their investigations.
89. Gifted pupils and those with special educational needs are given appropriate work and are supported well, both by their class teachers and by well directed support staff. Pupils make good progress and participate fully in the work of the class. The combination of good or very good teaching and the provision of interesting and stimulating activities together promote good or very good learning. Teachers have developed very good strategies to check pupils' work effectively and very good records are kept.
90. The subject is well co-ordinated and managed. The co-ordinators are appropriately qualified and experienced and are working very hard to support colleagues. Resources are of satisfactory quality although difficulties of storage impede accessibility. Due consideration is given to safety issues. The cramped accommodation is barely adequate in some classes for older pupils. The school's science curriculum is enriched by a variety of visits for pupils in different age groups.

ART AND DESIGN

91. Standards at the end of Year 2 are above average, yet by the end of Year 6 they are average.
92. When they reach the end of Year 2, pupils have been exposed to a wide range of opportunities to explore colour, shape and form. Their experiences have been broadened by the use of a great variety of materials and choice of medium. In Year 1, they learn about primary colours and paint pictures in the style of Mondrian. Inspirational work was the result of studying seasonal changes, in particular to trees. Bark rubbing helped them grasp the understanding of "feel" and "texture" in art and design. The pupils then produced some very good collages using cloth, paper, tissue and paint and other materials of their choice. Sometimes the work of young pupils is extended in other areas of the curriculum as they paint balloons and make spiders for number work displays. In Year 2, pupils have learned how to mix secondary colours. They draw still life pictures and pictures of insects. Through this, they begin to understand about shading. They produce very good work based on African landscapes, using colour wash and charcoal to depict different times of day. Other good examples of work were seen in the style of Georgia O'Keefe.
93. Attainment in art and design for pupils at the end of Year 6 is in line with the national average. Judgements are based upon photographic evidence, some examples of pupils' art and design folders and occasional displays. Samples of painting and printing demonstrated their effective use of sponges and press printing. Year 5 pupils experiment with clay and collage. They make coiled

and pressed clay pots and other 3-dimensional work at an appropriate level of achievement. Year 6, have good pencil skills. They draw very good architectural features from observation of the church and their skills in shading and fading are good.

94. Because no teaching was observed it is not possible to make a judgement regarding its quality. However, the quality of work produced by pupils in Years 1 and 2 would suggest that teaching is of a high standard. Teachers often integrate art and design into other aspects of the curriculum, such as in display and when drawing in books. In particular computer generated art is well displayed in the ICT room. For instance Years 1 and 2 have printed out flowers; Year 2 use the "Paint" program to create their own pictures, whilst Year 4 imitate work in the style of Picasso.
95. The subject leadership is satisfactory overall. The two co-ordinators work closely together and they have prepared a well-structured programme of study. They offer good practical advice to teachers and ensure that resources meet the demands of the curriculum. Pupils' use of sketchbooks is very inconsistent and does not generally provide them with opportunities to record ideas and revisit for refinement, or use at a later date.

DESIGN AND TECHNOLOGY

96. Only one lesson was observed during the inspection. Judgements are therefore based on that lesson, together with scrutiny of planning, evidence gained from pupils' displayed work, their planning books and photographic evidence of previous work. Attainment at the end of Year 2 and Year 6, that is, when the pupils are aged seven and eleven, is in line with expectations for pupils of similar ages. Pupils, including those with special educational needs make satisfactory progress as they move through the school.
97. At the end of Year 2, pupils have learned how to design by drawing simple sketches. They annotate their drawings, showing features of their planning and identify what colours they wish it to be. They choose how to join and stick paper, card and wood when making fairground rides and can also use construction kits appropriately. Through observing various manufactured toys, pupils can name components such as wheels, chassis and axles. Subsequently, when supplied with the necessary equipment they can construct a wheeled toy that will travel when pushed. They respond to the teachers' challenge to find and use different ways of attaching the wheels to the chassis. Pupils take care in their construction and are very proud of their achievements.
98. By the end of Year 6, pupils have further developed their skills in design and now record how they would wish to improve them if the opportunity arose. In Year 3, pupils spend time considering, exploring and selecting the best materials and methods of making self-supporting picture frames of a high quality. Similarly, Year 5 pupils make electric lamps, which operate through the use of batteries and switches, thus incorporating the skills they have learned in science lessons. Good links with the local high school provided Year 6 pupils with the opportunity to create computer generated designed fish stands and to use electronic cutting devices. In the process of this, associated worksheets for planning of designs and recording evaluations of their work enabled of pupils of different attainment to achieve well.
99. Because only one lesson was observed, it is not possible to give an overall judgement on teaching and learning. However, in the one observed lesson, in Year 2, teaching was very good, because it was focused and well organised. Expectations were high and resources well prepared. Pupils were organised into groups so that some worked independently, whilst others received very good support from the teacher and class assistant. This enabled all pupils to make very good progress through their very good response to the high challenge set to them. Products were well made and pupils demonstrated a good level of achievement and pleasure as they tested them.
100. Subject management is good. It is shared between two staff members who are well equipped to support other teachers. Curriculum guidance is effected through a scheme of work, providing for pupils a graduated programme of continuous learning. Assessment arrangements are not yet

established and so pupils' progress is not generally recorded. Resources and materials are satisfactory.

GEOGRAPHY

101. Standards found in the last inspection have fallen and are now similar to those expected nationally for pupils at the end of Year 2 and 6. All pupils, including those with special educational needs, make satisfactory progress.
102. In Years 1 and 2 a structured programme of geographical topics ensures that pupils make good gains in their learning. Year 1 pupils make accurate observations of the characteristics of the locality and of the local buildings, such as the church, the shops, the park and the variety of housing, and use pictures to record the different types of homes they observe. Year 2 pupils have an increasing awareness of the weather and the cycle of rainfall. An appropriate geographical vocabulary is developed as Year 1 pupils use words such as cloud, sun and fog and record geographical symbols accurately, on their weather charts. Mapping skills develop well. Year 1 pupils draw and label simple maps and routes of the local area and Year 2 pupils progress to the study of places further afield, using world maps.
103. In Year 6, pupils have an appropriate knowledge of their own region, other countries and contrasting areas. Year 3 pupils study the climate of different places and know which are hot and cold places on a world map. Year 4 pupils are able to identify and describe what is needed to develop a settlement. They use mapping skills to identify Roman and Saxon settlements and research into their features such as its size, population, landscape and food. Year 5 pupils read maps effectively as they compare Scotforth in present day times with how it was in 1891 (Victorian Times). By the age of 11, pupils give simple, but logical explanations of the processes of erosion and deposition. They have a good knowledge of major rivers in the world after their research topic. Numeracy skills are appropriately linked. Year 4 pupils develop an understanding of co-ordinates through their skills in interpreting maps and using four figure grid references.
104. The quality of teaching and learning is satisfactory and is characterised by:
 - clear learning objectives;
 - good questioning and answering sessions; and
 - a brisk pace with interesting tasks for pupils.
105. In a Year 1 lesson, very good teacher knowledge, the use of good stimulating resources and very good relationships resulted in a high level of interest, excitement and enjoyment and good discussion. Pupils' mapping skills of their journey to school and the places they passed were extended by the purposeful use of photographs of the local area and pupils ability to identify and name significant features on the map.
106. The management of the subject by the two new co-ordinators is sound. The scheme of work forms a detailed and helpful guide for teachers with clear identification of what pupils have to learn by the end of each unit of work. This provides consistency of approach in order to ensure the step-by-step development of skills. Monitoring of pupils' work is done through observation of classroom and corridor displays and monitoring of teachers' planning. Effective assessment and recording procedures are in place, which provide teachers with sufficient information to plan lessons to build effectively on pupils' past learning. Pupils' literacy skills are further developed through the subject, as there are opportunities for extended writing and there are opportunities for reading for research. ICT is used at times as pupils research using the Internet but this area has not yet been fully developed. Resources are generally adequate.

HISTORY

107. Standards are above average throughout the school. Standards in history have been maintained since the last inspection. This is largely due to the increasing emphasis placed on developing the skills of enquiry, interpretation and explanation.

108. By Year 2, pupils have a good knowledge and understanding of events and personalities from the past. They show an understanding of the order in which things happened; for example, they can place particular important events such as the accession of Queen Victoria and the Great Fire of London in the correct order on a timeline. All pupils have a satisfactory understanding of differences between the life that is familiar to them today and life in the past; for example, identifying how clothes worn at the time of the Great Fire are different from the clothes worn today. Across the attainment range, pupils are able to use sources such as photographs and contemporary paintings to make simple observations about the past.
109. By Year 6, pupils have a knowledge of key dates, periods and events in British history. They are able to identify differences between particular historical periods, give reasons for them and describe how they affected people's lives. Average and higher attainers are able to explain why things happened as they did. Higher attainers are developing the understanding that interpretations of the past may differ and can give examples of what is fact and what is opinion. During Years 2 to 6, pupils develop a knowledge of the different sources of historical evidence. They are able to successfully present the information they find in a variety of ways. All pupils show an understanding of the point of view of the people who were alive at the time of the periods they study.
110. In the few lessons observed, teaching and learning were good throughout the school. Lessons have clear learning objectives, which are generally shared with the pupils. These objectives focus on the development of historical skills as well as knowledge. Younger pupils identified toys from the past and compared them to modern toys to develop their understanding of the passage of time. In the majority of lessons, teachers demonstrate good subject knowledge and manage behaviour appropriately so that pupils make satisfactory progress. They make good use of resources and artefacts so that pupils with special educational needs are fully included in the lesson.
111. The leadership of the subject is effective. The school uses a nationally recommended scheme of work, which is sensibly adapted for use with the younger mixed-age classes. This ensures that pupils make appropriate gains in their knowledge, skills and understanding in history. The co-ordinator undertakes regular monitoring of teachers' planning and pupils' work.

INFORMATION AND COMMUNICATION TECHNOLOGY

112. Standards are above average at end of Year 2 and Year 6 and pupils make good progress. The school has made very good progress since the last inspection.

Strengths:

- pupils' standards at the end of Years 2 and 6 in the computer classroom are above the expected levels for their ages;
 - the quality of teaching has improved since the last inspection and is now good;
 - the range and quality of the curriculum are good;
 - the quality and quantity of the resources are very good;
 - co-ordinators give a very good direction throughout the school; and
 - the school is a centre of excellence in the local area for ICT.
113. Since the last inspection there have been very good improvements throughout the school. With the use of grants from the National Grid for Learning Project and additional funding from the school's budget, the school has established a computer suite. The development of these very good resources has had a substantial impact upon raising standards. All pupils now use this facility at least once a week and as a direct consequence they now make good progress.
114. The quality of teaching and learning is good overall and very good in Years 1 and 2. As a result of this, the pupils' quality of work by the end of Year 2 and Year 6 is above average for their age. The

teachers base their lessons securely upon the national guidelines. This provides them with a good structure for the development of the pupils' skills.

115. By the time the pupils reach the end of Year 2 most of them can edit and amend the text they create on the word processor. For example, in their current work there is evidence that they sequenced the lines of text into the correct order by highlighting, cutting and pasting. They have a good understanding of the use of large databases and can use a menu and an index competently. They have created graphs to show data such as their favourite cars. Within their word processing they incorporate pictures and they present the words in different colours and size of fonts to improve the presentation. Nearly all the pupils can save, retrieve and print their own work, unaided. All the pupils are eager to work on their tasks and complete a good amount of work by the end of each lesson in the suite.
116. By the time the pupils reach Years 5 and 6 their skills have improved effectively. Although the computer suite has only been in full use for the past 18 months these pupils have made good progress in the development of their skills. The quality of their work is above average and this is a substantial improvement. This is as a direct result of the good quality of the teaching. This very able and confident team encourages the pupils to develop a positive attitude towards their work in ICT. Consequently, their behaviour and attitudes are very good overall. They are keen to complete their tasks on time and many move onto the next task. They enjoy 'playing' with their new skills and extend their knowledge very quickly. Once a new technique has been discovered, the pupils are eager to share this with their friends.
117. Discussions with some Year 6 pupils reveal that they make very good use of the Internet to search for information to be used in other subjects. They are competent in their skills of downloading, cutting and pasting from the Internet. They use this technique well to collect information from the large databases. For example, they explored a history website to gather information about the way people lived in an African country. They use all facilities of the word processor well and include design techniques to design eye-catching presentations, especially posters. They have a firm understanding of the use of spreadsheets to help them calculate the areas and perimeters of regular shapes. They can create graphs to help them interpret their results. These are all strengths of the pupils' skills and knowledge. However, there are elements of control and sensing that are not as effectively developed.
118. ICT is used throughout the school for example, by pupils at lunchtimes to present the day's menu and also to identify a pupil's birthday on the large screen in the hall. During assemblies the words of the songs or poems to be used are made explicit. The school is also co-ordinating a partnership of six local schools to research learning styles for pupils using relevant ICT. This emphasis given to ICT and its impact on the school as a learning community is tremendous.

MUSIC

119. At the last inspection there was not enough evidence to make a judgement on standards. This is also the case on the current inspection. It was only possible to see two lessons and no secure judgement can be made on standards or teaching and learning. In the lesson seen in Year 6, pupils were performing their own compositions using percussion instruments.
120. As well as structured music lessons, pupils have the opportunity to learn recorder, woodwind, violin and keyboard and become members of a choir. Pupils perform in assemblies, singing and playing instruments, they perform to a local residential home for the elderly and take part in large scale school productions every Christmas.
121. In infant classes, pupils have a good sense of rhythm. They can repeat and follow given patterns, keep together in rhythmic clapping games and they show enthusiasm and energy in this work. Pupils use untuned percussion well and they understand how to make different sounds, handling instruments carefully, creating short patterns of their own and confidently performing these for their peers. Pupils remember song words, they recognise the beginning of songs, join in as directed and end the songs properly, varying the level of expression. Many songs are known by heart and

teachers make good use of teaching words to include literacy skills in the lesson. Pupils sing tunefully and energetically, thoroughly enjoying what they do. When listening to excerpts of music, they demonstrate good listening skills and are keen to answer questions about what they hear. They are able to describe the mood of the music and are developing musical vocabularies linked to their work.

122. In junior classes singing is good. Pupils know how to interpret the feeling of a song appropriately. They sing clearly, accurately and tunefully, diction, expression and interpretation of mood improving each year. At the age of 11, pupils have had experience of a variety of song styles. They enjoy singing a selection of rounds, with the help of their teacher, who provides support and encouragement by singing with them. Many pupils take part in instrumental groups and they follow simple notation accurately and are confident to play to their peers who listen appreciatively. In practical music sessions, pupils are well behaved because they are interested in what they do, creating and performing a variety of patterns and rhythmical phrases. Pupils compose short instrumental phrases to accompany their singing and they use these in class work. They improve and refine their accompaniments as they work. Pupils in Year 6 work well in groups, sharing and experimenting with musical ideas, patterns and phrases, developing them after group discussion, finally performing, confidently, to peers.
123. The co-ordinator effectively manages the subject and extra curricular activities in this area. There are detailed and comprehensive assessment procedures for monitoring pupils' progress in music. The present scheme of work is thorough and based on a commercial scheme. The co-ordinator monitors the subject through teachers' planning. Resources are satisfactory to support the present curriculum.

PHYSICAL EDUCATION

124. Standards at the end of Year 2 and Year 6 are average and these have been maintained since the last inspection. Pupils, including those with special educational needs make good progress across the school. The arrangements for teaching older pupils' to swim are satisfactory. Progress since the last inspection is satisfactory.
125. By the end of Year 2 pupils develop a good range of movements and sequence them as they move around the hall. They build on the skills of travelling around the hall and apparatus in different ways that they learned in Year 1. Pupils successfully balance on three points and listen carefully as their partner evaluates their performance. Pupils challenge themselves and try very hard to move slowly or quickly, as requested by the teacher. Higher attaining pupils hold their balanced positions well. Lower attaining pupils wobble a little but are praised for their efforts.
126. Pupils in Year 6 warm up happily to sitar music and cool down to the inspiring music of a Buddhist chant. This contrasts well with the music, "Living Doll", which is used for their dance. They develop their own six or eight step patterns and work in pairs to evaluate their work. Both boys and girls take an active part in the lesson and enjoy the challenge of creating their own dance patterns. The quality of ball skills develops as pupils move through the school. In Year 3 pupils learn to throw a small ball over-arm to a partner. Higher attaining pupils manage this well. Lower attaining pupils throw the ball but do not direct it well. In Year 5 pupils demonstrate a chest pass with a netball and know how to position their hands and feet to throw the ball to a partner. They extend this to a bounced pass and most pupils manage to extend this to passing when dodging away from a partner. When practising football skills, higher attaining pupils in Year 4 show good skills in passing the ball accurately to a partner, using different parts of the foot. By watching their classmates and gaining inspiration, other pupils improve their skills.
127. Teaching and learning are good. Teachers' levels of expertise and expectations of what pupils should do are developing and lessons are well planned. Teachers place good emphasis on the use of space and good use is made of pupils' evaluations of each other's work. Pupils learn effectively and gain new ideas in his way. Teachers demonstrate the required movements well, using higher attaining pupils or themselves to inspire pupils. In Year 2 the teachers give good demonstrations of how to pass the ball accurately and in a controlled way to a partner. They make good teaching

points and pupils learn what to do. Good demonstrations have a positive impact on the quality of pupils' work. Teachers make effective use of praise to motivate pupils, especially those with less confidence.

128. Pupils' attitudes and behaviour are good. They enjoy lessons and derive much pleasure from taking part. The majority of pupils are interested in what they do and try hard to carry out the teachers' instructions. For example, in a warm up in Year 3, pupils followed a series of instructions well, remembering to change movements as they travelled around the playground.
129. The subject is co-ordinated well and the school's programme of extra-curricular activities is good. It includes netball, football, cricket, gymnastics and sporting visits to other schools. All of these activities raise the standards of pupils' work.