

# INSPECTION REPORT

**Thurstonland Endowed (C) First School**  
Huddersfield

LEA area : Kirklees

Unique Reference Number : 107717

Headteacher : Mrs S. Nutton

Reporting inspector : Mr R. W. Burgess  
OIN 20950

Dates of inspection : 29<sup>th</sup> November – 1<sup>st</sup> December 1999

Under OFSTED contract number: 706873

Inspection carried out under **Section 10 of the School Inspections Act 1996**

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## INFORMATION ABOUT THE SCHOOL

Type of school : First

Type of control : Controlled

Age range of pupils : 5 – 10

Gender of pupils : Mixed

School address : Marsh Hall Lane  
Thurstonland  
Huddersfield  
HD4 6XD

Telephone number : 01484 222818

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Appropriate authority : Governing Body

Name of chair of governors : P. Cllr. B. N. Webster

Date of previous inspection : June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members                | Subject responsibilities  | Aspect responsibilities                                   |
|-----------------------------|---------------------------|---|
| Mr R. W. Burgess, Rgl       | English                   | Attainment and progress                                   |
|                             | Mathematics               | Teaching  |
|                             | Art                       | Leadership and management                                 |
|                             | Geography                 | The efficiency of the school                              |
|                             | History                   |   |
|                             | Under fives               |   |
| Mrs S. Dixon, Lay Inspector | Equal opportunities       | Attitudes, behaviour and personal development             |
|                             |                           | Attendance  |
|                             |                           | Support, guidance and pupils' welfare                     |
|                             |                           | Partnership with parents and the community                |
|                             |                           | Staffing, accommodation and learning resources            |
| Mr P. Hayes, TI             | Science                   | The curriculum and assessment                             |
|                             | Information technology    | Pupils' spiritual, moral, social and cultural development |
|                             | Religious education       |   |
|                             | Design and technology     |   |
|                             | Music                     |   |
|                             | Physical education        |   |
|                             | Special educational needs |   |

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The Registrar  
The Office for Standards in Education  
Alexandra House

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## MAIN FINDINGS

### What the school does well

- ◆. The excellent leadership by the headteacher.
- ◆. The excellent planning for the development of the provision in the school.
- ◆. Very good relationships, positive attitudes and good behaviour which contribute to the very good personal development of pupils.
- ◆. The very good provision for pupils with special educational needs.
- ◆. Very good provision is made for pupils' spiritual, social and cultural development.
- ◆. The very good partnership with parents and the local community.
- ◆. Very good support and guidance for pupils.

### Where the school has weaknesses

- I. The school has no significant weaknesses.
- II. Behaviour is good overall but is unsatisfactory for a small number of pupils.

**This is an effective school where its strengths greatly exceed its relative weakness. The weakness will form the basis of the governing body's action plan, which will be sent to all parents and guardians of pupils in the school.**

### How the school has improved since the last inspection

There has been a good improvement since the last inspection, in particular through the successful addressing of the key issue of accommodation. The school has benefited from a very high standard of refurbishment for which the parents raised substantial funds. This together with the refurbishment of an outside barn has significantly improved facilities for staff and pupils and enabled the introduction of a before and after school club. The school has successfully maintained the good standards attained at the time of the last inspection. The headteacher has given excellent leadership and together with her colleagues and governors has ensured the continued development of the school. This has been achieved through the hard work, commitment and dedication of the staff, governors and parents. There have been good improvements in the links between the school and the local community. Targets are identified for individual pupils and progress towards these targets is carefully monitored. The detailed monitoring and evaluation of standards of attainment and quality of provision within the school ensure the school is well placed to continue to develop in the future. The headteacher and governors have the insight into what needs to be done, and there is an ethos of commitment, which will help the school to move forward.

### Standards in subjects

As the number in Year 2 in 1999 was less than 10, it is not appropriate to compare the performance of pupils in the school with the performance of pupils nationally or with the

performance of pupils in similar schools.

The number in each year group varies considerably, also the number of pupils with special educational needs. In this small school this has a significant impact when comparing performance both nationally and with similar schools. The numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school.

Levels of attainment upon admission to the school are broadly average. By five years of age pupils attain at least satisfactory standards in all the areas of learning. During the inspection standards for the majority of pupils were good and above national expectations for pupils at Key Stage 1 and Key Stage 2 in English, information technology and science. In mathematics standards are satisfactory and in line with national expectations for pupils at Key Stage 1 and good and above national expectations for pupils at Key Stage 2. Standards in religious education are good and meet the requirements of the locally agreed syllabus. In the lessons observed progress was good throughout the curriculum for the majority of pupils, and very good for those pupils with special educational needs.

### Quality of teaching

| Teaching in:           | Under 5 | 5 - 7 years | 7 - 10 years |
|------------------------|---------|-------------|--------------|
| English                | Good    | Good        | Very good    |
| Mathematics            | Good    | Good        | Very Good    |
| Science                | -       | Good        | Good         |
| Information technology | -       | Good        | Good         |
| Religious education    | -       | Good        | Very Good    |
| Other subjects         | Good    | Good        | Good         |

Teaching is good. It was excellent in nine per cent of lessons, very good in 30 per cent, good in a further 57 per cent and satisfactory in the remaining four per cent. Particular strengths are in the links between different subjects, for example, using skills in information technology and language in work on a history topic and in the management of the morning sessions in Key Stage 1 to ensure good provision for the range of ages and attainment in the class.

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

### Other aspects of the school

| Aspect     | Comment  |
|------------|--|
| Behaviour  | The majority of pupils behave well and have positive attitudes to work. There is unsatisfactory behaviour from a small number of pupils. |
| Attendance | Very good.   |

|   |  |
|---|--|
| Ethos*  | Very good. The school's aims and values are successfully promoted and all pupils have equal access to all the school does. Relationships are very good and pupils willingly take responsibility for tasks to help around the school.                               |
| Leadership and management                         | The headteacher provides excellent leadership and is well supported by staff and a conscientious governing body. Management planning clearly outlines the school's development and ensures the monitoring and evaluation of all aspects of the work of the school. |
| Curriculum  | Good. It is broad, balanced and meets the needs of all the pupils. Assessments are used effectively to help teachers' planning.  |
| Pupils with special educational needs             | Very good provision. Classroom assistants provide very good support and help pupils make good progress overall.  |
| Spiritual, moral, social and cultural development | Very good. Provides well for pupils' emotional and aesthetic development and fosters a very good understanding of cultural diversity. Provision for pupils' moral development is good.   |
| Staffing, resources and accommodation             | Very good level of teaching and support staff. Good accommodation and resources.   |
| Value for money                                   | Good. Teaching is good, pupils have positive attitudes and pupils make good progress.  |

\* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

### The parents' views of the school

| What most parents like about the school  | What some parents are not happy about |
|--|---------------------------------------|
| III. The school is approachable if any problems need to be discussed.<br>IV. The school's values and attitudes have a positive effect on their children.<br>V. They are encouraged to play a part in the life of the school.<br>VI. Their children are encouraged to be involved in more than their daily lessons. | VII. There were no concerns           |

The responses to the questionnaire sent to parents prior to the inspection indicate a high level of satisfaction with the standards achieved by the school. They expressed great pleasure with the development of the school since the last inspection. Inspectors' judgements support parents' views.

# KEY ISSUES FOR ACTION

There are no key issues for the school to address but, in the context of its many strengths, the following minor point for improvement should be considered as the basis for an action plan. This is indicated in paragraphs 16, 33, 37, 47, 77 and 108:

VIII. The unsatisfactory behaviour of a small number of pupils.

## INTRODUCTION

### Characteristics of the school

1. Thurstonland Endowed (C) First School is in a rural area, about five miles south of Huddersfield. Most pupils live in or around the villages of Thurstonland and Stocksmoor. The pupils come from a range of social backgrounds. There are 44 pupils on roll, of whom two were part time, which is smaller than other schools of this type. There are slightly more boys than girls in the school. There are two classes, each of which have mixed age groups of pupils. In recent years an increasing number of pupils transferring to the school have been placed on the register of pupils with special educational needs.
2. Children are admitted to the combined Key Stage 1 class. At the time of the inspection, there were seven children under the age of five. Children begin school with a varied amount of pre-school experience. Their attainment on entry is broadly average but does fluctuate from year to year. The number of pupils who are eligible for free school meals is below average. There are 11 pupils on the school's register of special educational needs, which is above average. Three pupils have a Statement of Special Educational Need. There are no pupils from homes where English is not the first language.
3. The accommodation consists of the original Victorian building, which was refurbished and adapted in 1997 and a barn conversion completed in 1998. In addition to the main teaching areas, there is an office which also serves as a staff room. The outside play area has been marked out for various activities. The school also makes good use of a nearby playing field for outdoor physical education.
4. The school aims to create a Christian ethos in which every child can develop to their full potential. It aims to promote the highest possible academic standards for each child in all aspects of the curriculum and to provide a welcoming and supportive environment for the school community. It aims to encourage a sense of curiosity and wonderment about the world and to promote tolerance and understanding of other faiths and beliefs.
5. The school's priorities for the immediate future are:
  - to continue to attain high standards for all pupils, particularly through initiatives in English, mathematics and information technology;
  - to develop a range of after school activities making best use of the new facilities now available;
  - maintain the high standards of repair and maintenance.

## Key Indicators

6. Due to the small number of pupils being assessed the school is not required to publish its National Curriculum results.

### Attendance

|  |              |                           | %   |
|--|--------------|---------------------------|-----|
| Percentage of half days (sessions) missed through absence for the Latest complete reporting year | Authorised   | School                    | 3.0 |
|  | Absence      | National comparative data | 5.7 |
|  | Unauthorised | School                    | 0.0 |
|  | Absence      | National comparative data | 0.5 |

### Exclusions

|  |              | Number |
|--|--------------|--------|
| Number of exclusions of pupils (of statutory school age) during the previous year: | Fixed period | 0      |
|  | Permanent    | 0      |

### Quality of teaching

|  |                        | %   |
|--|------------------------|-----|
| Percentage of teaching observed which is : | Very good or better    | 39  |
|  | Satisfactory or better | 100 |
|  | Less than satisfactory | 0   |

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

7. Baseline assessments indicate standards are broadly average on entry to the school. Records of children's progress from the beginning of term indicate that they make good progress. This evidence suggests that on admission to the school, at the age of four, most children have levels of knowledge and understanding which are broadly in line with those expected for their age. They make a good start and progress in the Reception year is good. Consequently, by the time they are five, the children attain the Desirable Learning Outcomes for their age. Their good progress is helped by thorough planning, careful match of work to their needs and the very good contribution made by support staff. The quality of teaching has a significant impact on the progress made by the children.
8. Standards of attainment seen during the inspection in English, information technology and science are above average at Key Stage 1 and at Key Stage 2. Standards in mathematics are broadly average at Key Stage 1 and above average at Key Stage 2. The standards seen during the inspection are not significantly different to those attained in the National Curriculum assessments in 1999. The pupils attain good standards in religious education which meet the expectations of the locally agreed syllabus.
9. When compared with results of National Curriculum assessments over the previous four years these indicate that standards have generally been maintained, although in this small school there are variations from year to year reflecting the particular needs and attainment of individual pupils. Information on pupils transferring at the end of Year 5 indicate that a significant number attain standards above national averages in the end of Key Stage 2 national assessment tests.
10. Pupils make good progress overall in English. Most pupils are fluent readers by the end of Year 5. Throughout the school pupils attain good standards in speaking and listening. Pupils are given good opportunities to engage in real discussion which requires them to develop ideas, convey opinions and respond to the views of others. In their writing, skills are developed well. By the end of Key Stage 1 higher attaining pupils write in sentences and use full stops and capital letters consistently. By the end of Year 5 pupils are able to complete extended pieces of creative writing with confidence. Imaginative writing and comprehension skills are well developed. Pupils make good use of their English skills in other subjects such as history and geography; information technology is used very well to redraft and present writing. Standards of handwriting, presentation and spelling are good.
11. In mathematics, all pupils make good progress throughout the school and attain good standards in their numeracy skills. At Key Stage 1, pupils make good progress in acquiring skills of mental recall and have a secure understanding of number bonds to 20. They have a good understanding of tens and units and add two-digit numbers together, showing a sound understanding of place value. Pupils' develop an increasingly good recall of number facts and make predictions about number patterns competently and accurately. By the end of Year 5, most pupils have a good understanding of arithmetic and can explain mental processes they use when solving problems. Most at Key Stage 2 develop good problem solving skills. They organise and record their work carefully and with pride in their presentation.
12. In science, pupils' progress throughout the school is good. At Key Stage 1, pupils study

life processes and living things. They undertake a range of practical investigations. In their investigations pupils are able to obtain evidence of the growth of leaves and children. They use their mathematical skills to measure the area of leaves using squared paper and can measure and compare the heights of children in the class. By the end of the key stage, in their work on materials and their properties, pupils are able to identify the constituents of everyday objects and classify them according to simple criteria. By the end of Year 5, pupils acquire a good knowledge and understanding and develop very good investigative skills. Pupils can discuss their knowledge and understanding of materials and their different properties. They confidently explain their experiments, using appropriate scientific vocabulary. Many can predict and hypothesise. By the end of Year 5, most pupils have a secure understanding of fair tests. They predict, observe and measure with appropriate precision and record their work well taking care in its presentation.

1. In information technology pupils make good progress at both key stages.  
At Key

Stage 1 pupils learn how to handle and use CD-ROMs and from an early age begin to learn how to enter commands to move a programmable toy. At Key Stage 2 pupils continue to make good progress and have a good knowledge of the many uses which they can use the computer for, linked to their work in other aspects of the curriculum, such as research for work in history.

14. Progress is consistent through out the school. Pupils make good progress in religious education, art, geography, history, music and physical education. In design and technology progress is satisfactory. Pupils with special educational needs make at least good progress and often very good progress, particularly in music and physical education. They are supported well by appropriate individual education plans, which show clear targets for learning.

### **Attitudes, behaviour and personal development**

15. Pupils have good attitudes to their work. For the most part they work hard and remain attentive throughout lessons and the school day. Pupils listen carefully to their teachers and each other and when required offer their own ideas and opinions with enthusiasm. By the time pupils reach Key Stage 2 they have developed good independent learning skills and can support their own learning with independent research. In Key Stage 1 there are some occasions when pupils work less well alone and benefit from close supervision. Pupils work well together in groups or pairs offering each other support and encouragement, although in Key Stage 1 some pupils find collaborative work difficult. Pupils are encouraged to take pride in their work and to celebrate their achievements. This is evident in attractive displays of work throughout the school and by the sharing of good work with others.

16. The behaviour of all the pupils is good. It is consistently so in Key Stage 2 but in Key Stage 1 there are a number of pupils whose behaviour and attitudes are sometimes less good. The teacher works hard to develop good attitudes and behaviour and there is good support for this from the school's system of rewards and sanctions. The success of this work is evident in the good attitudes and behaviour of the pupils in Key Stage 2. Conflict and bullying is very rare, any that occurs is dealt with swiftly and effectively. There have been no exclusions in the past year but suitable procedures are in place should the need arise.

17. Relationships throughout the school community are very good. The teaching and non-teaching staff, governors and parents form a close and supportive team. This is reflected in the relationships between pupils and staff and amongst pupils themselves. The school has a friendly, family atmosphere and pupils mix well with one another. They are generally courteous and polite to each other and to adults. Pupils of all ages generally work and play well

together, pupils in Key Stage 2 display a sensible and caring approach to younger ones. There are a few occasions when some older Key Stage 1 pupils do not set an appropriate example to their classmates.

18. The personal development of pupils is very good. Although there is at present no personal and social education policy or specific scheme of work, this area is very well supported by work done in lessons, assemblies and circle times. Pupils throughout the school are offered many opportunities to take responsibility, these include classroom and whole school duties. Confidence and experience are gained by taking part in the very good extra-curricular activities and the many opportunities to take part in events with pupils from nearby schools. Respect and understanding of the beliefs and values of others are considered in religious education and other lessons. The importance placed upon this work is evident in the school's very good links with a contrasting urban school. Pupils make exchange visits, write letters and send photographs to each other. The needs of the less fortunate are considered by supporting the work of many charities most recently with shoeboxes for Operation Christmas Child.

### **Attendance**

19. Levels of attendance are well above national averages and are very good. The school is well informed about absences and these are due to childhood illnesses and a small amount of holiday taking in term time. Pupils arrive at school in good time, registration periods are polite and efficient, leading promptly into the first lesson. The administrative arrangements are very good and the school meets all statutory requirements.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

20. Teaching is good and often very good and has a beneficial effect on the pupils' attainment and progress. The quality of teaching in the school was excellent in nine per cent of lessons, very good in 30 per cent, good in a further 57 per cent and satisfactory in the remaining four per cent. Particular strengths are the very good cross curricular links throughout the school's curriculum and the management of Key Stage 1 during morning sessions, when very good use is made of the classroom support assistants to ensure there is appropriate provision for the range of ages and attainment within the class. The quality of teaching of pupils with special educational needs is good. Teaching is focused well and pupils are helped to set their own targets and recognise their own improvements. Class teachers have very positive approaches to pupils with special educational needs who are well integrated with their peers. Teaching

methods and strategies for promoting learning are good.

21. The quality of teaching for children under five is good. Careful planning ensures organisation, methods and resources are appropriate for different tasks. There is a good balance between free choice and directed activities, which help the children to gain in confidence and to make good progress in language and literacy. The teacher provides opportunities for the children to work as a class, in small groups and individually. Good use is made of assessment to set tasks which are matched effectively to the different levels of attainment. Good emphasis is placed on early reading and writing skills and there are good opportunities for the children to discuss their work and improve their listening and speaking skills. Very effective use is made of voluntary helpers to work with the children so that they can focus on the needs of a group. A variety of approaches are used to interest the children, adapting the approach so that the children are given suitable opportunities to express themselves. The teacher intervenes effectively and shows sensitivity in asking questions and in guiding the children. Relationships are very good and help to create a positive learning atmosphere.

22. In all lessons there is a good pace and a range of teaching strategies is used to good effect. Teachers plan carefully, following National Curriculum programmes of study. They give clear explanations, instructions and demonstrations and provide careful support for all pupils. In both key stages, there are strengths in the teaching. The teaching of English is never less than good with some very good or excellent features, particularly for pupils at Key Stage 2. The staff use the approaches in the National Literacy Strategy well and make good use of resources to interest the pupils. They make good teaching points about story structure and the use of language and link this well to the sharing of texts as a class, for example, when using the big book "The fisherman and his wife" at Key Stage 1. They have high expectations of the pupils and give clear guidance on the teaching of skills such as grammar and punctuation. Handwriting is taught in each class. The teaching of reading includes appropriate opportunities for the pupils to build words from letter sounds. The teaching of mathematics is good. There is very good teaching of mental arithmetic. The teachers correctly emphasise the quick and accurate recall of number facts and most lessons have good pace and include challenging tasks. The homework activities provided offer additional challenge to extend the pupils.

23. In the other subjects the teaching is at least good and often very good, with some excellent features, particularly for Key Stage 2 pupils. The teaching of information technology is good and has improved significantly since the last inspection. Staff use information technology well in other subjects. The very good quality of support staff has a good impact on the standards attained.

24. Teachers' medium term planning is detailed and follows National Curriculum programmes of study, making good use of national guidance material. Individual lesson plans clearly identify the objectives. The teachers have good subject knowledge which they use well to set clear objectives and focus on what is to be achieved. They make good provision through literacy lessons for the development of language skills. Class teaching is used effectively at the start of lessons and many lessons end with discussion of what has been learned. The teachers provide good support through verbal comments which include guidance on how the pupils might improve. The teachers mark the pupils' work regularly. They use praise and encouragement effectively to motivate the pupils. The management of discipline is good. Teachers have good control and relationships between them and their pupils are very good.

### **13. The curriculum and assessment**

25. The school's curriculum is broad and balanced and includes all subjects of the National Curriculum, religious education and health and sex education. It is good in Key Stage 1 and very good in Key Stage 2, due to the increased opportunities for personal development and the access to the very good extra-curricular activities. The provision to cover the areas of learning for children under five is good. There are policies and schemes of work for all subjects and the time allocation for their teaching throughout the school is sensible and realistic. The implementation and teaching of the literacy and numeracy hours is successful and considerably enhanced by the strong cross-curricular approach and use of information technology, enabling the teaching and learning of diverse subjects to be relevant to the pupils.

26. All pupils have equal access to the curriculum, including those with special educational needs. The school has a well-deserved reputation for the care and attention given to its special educational needs provision and devotes a good proportion of its budget and staffing to supporting pupils who require extra help. The class teachers and the trained and experienced classroom support assistants co-operate closely together to ensure pupils have focused and effective assistance within the classroom, on tasks which are wholly relevant to the main activity. Pupils also benefit from some withdrawal sessions which concentrate on specific learning difficulties and relate to the targets in the pupils' detailed and realistic individual education plans. The school benefits from its strong links with outside specialists, in particular the education authority's visiting special educational needs teacher, who maintains a close working relationship with the school and also with the pupils when they move on to the next stage of education. The school satisfies the statutory requirements of the special educational needs Code of Practice.

27. The planning for progression and continuity of the curriculum is good in Key Stage 1 and very good in Key Stage 2. All teachers and support assistants

contribute to the planning of the curriculum, in a three year topic cycle. This approach is entirely suited to the age ranges of the school and the staff take considerable time and effort to achieve the cohesive use of all the subjects of the National Curriculum and the accompanying resource implications. Whole school approaches to the long and medium term planning, incorporating the appropriate programmes of study within each key stage, enable complete coverage of the curriculum throughout the school. The use of detailed schemes of work and of nationally agreed subject documents allows teachers to focus clearly on the content and standards appropriate for pupils of different ages and prior abilities. The planning and teaching of work which is clearly differentiated for groups of pupils throughout the key stages is a feature of this school. The planning for continuity in Key Stage 2 is very good due to the close liaison with the local pyramid of first schools and with the receiving middle school. This ensures not only a common system of curriculum coverage by the feeder schools, but an agreement for those areas to be covered at Year 6 by the middle school.

28. The provision for extra-curricular activities is very good. The school takes part in area sports with 21 other schools, hosting the competition, and also in rounders and six-a-side football tournaments. The school has its own after-school sports clubs from April to November and older pupils enjoy annual adventure weekends, in company with other local schools. The school has a strong music tradition and is assisted by the visits of six tutors from the Kirklees Music School, to teach brass, woodwind, percussion, strings, keyboard and guitar. A member of the school staff gives recorder tuition through the age ranges of the school. Pupils of the school take part in the Shelley pyramid music festival and some attend the Shelley Music Centre on Saturday mornings. There are many educational visits to the local area and farther afield which enhance the curriculum and the school has very strong links with the local community. Beavers, cubs, scouts and venture scouts use the school premises and children have the facility of the 'barn' in the mornings and afternoons, for an out of school club. Local businesses have supported the school and by means of sponsorship have assisted with the playground development and with the supply of football shirts.

29. Procedures for the assessment of pupils' attainment are good throughout the school. The assessment, recording and reporting policy is informative and gives good guidance on assessment methods and techniques. The Kirklees model baseline assessment is administered to the children under five in the first half of the autumn term on entry to the school. There is then regular, ongoing evaluation of progress in the classroom and attainment in the areas of the learning outcomes is assessed at the beginning of the summer term. Pupils are assessed in Key Stage 1 and 2 by means of teacher assessments and result in agreed targets, based on prior attainment. Pupils also contribute to assessment by means of regular self-review sheets, commenting on their own performance in current work. Targetted assessment tasks use the broad

learning objectives established in medium term planning and identify assessment opportunities within ongoing work. Optional National Curriculum tests, commercial tests of reading and spelling and moderated work all contribute to individual pupils' records.

30. The use of assessment to inform curriculum planning is good in Key Stage 1 and very good in Key Stage 2. Across the school teachers make good use of information gained from the baseline assessment and other recording of attainment and plan their work accordingly. Pupils' work is carefully differentiated to take account of their prior attainment and outcomes are used to inform future planning. Parents receive detailed and regular topic information sheets explaining in advance the work their child will cover, any planned visits or visitors into school and ways in which parents can help their child. In Key Stage 2, the older pupils become more involved in a dialogue with teacher and parents regarding attainment and further progress. This is monitored carefully and full and detailed records are built up for both reporting to parents and the receiving middle school. The school also evaluates the results of its pupils' Year 6 national assessment tests to enable it to form an opinion on the effectiveness of its teaching.

### **Pupils' spiritual, moral, social and cultural development**

31. The school makes very good provision for the pupils' spiritual, social and cultural development and good provision for their moral development.

32. The provision for spiritual development throughout the school is very good. Pupils' knowledge and appreciation of world faiths, such as Christianity, Islam and Judaism is strongly and effectively developed by the well-taught religious education lessons and by the daily assemblies. There are strong links with the local church and its vicar, who regularly delivers assemblies which are full of life and vitality and yet contain a clear spiritual message for the pupils. Through assemblies the school successfully provides a meaningful experience for its pupils. They appreciate the beliefs and traditions of other faiths and understand some of the similarities and differences between them. They learn about the reasons behind the celebrations of various faiths, such as the Jewish one of Hanukkah and appreciate the symbolism which accompanies the ritual. There are good opportunities for the pupils to explore the personal significance of religious and moral beliefs and they are encouraged to consider and express their feelings, as in their work in art or in helping others at harvest festival.

33. The provision for the pupils' moral development is good. The school uses assemblies, religious education and personal and social education lessons to teach the principles which distinguish right from wrong. Parents are pleased with the support and guidance which the school staff provide for their children. The school has a behaviour and discipline policy which is not fully understood

by some pupils, but the majority of pupils behave well. Staff and support assistants provide good role models for the pupils and pupils are encouraged to consider those less fortunate than themselves through, for example, charity fund-raising.

34. The social development of pupils is very good. They are friendly and polite to each other and to adults and there are very good links between the school, the community and the church. There are good and varied extra-curricular activities provided and older pupils take part in the annual area sports, rounders and six-a-side football tournaments. They also enjoy participating in cross-country events and competing in the kwik cricket tournament and the swimming gala. The school has its own after school sports clubs, which run from April to November, and sports provision is enhanced by the use of specialist coaches for soccer, rugby, cricket and dance. Pupils are encouraged to accept responsibilities within the school and to work for the good of the outside community. The school has a strong music tradition and many pupils receive instrumental tuition and attend the Shelley Music Festival and the Kirklees Music School. The provision of extra-curricular activities in sport and music helps foster good relationships, self-discipline, co-operation and a sense of belonging.

35. The provision for pupils' cultural development is very good. Pupils learn about other world faiths and cultures, such as Judaism and Islam, alongside their study of Christianity in their religious education lessons and assemblies. They appreciate the many similarities and some differences between these faiths by studying their festivals, celebrations and traditions. Pupils are encouraged to have a respectful and tolerant approach to other peoples' beliefs. The school makes very good use of drama, role-play and cross-curricular lessons and relevant artefacts. The range of cultural visitors has been considerably extended and the pupils make many visits to places of interest in the wider locality to further their studies of traditions and life styles of peoples around the world. For example, the school visits a local mosque, synagogue and church and has strengthened its links with an urban Junior School in Dewsbury. This link is invaluable to the pupils' cultural and cross-curricular work. There are regular visits and contacts between the staff and pupils at both schools which greatly enhance their appreciation of diverse culture and beliefs.

### **Support, guidance and pupils' welfare**

36. The support, guidance and provision for pupils' welfare is very good overall and a strength of the school. There are very good procedures for monitoring pupils' academic and personal progress. A wide variety of tests and assessments allow the school to maintain detailed individual records. These are very well used to set individual targets and benefit further from the pupils' involvement in this process. Pupils are all well known and well supported by the

very good relationships that exist. Those with special educational needs are well provided for and supported well by their individual education plans. Pupils are well prepared for life outside the school with appropriate health and drugs education. Meetings and visits ensure that children make a happy start to their school life and a smooth transfer to the next stage of their education.

37. There are satisfactory procedures for monitoring and promoting good behaviour. There is a suitable policy which is accompanied by rewards for good work and behaviour. Whilst this is effective for the majority of pupils the school recognises that the present system of sanctions does not offer a sufficient range of strategies to support teachers and to provide clear messages about unacceptable behaviour to all pupils. There are very good procedures for monitoring and promoting good attendance and the school meets statutory requirements efficiently.

38. There are very good arrangements for child protection. There is a clear policy, the staff are suitably trained and have a good level of awareness. The arrangements for promoting the health, safety and well being of all in school are also very good. There is a sensible policy which provides clear guidance for day-to-day safe practice and emergency procedures. This area benefits from the close involvement of the governing body.

### **Partnership with parents and the community**

39. The partnership with parents and the community is very good and one of the school's many strengths. Parents are very supportive of the school and very appreciative of all that the school provides for their children. Parents provide good support for their children's learning; they provide help in school, with extra-curricular clubs, with reading and other activities. Homework is well supported, reflecting the importance which both parents and the school places upon the home school agreement. There is an active and successful Parents' and Teachers' Association that provides additional resources. Links with the community are strengthened by fund-raising events held in conjunction with other local organisations.

40. The quality of information provided for parents is very good, there is a school brochure, governors' annual report and regular letters. These are all informative and of high quality. Parents receive information about reading and the literacy and numeracy hours at events held in school. Detailed information about coming work is provided and includes ideas for providing help at home. Reporting on pupil's progress is made at two consultation events and with written reports in the summer term. These are good throughout the school and give clear information about successes and difficulties and guidance for future improvement. This represents an area of improvement since the last inspection.

41. The links with the community are very good and provide support for the curriculum and enrich pupils' lives. Pupils join in the life of the community by taking part in church services, concerts and productions, all of which are well attended by parents and friends. Visitors to the school and visits to places of interest enhance lessons and topics, for example, Key Stage 1 pupils have visited the Eureka museum to support science and older Key Stage 2 pupils have taken part in a Ranger Danger workshop to support personal and social education. Valuable visits are made to other schools, either to share resources and events or to learn about and appreciate other ways of life.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

42. The governors, headteacher and staff make a very good contribution to the quality of education in the school and the standards pupils achieve. The school shares its positive ethos and aims with the community and is successful in meeting its objectives. The governing body is active and meets its legal responsibilities. The school's aims, values and policies suitably influence the work of all staff and there is a shared sense of purpose.

43. The overall leadership and educational direction provided by the headteacher are excellent. She leads very well by example being closely involved in classroom teaching. The headteacher, governing body and staff share a commitment to helping pupils achieve their potential in all aspects of school life. The management of teachers' roles is sound, with appropriate time given to those with core subject responsibilities to monitor classroom practice. Much curriculum development work is undertaken together. The curriculum co-ordinators have clearly defined roles and give good leadership in their areas. Curriculum development is monitored effectively. The school has managed the effective introduction of the National Strategies for Literacy and Numeracy well.

44. The school has made a good improvement since the last successful inspection. It produced a clear action plan in response to the very good inspection report at the time of the previous inspection and has successfully addressed all the issues raised to further develop the accommodation and ensure the existing high standards were maintained. It has monitored progress in these areas and is continuing to develop some aspects such as information technology. The school has identified clear and realistic targets and is well placed to continue to build on its improvements.

45. There are appropriate committees of the governing body, which meet regularly and governors have delegated areas of responsibility, including literacy, numeracy and special educational needs. Appropriate involvement is taken in financial decision making and governors take an active role in acting as

a critical friend to the school. The governors' annual report to parents contains all the information to meet statutory requirements. The school fully meets statutory requirements for the recording and publication of National Curriculum assessments and other requirements, including those for sex education.

46. Governors have a strategic view of the school's development. The excellent school development plan, which has been further improved since the last inspection, shows appropriate priorities for development and is a most useful working document. Developments are clearly detailed, showing appropriate related costs and time scales. All staff and governors are involved in setting these priorities and there are links with the budget. There is very good provision for monitoring and evaluation of the impact of initiatives.

47. The headteacher, staff and governors work together effectively to promote the interests of the school. There are very good relationships between staff and pupils which successfully promote the school's code of conduct. Aims and values are clearly expressed and the management of the school is very successful in promoting them. Behaviour and discipline are managed well and staff have a consistent approach with clear expectations which is successful for the great majority of pupils. The school recognises the need to review strategies for addressing the disruptive behaviour of a very small minority of pupils. The school effectively promotes equality of opportunity for all pupils.

48. The management of the provision for pupils with special educational needs is very good. The co-ordinator fulfils her role very effectively and is suitably supported by the governor with this responsibility. Support from outside agencies is used appropriately and managed effectively. The management of provision for children under five is good. Within the combined Key Stage 1 class, there is good provision for experiences in all areas of learning. Non-teaching staff are managed effectively to provide maximum support and as a result children make good progress in the appropriate areas of learning. The induction process is managed well and helps the children to settle quickly into school.

49. The management and deployment of support staff is suitably aimed at supporting groups of pupils within lessons. Support staff conscientiously follow teachers' plans. They are closely involved in planning which ensures they have a clear understanding of learning objectives and ways in which their support can be most effective.

50. There are very good opportunities for professional development and teachers co-operate to introduce new initiatives. Staff needs are identified and suitable provision is made for their professional development through the use of appraisal. Staff support each other well and teamwork is a strength of the school.

51. The management of information provided to parents is very effective. Communication between staff and parents is very good, reflected in parents' positive comments about information provided by the school. Parents fully support the school's aims, as reflected in the questionnaire and at the parents' meeting prior to the inspection.

52. Administration is very good. The school runs in a smooth and orderly way and this contributes to the overall quality of education. The caretaker ensures that the school is very well maintained and clean.

### **Staffing, accommodation and learning resources**

53. There is a very good number of suitably qualified and experienced staff to meet the needs of the curriculum. The teaching staff is complemented by a very good number of classroom and special educational needs assistants. The efficient administrative staff ensures the school runs smoothly and ancillary staff maintain a very pleasant and safe environment.

54. The arrangements for the professional development of the staff are very good. Both teaching and non-teaching staff are encouraged to pursue vocational training and the school includes all staff in training relevant to their needs and responsibilities. Training courses are

carefully linked to the curriculum, to special educational needs and other aspects of school life. There are appropriate arrangements for staff appraisal and they are well supported in their work by school documentation. At present this does not include a teaching staff handbook.

55. The accommodation is good and presents an area of significant improvement since the last inspection. The school has been refurbished to a very high standard and valuable additional space has been provided by the skilful conversion of an adjoining barn. The playground has been imaginatively developed and good use is made of other facilities to compensate for shortcomings within the school, for example, the village hall provides facilities for productions and the church is used for concerts and services. The accommodation at the school is restricted and limits the space available for the under-fives and also for indoor physical education, although this is in part remedied by use of the middle school gym.

56. The level of resources available to meet the needs of the curriculum is good. All areas are well resourced and the library provision is very good. The provision of large play apparatus for the under-fives and for physical education is limited; in part this is due to the restricted space available. Very good use is made of resources beyond school, including those shared with other schools

and those made available by visits to places of interest.

### **The efficiency of the school**

57. The findings of the current inspection are in agreement with those of the previous inspection. The 1996 report judged the school to be managed very efficiently with the budget set to achieve the school aims.

58. The governing body receive regular financial reports, which they use carefully to monitor spending. Each year they aim to ensure that the available budget is allocated to meet the needs of the pupils currently attending the school. The accumulated surplus allows the governing body to maintain a consistent level of staffing as pupil numbers fluctuate. The school development plan clearly identifies how the available resources will be linked to school objectives and the key targets for each year. There are clear details of how the longer term projects, such as a planned programme for redecoration, are to be financed in the current and subsequent years. This means that the governing body has sufficient criteria to be able to consider how their financial decisions have contributed towards improvements in standards and ensure that the school provides value for money.

59. Teaching staff are used appropriately to take account of their experience and qualifications. The deployment of the part-time teachers is particularly effective in enabling teaching groups to be composed of three separate groups to provide work that is well focused for pupils with different levels of attainment. It is also used effectively in providing time for the headteacher to fulfil her management responsibilities, monitor the work of the school and provide support and guidance to staff. Classroom assistants provide good support to all classes. They are used to very good effect when they support pupils with special educational needs and children under the age of five. The funds allocated for special educational needs are used appropriately and this has a helpful effect on the pupils' progress.

60. Effective use is made of the accommodation and this has a good impact. The school makes efficient and good use of the resources available. Interesting displays of pupils' work and information in a range of forms enhance the environment and provide stimulation and interest for pupils and parents. The available storage space is organised well and resources are easily accessible. Resources are used well to support learning. For example, the number of computers has a positive effect on the attainment and progress of the pupils. Good use is made of visits into the community and visitors to the school and these enhance and enrich the curriculum. Time is used efficiently; lessons start and finish punctually and very little time is wasted in getting down to work.

61. The administrative staff ensure that day-to-day routines are efficiently

carried out so that the headteacher and staff can concentrate on teaching. There are very good financial controls and the school follows suitable guidelines for the administration of funds. Financial planning is very good and this has enabled the school to effectively plan its expenditure. The governors monitor the effectiveness of financial decisions. Procedures for ordering resources are clear and appropriate action is taken to check deliveries and ensure prompt payment. The most recent audit report reported that procedures were of a good standard but expressed some minor concerns. The school has already implemented recommended procedures. Procedures for monitoring attendance are very good and records are maintained consistently.

62. Overall efficiency in all aspects of school management and provision of education is very good. The cost of educating the pupils is slightly above average but not dissimilar to schools of the same size. In view of the standards achieved, the positive leadership and management and good teaching, the school provides good value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

63. Children enter the school at the beginning of the autumn term in the school year of their fifth birthday, many having had experience of pre-school education within the school's locality. At the time of the inspection seven children in the Key Stage 1 class were under five. The curriculum is planned in line with the requirements of the Desirable Outcomes for Learning. At the same time, the National Curriculum Key Stage 1 is kept firmly in mind for the older, as well as higher attaining younger, pupils.

64. On entry to the school, children are deemed to be of average attainment in language and literacy, numeracy and social skills. Baseline assessments indicate that standards are broadly average. Inspection evidence suggests that children make good progress during their early schooling. Children make good progress and by the age of five they are judged to be attaining standards at least in line with the Desirable Outcomes for Learning in their personal and social development, language and literacy, mathematics, creative and physical development and in their knowledge and understanding of the world. Children who have special educational needs make very good progress and achieve in line with their levels of ability.

65. Children's personal development is very good. They arrive happily and ready to take part in the activities. Children enjoy their learning and are very positive in their attitudes towards school, are purposeful in going about classroom tasks and are very helpful towards one another. Children are very familiar with daily routines and tidy up efficiently at the end of a session with little direction. They demonstrate a very good capacity to organise their own activities. They are developing in confidence and demonstrating growing levels of independence. They listen very attentively and follow instructions very well. They co-operate very well and share resources sensibly when working and playing together. They are polite and caring and show sound levels of understanding in a range of situations.

66. Children make good progress in developing their language and literacy skills. Very young children understand that print carries meaning and know how to handle books correctly. They know the direction of words and many read common words or familiar parts of the text with confidence. Children enjoy listening to a favourite story, for example, the big book "Ten in the bed". They predict the sequence of events based on their knowledge of the content and make good use of their early number skills. Children listen attentively to the teacher in discussions and demonstrate their understanding with pertinent responses about themselves and their own experiences. They develop good writing skills, quickly begin to recognise letters and know their names. Children recount stories they have had read to them. Children develop a good knowledge

of the relative shape and size of letters and begin to develop well-formed handwriting. They enjoy using the computer for reading and writing purposes and are confident in finding their way around the keyboard and the screen.

67. Children make good progress in developing their mathematical understanding. They sort shapes to their own criteria and explain these clearly. Children readily recognise numbers to 10 and count objects to 10 easily. The development of mathematical learning is effectively promoted through practical activities, for example, counting and threading beads, accurately matching and making patterns using pegboards, pattern blocks and multi-link cubes. Children know the names of some shapes, for example, square, circle and triangle and are familiar with a range of number rhymes.

68. Children are developing an increasing knowledge and understanding of the world. They talk about their everyday lives confidently to teachers. They explain family events relevantly in response to questions or as explanations of something they have done. Children know that dry sand will change when water is put into it and that it can be modelled when it is wet. Through their talk and spontaneous play, children can be heard to explore their experiences in some depth and reinforce the structured work they do with adults. Observational skills and a sense of location and direction are developing satisfactorily and they are beginning to have an understanding of past and present and a sense of personal history.

69. By the age of five children's levels of physical skills are sound overall. Children enjoy physical activities and participate in physical education lessons with evident enthusiasm. Appropriate opportunities are planned for them to work with small apparatus but opportunities to extend such experiences and develop children's large motor skills in outdoor play through the use of tricycles or small bikes are restricted. They have a good awareness of their own space and know that they need to be careful not to bump into other people. When using tools, for example, for writing, painting or cutting, the majority of children demonstrate good control of fine motor skills. It is clear from the many examples of such work that children are confident in using these tools.

70. By the age of five most children make good progress in most areas of their creative development and attain levels of understanding and skill which are average for their age. Children enjoy singing and playing instruments. They know simple songs by heart and keep in tune. Children clap in time to the beat. They understand the need to take turns with instruments. Children like using colour and tools for art activities. They paint boldly and show good skills, for example, when mixing different shades of green. They cut round shapes with care and handle pencils, brushes and malleable materials with increasing control, for example, when making dough models of the members of their families.

71. The quality of teaching is good. The teacher has good knowledge and understanding of the needs of young children and plans carefully for these within the framework of the Desirable Outcomes for Learning. Learning experiences are structured with an emphasis on practical activities and a variety of teaching approaches. Lessons frequently begin with the whole class before small-group work is organised. Such groups have good levels of adult support. Non-teaching staff are deployed very effectively and are very well-informed about individuals' different learning needs. They are knowledgeable about the children and make a very positive contribution to their quality of learning. The teacher maintains a good pace in lessons and pitches content appropriately to meet children's different needs. Teaching and non-teaching staff are consistently good-humoured and very positive in their approaches and act as very good role models for learners. Adults give sensitive support to the pupils and make good use of observation and assessment to inform planning on a day-to-day basis. Group activities are very well organised. Good use is made of space and learning resources and objectives are very clear. The classroom support assistant gives very good support. Time and resources are used very efficiently.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

72. In this small rural school the numbers of pupils undergoing national testing and assessment has a significant impact when comparing performance both nationally and with similar schools. These numbers are too small and variable from year to year to provide a reliable guide to the overall trend in standards throughout the school. Available evidence suggests that standards have been maintained over the last four years.

73. From evidence gathered during the inspection standards for the majority of pupils are good and above national expectations. Standards for the majority of pupils in Year 5 are good and above national standards in English. The inspection took place much earlier in the school year than the previous inspection. Rates of progress seen during lessons and in samples of work indicate that pupils are well on target to maintain the standards seen during the previous inspection, with a significant number of pupils at Key Stage 1 expected to attain above levels expected nationally. Year 5 pupils are well on target to meet, and in many cases exceed, the national expectations in end of key stage national tests.

74. By the end of Key Stage 1 pupils listen attentively to the teacher and to each other. Pupils answer questions clearly when discussing the cover title and author of the big book entitled "The Fisherman and his Wife". By the end of the key stage pupils read confidently both from their own work and from texts. By the end of Year 5 pupils speak confidently and respond well to questioning and

their use of Standard English is very good. Pupils successfully compare and contrast works by the same author making very good use of vocabulary. In their discussions on using non-fiction books pupils show good understanding of how to use an index and glossary. Pupils in Year 5 clearly identify fact and opinion in work about the Tudor monarchs. Higher attaining pupils clearly describe events, such as their visit to their partnership school in Dewsbury, using thoughtfully developed ideas, very good variation of expression and interesting vocabulary. Throughout the curriculum pupils are given good opportunities to engage in real discussion which requires them to develop ideas, convey opinions and respond to the views of others.

75. Most pupils' attainment in reading exceeds the national expectation. In Key Stage 1 pupils read confidently and with accuracy, and their ability to read is enhanced by the use of phonic cues, knowledge of high frequency words and picture cues. By the end of the key stage many pupils are fluent readers and able to use their prior knowledge to make predictions about a story. By the end of Year 5 these high standards in reading are maintained. Younger pupils are developing an awareness of publishing techniques such as the use of publicity material to find out more about the content of books. Older pupils use a wider range of non-fiction and fiction books and have skills and strategies to tackle unfamiliar texts. Higher attaining pupils select key points and use inference and deduction well. All pupils have very good opportunities to use information technology for research and their attainment in this skill is very good.

76. By the end of Key Stage 1 higher attaining pupils write in sentences and use full stops and capital letters consistently. Younger pupils make good progress in the recognition of rhyming words and are developing a good range of strategies for decoding words. Many pupils are able to use their knowledge of common letter patterns to decode and spell words. Pupils in Years 1 and 2 use a widening vocabulary to vary their stories and interest the reader. By the end of Year 5 pupils are able to complete extended pieces of creative writing with confidence. Imaginative writing and comprehension skills are well developed. Pupils make good use of their English skills in other subjects such as geography and history where they write about the life in Tudor times and in African cultures. Information technology is used very well to redraft and present writing throughout the key stage. Attainment in handwriting and spelling are good in both key stages. Work is well presented and writing is neat and legible.

77. Pupils' response to their work is good at Key Stage 1 and very good at Key Stage 2. Pupils generally settle to work quickly, concentrate well and show a very positive attitude to their work. Pupils enjoy shared reading and respond very well to the wide variety of activities in the literacy hour. When encouraged to work in groups, or pairs, pupils remain on task and they make good gains in their knowledge, understanding and skills in all aspects of English. The behaviour of the majority of pupils is very good. A very small minority of pupils, at Key Stage 1, have to be reminded of the standards of behaviour expected of

them.

78. Pupils make good progress throughout the school. Those with special educational needs make very good progress due to the excellent support they receive from the classroom assistants which enables them to work very successfully alongside other pupils in the classroom.

79. The quality of teaching is good at Key Stage 1 and very good at Key Stage 2. A significant strength of the teaching is the very good planning which ensures work is very well linked to work in other curriculum areas. Teachers' planning for the literacy hour makes clear what pupils are expected to learn. Lesson objectives are clear and focused and pupils are fully aware of the purpose of the lesson. Organisation of shared, group and individual work is very good, providing appropriate work to meet the needs of pupils in the class. Management of pupils is consistently very good. Teachers set high standards for pupils then provide the support and guidance to help pupils reach these standards. A wide variety of teaching strategies is used to achieve the learning objectives. Very thorough assessments are undertaken and pupils' progress is consistently monitored. The assessment methods used include annual tests, standard tests, spelling tests and reading tests and the school has developed a comprehensive portfolio of annotated and levelled work. Good diagnostic reading records are kept as part of regular, guided group reading. A suitable policy and programme of work, which the school continues to evaluate, are in place. Curriculum management of English is very good. All teachers at the school have received appropriate training to teach the literacy hour, which is providing consistency of structure to all lessons.

80. Resources for English are very good. The school has acquired very good quality fiction and poetry books for the National Literacy Strategy, which has had a positive effect in the implementation of the literacy hour. There are a wide range of books that are linked to the reading scheme which are used systematically to support early reading at Key Stage 1, for group reading and for pupils to take home to read. The school library, which is used well by pupils, has a very good selection of books. The accommodation is good and is used effectively.

## **Mathematics**

81. The numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school. The school has set realistic targets for improvements in pupils' attainment and has developed strategies, particularly in numeracy, to help achieve these targets. Available evidence suggests there has been a steady improvement over the last four years.

82. The school successfully follows a well planned and balanced programme which covers, and regularly reinforces, all the required areas of mathematics. It effectively meets the needs of all the pupils with differing levels of attainment, including those with special educational needs. Levels of attainment upon admission to the school are broadly average in number skills. During the inspection standards for the majority of pupils were satisfactory and in line with national expectations for pupils at Key Stage 1 and good and above national expectations in Year 5. Progress is good overall in all aspects of the subject and is often very good for Key Stage 2 pupils. Progress of pupils with special educational needs is very good as they are set clear targets and monitoring of their progress is carried out. Year 5 pupils are well on target to meet, and in many cases exceed, the national expectations in end of key stage national tests.

83. At Key Stage 1, pupils make good progress in acquiring skills of mental recall and have a secure understanding of number bonds to 20. They have a good understanding of tens and units and add two-digit numbers together, showing a sound understanding of place value. Higher attainers count in multiples competently. Younger pupils add numbers together which total less than 20. Pupils develop an increasingly good recall of number facts and make predictions about number patterns competently and accurately. They develop their understanding of ordinal numbers and apply this to everyday situations such as sorting letters and studying football league tables. Pupils draw and understand the differences between different shapes and most know how many sides and corners certain shapes have, for example, squares, rectangles, triangles and hexagons. The majority know and use appropriate mathematical vocabulary well with regard to shape.

84. At Key Stage 2 high and average attainers have a good understanding of place value. They use their knowledge well to perform calculations with large numbers. They have very good skills in recalling number facts accurately and can give clear explanation of how they have made their mental calculations. Pupils with average attainment calculate confidently and higher attaining pupils use these skills well to solve problems. Most pupils measure length accurately and identify the symmetries of two-dimensional shapes very effectively. They apply these skills well in other subjects, for example, when producing artwork using the computer and identifying lines of symmetry and repeating patterns in their work. They use tabulation and data handling skills effectively, for example, when conducting a traffic census as part of their work in geography in collaboration with their partner school in Dewsbury.

85. Progress throughout the school is good in the development of mental skills and recall of simple number facts. Younger pupils progress from calculating using cubes to support their work, to pencil -and-paper activities. They improve their speed of calculation by applying their knowledge of number facts to every day situations such as shopping. Pupils make good progress in their use and application of mathematics and in the accurate presentation of

information. Progress is good in data handling. Higher attaining pupils make very good progress in using data making good use of information technology. Across both key stages progress in shape, space, measurement and number is good.

86. Pupils' attitudes to their work are good and often very good, particularly for Key Stage 2 pupils. The older pupils are highly motivated and show a keen interest in mathematics, they are enthusiastic, listen carefully and are eager to answer questions. They concentrate well on all types of activities, including reinforcement and investigative or problem solving tasks. Their good behaviour allows for a brisk pace in lessons and they persevere and concentrate. Pupils' presentation of their work is of a high quality. They take a pride in producing a good standard of work and enjoy discussing their work with each other. Pupils work well, both individually and in pairs and are able to move easily from one task to another. They share equipment, help one another and are good at taking turns.

87. The quality of teaching is always good and sometimes very good at both key stages. Teachers have a good knowledge and understanding of the subject and teach it confidently. Teachers give clear explanations and demonstrations and use time effectively, often timing activities carefully. Work is always appropriate, pitched to the abilities of the pupils through differentiated tasks and there are clear learning objectives. Teachers demonstrate an enthusiasm for the subject which they convey to the children effectively. They show a good awareness of the common weaknesses in skills' development and teach good techniques to help the pupils to improve their competence in handling number. Teachers' planning is good, with objectives and aims that are attainable and usually including detailed lesson notes of the work to be covered and examples of extension or consolidation work often given. There is a strong element of class teaching or introduction, followed by group work. Teachers expect and gain pupils' attention during whole class introductions to activities. Explanations are clear and this enables pupils to make a prompt start to tasks and make good progress. Teachers expect pupils to work quickly and accurately. Praise and encouragement are used effectively and pupils respond positively. National Curriculum and standardised tests are also used to assess attainment and progress. Targets have been identified for individual pupils and progress towards these targets is carefully monitored.

88. The mathematics curriculum meets all statutory requirements. It has a good policy and uses a commercial scheme that covers all attainment targets. All pupils have equal access to the curriculum and pupils with special educational needs are identified and given very good support in the classroom by special educational needs assistants. Planning for continuity throughout the school is good. Procedures for assessing pupils' attainment are good, using a range of tests and teacher assessments and collecting samples of pupils' work.

89. The subject is very well co-ordinated and the documentation is of a very good quality, providing a firm basis from which to develop further. There is a good understanding of how information technology can be used to support mathematics and this is an ongoing development. Classroom assistants are used very effectively to help provide for the different ages and levels of attainment within each class. There are good quality practical resources and these are used very well throughout the school to develop understanding through first-hand experience.

## **Science**

90. Due to the small numbers of pupils aged 7 whose performance in science in 1999 was measured by teacher assessments, these results cannot be published. The number in each age group in this small school varies considerably. This has a significant impact when comparing performance both nationally and with similar schools. The numbers of pupils undergoing teacher assessment, including those pupils aged 10, are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school.

91. The attainment on entry to the school is broadly average with some variations either side. Evidence gained from scrutiny of work, displayed work, from discussions with pupils and teachers and from teachers' planning, indicates that attainment in science is good and above the national average in both key stages. Pupils' progress in science throughout the school is good. Pupils with special educational needs make very good progress in relation to their prior attainment. All pupils in the school make good progress in their ability to conduct investigations and increase their knowledge and skills of observation and recording. Older pupils see the need for fair testing and work collaboratively and methodically with others. Some of the work shows evidence of personal learning, by taking home work to increase their knowledge and understanding in the topics studied. Pupils' progress in science is enhanced by the constant interrelationship with other subjects, increasing the subjects' relevance to the real world.

92. At Key Stage 1, pupils study life processes and living things. They use their skills of drawing and observation from lessons in art to make realistic drawings of plants in colour from first hand observations. They are able to identify and annotate the leaves, stem and root of the plant and understand their functions. From the good basis established in the reception year, pupils undertake a range of practical investigations. They observe, record and evaluate and understand that plants require sun, soil and water to grow. They are accustomed users of information technology and are able to input results in order to generate block graphs showing rates of growth. In their investigations pupils are able to obtain evidence of the growth of leaves and of children by

means of their mathematics skills. They measure the area of leaves using squared paper and can measure and compare the heights of children in the class. By the end of the key stage, in their work on materials and their properties, pupils are able to identify the constituents of everyday objects and classify them according to simple criteria, such as hardness, texture and shininess.

93. At Key Stage 2, pupils are able to investigate, predict, observe, measure and record in a variety of ways, including the use of information technology. In their work on materials and their properties, pupils observe and describe a variety of common objects and are able to classify according to properties such as, absorbency, brittleness, flexibility, opaqueness and porosity. They carry out surveys around the classroom, recording the different objects constructed from plastic, metal, wood, fabric, paper, rubber and glass. Results are then fed into the computer to generate a series of different graphs. Pupils understand the need for a fair test and carry out an investigation to find out which of six types of paper is best for mopping up water. They are able to discuss and decide upon the best way to carry out this investigation and to arrive at a scientific conclusion by means of standard procedures, careful observation, accurate recording and evaluation.

94. By the end of Year 5, pupils understand that certain properties lead to certain uses of materials, for example, paper is good for wrappings, posters and some containers and they know that plastic is good for lightweight waterproof containers, such as lunchboxes and yoghurt cartons. In their related cross-curricular work in food technology, pupils appreciate that materials used in cooking often change to irreversible forms, for example, fat, flour and eggs when mixed and heated become cake. They also appreciate that chocolate, when melted to a liquid will revert to a solid on cooling. Pupils understand that all materials exist as solids, liquids or gases and know that water is an excellent example of a material which can exist in all three states, by means of the application of heat or reduction of temperature.

95. Pupils' attitudes to work in science are generally good throughout the school. Their work is well presented and pupils are keen to complete investigations thoroughly and use information technology to illustrate their findings. All children are keen to talk about their work and explain it. Pupils work well in pairs or groups and are enthusiastic about the subject, co-operating successfully to achieve the desired result. They show care and concern when handling equipment and living things and handle them appropriately.

96. No science teaching was observed during the week of the inspection, but from the scrutiny of samples of work, the teachers' planning and from discussions with teachers and pupils, the following judgements can be made. Teachers' knowledge and understanding of science are good and they have

high expectations of the quality of work and presentation of their pupils. Learning objectives are clear and teachers have a thorough understanding of what they wish to teach and how they will achieve it. All teachers are well organised and carefully plan for the use of resources and equipment during lessons. Ongoing assessment and marking of pupils' work is good throughout the school and work is always planned which is appropriate for groups of pupils with differing prior attainment. The use of homework is good in Key Stage 2 where there is evidence of personal research.

97. Leadership and management of the subject is good. In this small school all staff work closely together, making use of expert guidance and support where necessary, as in the case of policy creation or for in-service training. The school makes use of a nationally agreed science document as the basis of its scheme of work, carefully evaluated and adapted to fit the school's three year rolling programme. The co-ordinator and headteacher monitor the effectiveness of the subject and evaluate samples of pupils' work. Teachers assess pupils' attainment and progress by classroom marking and discussion with pupils, by the use of self review sheets and by targeted assessment tasks, aimed at the work just done. Information is gathered for end of year assessments and assist in formulating targets for pupils in the following year. Resources for the teaching of science are good in quality and quantity and are easily accessible. There are appropriate books and information technology resources for pupils with special educational needs. The accommodation for the teaching of science is good and used well.

## **OTHER SUBJECTS OR COURSES**

### **13. Information technology**

98. At the time of the last inspection, standards in information technology were judged to be satisfactory throughout the school. The standards observed during the week of the inspection, at the end of Key Stage 1 and by the end of Year 5 in Key Stage 2 are good and represent an improvement since the last inspection. There was no discrete teaching of information technology observed during the inspection. Judgements were formed on the basis of the good provision of computers and software, the scrutiny of work, observations of pupils using computers, discussions with pupils and teachers and teachers' plans.

99. Pupils throughout the school make good progress with their skills of information technology. Pupils with special educational needs make very good progress in relation to their prior attainment. Computers are accessible to both classes and are in constant use to support pupils' learning across the curriculum. They develop skills of word processing, the ability to manipulate databases and knowledge of e-mail, the Internet and control and monitoring.

100. By the end of Key Stage 1, pupils make appropriate use of the computer

to support their learning across the curriculum. They are confident and competent users of the mouse and keyboard to explore and extract information held in the computer. Pupils use software packages to help improve their skills of accessing and retrieving information, such as exploring a house to gain further knowledge for their history or geography project. They are able to directly type their own stories, reports or accounts and use the keyboard to edit and alter text. Key Stage 1 pupils can use a programmable 'pixie' to give direct signals or commands to produce a variety of outcomes. They enjoy working with word recognition and number games and pupils save their work on their own files on the hard disk.

101. By Year 5, pupils can extract information from a CD-ROM, for example, for their work on the Tudors. By controlling the mouse to move from room to room, they identify features and materials in a Tudor house and obtain information from a friendly Tudor dog. Pupils can collect data from work in mathematics or science and input it into graphical representation. They can read and interpret their findings, reorganise and convey the information for their own purposes. All pupils are familiar with word processing procedures and can switch on, load software, start a program, change fonts, use windows technology and delete and insert. They can program a roamer and use a control program on the computer. They are familiar with simulation games requiring decisions and most can use an art package on the computer to generate coloured, repeating patterns which are symmetrical or tiled.

102. Pupils' attitudes to learning, their behaviour and quality of relationships are good. They work well in groups, pairs or independently and show care for the equipment and help each other. They enjoy their work in information technology and are keen to learn. There is good use of computers and other technology to support pupils with special educational needs.

103. No lessons of information technology were seen during the week of the inspection, although it is clear from the scrutiny of planning that good teaching of concepts or introductions to new software takes place. In almost all lessons observed of different subjects of the curriculum, teachers provided good opportunities for pupils to use information technology to support learning, for example, through the use of CD-ROM to research the lives of Tudor monarchs. There are good numbers of computers in both classrooms and they are arranged to be accessible at all times. Teachers are confident and supportive of each other to enable the most efficient use of computers in the classroom. Pupils' work is carefully planned and monitored and records are kept of progress by class teachers.

104. There is a good policy for information technology, which emphasises the development of techniques and skills through a cross-curricular approach supporting other subjects. A nationally agreed scheme of work has been adopted to enable coverage, continuity and progression. Management of

information technology is good and the subject's improvement has been a priority on the school's development plan since 1992. There has been a considerable investment in in-service training for all staff in recent years and in the provision of good numbers of new personal computers, which are cabled and have an Internet connection. The accommodation for the teaching of information technology is good.

### **13. Religious education**

105. Three lessons were seen in religious education and from this and other evidence gained from scrutiny of pupils' work and teachers' plans, it is judged that pupils make good progress and attain good standards in relation to the Kirklees agreed syllabus. Pupils with special educational needs make very good progress.

106. Throughout the school, pupils show an increasing understanding of festivals and celebrations in Christian and other major faiths. They develop a good appreciation of religious concepts through stories from the bible. Pupils study beliefs and rituals and explore expressions and feelings. For example, they discuss anger and happiness and then make or draw pictures or faces depicting these emotions. Pupils have good opportunities to explore religion, through discussion and in recording their ideas in different ways. For example, reception children paint pictures of their families and illustrate the relationships between parents and children. They are able to appreciate the story of the Holy Family at Christmas, relating it to real people and real events. Through simple role-play in assemblies and in their imaginative religious education lessons, younger pupils have a thorough understanding of the story of Jesus' birth in a stable and the events surrounding it.

107. Pupils learn about celebrations common to other faiths, such as birthdays, marriage, naming ceremonies and festivals, such as Eid and Ramadan, through their studies of different faiths. They know the Qur'an's importance to the Islamic faith and that of the Torah to the Jews. Pupils are able to compare similarities between a church, a mosque and a temple, after visits to each of these. Through their work on Judaism, they are able to understand the significance of symbolism in religion, in particular the Hanukiah with its nine candles, used as a reminder of the celebration of Hanukkah.

108. In the lessons and assemblies seen, pupils respond well to religious education. They are enthusiastic and wish to contribute their thoughts and ideas to discussions. Pupils share their feelings about belonging, to their family, the school, brownies or cubs and consequently understand the importance of rituals such as the 'Bar Mitzvah' and 'Bat Mitzvah' to Jewish boys and girls. Younger children consolidate their knowledge of the Christmas story by the use of simple role-play and attractive artefacts, which enhance learning. They generally

behave well in lessons and sustain concentration although a small number of pupils in one lesson caused progress to falter, due to unsettled, poor behaviour.

Most pupils, however, are disciplined and mature and show sympathy and compassion in their writing of letters to welcome new pupils to the school.

109. The quality of teaching in the lessons seen was good and sometimes very good. In the very good lesson the learning objectives were met by skilful combinations of strategies which kept the attention of the class and the pace brisk. The lesson was planned thoroughly and pertinent questions were directed to best effect. A difficult topic was dealt with sensitively and positively and many links were made with pupils' own experiences, resulting in a constructive and thoughtful experience for all.

110. The management of the subject is good, with a useful policy reflecting the content and principles of the locally agreed syllabus. Progression is clear and all lessons are well planned. Pupils' progress is reviewed regularly. The resources and accommodation for the teaching of religious education are good.

13.

### **Art**

111. The pupils' high achievement in art is a strength of the school. Progress is good at both key stages for all pupils, particularly those with special educational needs.

112. At Key Stage 1, pupils develop skills and techniques such as observational drawing which they use well in other areas of the curriculum. Pupils illustrate their written work in many subjects with lively pencil and crayon drawings. They develop observational skills well, for example, when drawing portraits using pencils. Art is used effectively to bring life and colour to stories which they read in their literacy sessions. Pupils use bold lines and bright colours, they make pictures and prints in a variety of ways, for example, when painting pictures of "special people". They develop very good mixing skills, for example, when using blue and yellow to make a wide range of different shades of green. They draw pictures with wax and then paint over them with watercolour and discover that the wax resists the paint.

113. At Key Stage 2, pupils become more aware of the different ways in which pictures can be made. They bring their knowledge and understanding of how famous artists have worked to influence their own work. They paint eye-catching pictures after studying work of different famous artists linked to their project on water. Their painting is vivid and exciting and it reflects the styles of the original artist. When producing observational work of pansies and poinsettias, pupils vary the intensity of colour and paint with a high level of skill. They study the perspective, match colours and modify their work to achieve the desired effect. Pupils make very good use of information technology to produce a range of

work, for example, symmetrical patterns linked to their work in mathematics. Particularly good work was produced to reflect the different facial expressions to portray emotions which was well linked to work in religious and personal and social education.

114. Pupils use the school's good supply of stimulating books to reflect on the work of prominent artists, and they use their mathematical skills effectively when they study perspective and consider shape and pattern.

115. Behaviour is very good in art lessons and pupils throughout the school enjoy the subject. They are enthusiastic and keen to get on with their work. Collaborative skills are good, as pupils work well in pairs and groups. Respect for adults is a significant feature in the lessons. Pupils listen well to the teaching and non-teaching staff and are prepared to rethink their ideas and experiment with different techniques, colours and shapes.

116. Little teaching was seen at Key Stage 1, but that seen and the high quality of pupils' work on display demonstrates that it is good. At Key Stage 2, it is very good because of the high level of expertise which is shared with the pupils. Subject knowledge is secure at both key stages and resources are well chosen and prepared to stimulate and motivate pupils. Expectations are high at both key stages and teachers discuss progress with individual pupils. The use of art to support other subjects is very good and this has a very positive effect on the pupils' good progress in careful observation and confident use of a range of techniques. Classroom assistants are deployed very effectively and they support pupils very well.

117. There is a helpful policy for art and a good scheme of work to guide teachers. The school uses a systematic approach to develop skills in a progressive way. Resources for art are good and they are of good quality. Prints of well-known pictures are displayed in the school. Bright and well-organised displays of pupils' work raise self-esteem and pupils with special educational needs make good progress and enjoy their success. The school has clearly maintained the high standards seen at the time of the last inspection.

13.

### **Design and technology**

118. Two lessons were observed during the week of the inspection. Evidence gained from the scrutiny of work, of photographs, teachers' planning and by discussions with pupils, indicate that, at both key stages, pupils make satisfactory progress, whilst those with special educational needs make good progress by means of the good classroom support. Work in design and technology is firmly linked in the planning stage to the school's cross-curricular topics, for example, in geography, science, history and art, helping to make the subject an integral part of the topic.

119. At Key Stage 1, pupils investigate the shape, size and mathematical design of dominoes. They develop the skills of accurate measurement and sawing of sections of wood. They handle tools safely and take care in their tasks. In an earlier topic, pupils improve their skills of cutting with scissors, using a joining technique and accurate folding of card, to make and assemble a card dinosaur with moving legs, using brass paper fasteners. They choose their own finishing technique for their animal. Pupils also handle plaster of Paris, water and a mould, to manufacture a 'fake fossil'.

120. In Key Stage 2, younger pupils continue to develop the skills of designing and making, such as constructing beech picture frames for a favourite photograph. In designing and making a rectangular frame of a definite size, pupils have to carefully draw a design, showing the dimensions and the relative positions of the wooden pieces. They have previously investigated the effectiveness of different glues and now cut out and apply the triangular card corners to the four corners of the frame. Other pupils, in their food technology lesson, work with a range of ingredients to be used in the making of a Christmas pudding. They discuss the purpose of ingredients and their country of origin and why many are not grown here. They begin to clarify the task and consider the processes for food preparation and the use of equipment. They appreciate the need to work safely and carefully and also the element of planning and design which is present in food technology. By the end of Year 5, most pupils make realistic suggestions about how they can achieve their intentions and begin to recognise that there are different preferences which need to be taken into account. Most identify the main stages in designing and making and show good understanding of the tools, materials and processes required.

121. Pupils make satisfactory progress throughout the school. They enjoy their design and technology lessons and they discuss their achievements enthusiastically. They listen carefully and most show maturity and some independence in their work. Attitudes to learning in the subject are good. Most pupils are able to sensibly evaluate the success of their finished product.

122. The quality of teaching in design and technology is good over both key stages. It is particularly good in planning, methods and organisation and the management of the pupils. Teachers know their subject well and have good expectations of behaviour and standards of work of their pupils.

123. The leadership of the subject is good and there is a practical policy and scheme of work. Assessment is viewed as an integral part of the design and technology process and teachers involve pupils in the recording of progress. Resources for the subject are good and they are easily accessible. The accommodation for the teaching of design and technology is good.

### 13. **Geography**

124. During the inspection it was not possible to observe lessons in geography. Discussions with pupils and teachers, scrutiny of their work and examination of teachers' planning indicate that all pupils, including those with special educational needs, make good progress in geography throughout the school.

125. The youngest pupils are given a sound introduction to ways of looking at where they live and this builds into a good programme of local geographical studies, which makes good use of their immediate locality. The infant pupils are able to name significant countries on maps, for example, where different relatives live on a map of the world. They recognise the location of the school and local landmarks and write confidently about what they discover. By the time they are 7, pupils show a satisfactory understanding of the similarities and differences between their own and other places further afield, for example, when they compare their shopping trips with an account of a child going shopping in Ghana.

126. By the time they are 11 the pupils write appropriately about what they have learned, for example, when writing about their study of the River Usk as part of their study of the water cycle. They study and make comparisons of varying environments in the United Kingdom, in particular through the very good link they have with a school in Dewsbury. For example, they collaborated in a traffic census and compared their results from a village with those of their partners in a town. They make a detailed study of life in Tanzania making good use of the link established by the Diocese of Wakefield. Through their studies they develop an appropriate understanding of the impact human beings have on the environment, for example, during their study of tropical rainforests.

127. Throughout the school, pupils make good use of maps and photographic records of events and localities. Older pupils understand scale in mapwork and make appropriate use of numeracy skills as they analyse data and record their findings. Their correct use of geographical terms and literacy skills are developed well throughout the subject. They make good use of information technology for research and when recording their work, particularly when handling data. The pupils enjoy the subject. They answer questions confidently and are willing to offer sensible explanations. Work is presented neatly and pupils take a pride in their work.

128. The aspects of geography teaching observed during the inspection, such as planning, was good at both key stages. The teachers have good subject knowledge and plan the curriculum carefully. They have a clear idea of what the pupils are to learn. Activities are matched to the age and attainment of the pupils within the class.

129. The school has a good policy and scheme of work, which makes good use of national guidance materials, to ensure continuity and progression of pupils' learning throughout the school. The well planned and managed

programme of visits provides the pupils with an effective range of experiences, for example, a farm visit by Key Stage 1 pupils. Good use is made of the local library service to provide an appropriate and adequate range of books linked to the different topics. Resources for teaching geography are satisfactory.

13.

## **History**

130. Few lessons were seen in history during the week of the inspection. The following judgements are made on the basis of those lessons, the scrutiny of pupils' work and display, teachers' planning and talking to pupils. All pupils, including those with special educational needs, make good progress throughout the school.

131. At Key Stage 1 pupils have a sound knowledge of a range of historical facts and can compare aspects of life in the past with conditions in the present day, for example, when looking at schools in the past, during their topic on life in Victorian times. They are aware that there are different ways of finding out about the past, from written or spoken records, photographs and other pictures as well as artefacts. Pupils examine major differences between their present lives and past times such as the childhood of their grandparents. By the end of Key Stage 1, they have gained a sense of chronology and a secure understanding of what history means.

132. At Key Stage 2 pupils study the life and cultures on Ancient Greece. They study life in the Tudor times and learn about significant characters, such as Henry VIII and his six wives, making good use of information technology for research and using a word processor to write up what they have learnt. The immediacy of the work planned and undertaken during the visit to Canon Hall during their work on Victorian Britain gives an excitement to the pupils' experience so that they develop an understanding of chronology related to their own lives, homes or families.

133. Pupils at both key stages are enthusiastic about history. They show interest and are keen to talk about it in discussions. They are willing to listen to the views of others and value the knowledge and support they have received in the subject from their teachers and families. They are keen to share their work and proud when it is displayed in school. Older pupils particularly enjoy finding out facts for themselves, often making good use of information technology. The older pupils write careful accounts of a high standard in history. It demonstrates their ability to describe events and changes between the past and the present day. The pupils enjoy their studies in history, they work well together and are sensitive to the beliefs and feelings aroused by studies in history. Pupils make good progress in developing skills of research and enquiry through their skilled use of information technology to research different topics.

134. The quality of teaching is good in both key stages. Teachers are enthusiastic and plan their lessons carefully. The balance of teacher input and individual tasks or group work is well planned. Teachers are confident in their subject knowledge. Skilful questioning is used to develop pupils' reasoning and historical investigation. All pupils are given good opportunities to contribute to discussions. Literacy is a key feature in the teaching of history. Pupils develop a wide range of historical vocabulary at both key stages. This reflects the teachers' emphasis on the use of appropriate historical language. Sustained pieces of writing demonstrate the pupils' interest in the subject and the presentation of interesting work is good. Library skills are used well to find historical information and this supports pupils' interest and sound progress in the subject.

135. The school has a good policy and scheme of work to ensure continuity and progression throughout the school. Good links are made with other subjects such as art and design and technology, for example, when making facemasks and Trojan horses during the study of Ancient Greece. Very good use is made of the rich local heritage to bring relevance to the pupils' learning through carefully planned visits which provide added interest and bring history to life. For example, they gain further understanding about how people lived in the past from visiting Oakwell Hall during their study of life in Britain during the Victorian time. Resources are good and efficient use is made of loan services. The school's use of information technology for research is good and being developed further, as resources become available.

### 13. **Music**

136. One lesson of music and several instrumental tuition sessions were observed during the inspection. From these observations and from the quality of planning and from discussions with

pupils and teachers, it is judged that the progress of pupils, at both key stages, is good. Pupils with special educational needs make very good progress in relation to their prior attainment.

137. In the Key Stage 1 lesson observed, pupils from reception to Year 2 were successful in their use of untuned percussion instruments to accompany songs or poems. Initially, the pupils use simple beaters to play an accompaniment. They learn the discipline of concentration and of not playing as an important part of co-operative performances. Pupils learn how to hold instruments correctly and how to play them. They choose a variety of percussion instruments, such as maracas, woodblocks, triangles, guiros and castanets and identify the different sounds and ways of playing their own instrument.

138. During the inspection small group instrumental lessons for older pupils

were observed and progress was judged to be always good and sometimes very good. Pupils play a variety of tuned instruments, tutored by visiting specialists from the Kirklees Music School. Instruments include brass, woodwind, percussion, strings, keyboard and guitar. A member of the school staff also teaches recorder to a mixed group of Key Stage 1 and 2 pupils. Pupils from the school also take part in the Shelley Music Festival and some pupils attend the Music School on Saturday mornings. There is a hymn practice for the whole school once a week and all pupils have the opportunity to apply their music skills to performances in celebrations such as harvest and Christmas and summer concerts.

139. In the lessons observed, pupils have positive attitudes to music, as can be seen from the unusually high numbers who take up the opportunities to play tuned instruments. They enjoy their music lessons and behave well, listening carefully and co-operating with one another. They understand the need for quietness when appraising, or before playing instruments.

140. The quality of teaching in the lessons seen is at least good. Teachers have good knowledge and understanding of the subject, good class control and plan thoroughly. Leadership and management of music are good. There is a good policy for all aspects of music in and out of school and a detailed scheme of work has been developed which is integrated with other subjects in the planned topics. There is good guidance and support for teachers. The detail applied to the relevance of the good quality resources in the medium term planning is a feature of this school and greatly enhances the work in the topic. Music makes a good contribution to the pupils' spiritual, social and cultural development. Accommodation for the teaching of music is good.

### **13. Physical education**

141. During the inspection, it was only possible to observe one lesson of physical education, and that was swimming at the nearby high school pool. A close scrutiny of the very detailed lesson plans over several years and of long term plans and photographic evidence, indicate that pupils' progress is good throughout the school. Pupils with special educational needs make very good progress in relation to their prior attainment.

142. In the one lesson seen, three groups of pupils from Key Stage 2 are instructed by teachers from the pool and also by the Thurstonland school staff. The most able group of pupils already exceed the national expectations for 11 year olds and are now practising the techniques of other swimming strokes. They also increase their stamina in the water and strive for longer distances. Most will commonly achieve 400 metres or more, dependant upon the duration of the sessions. The middle ability group are also swimmers and are improving leg kicks for their back crawl stroke and their ability to reach the bottom of the pool

and swim some distance underwater. The third group of mainly younger pupils contains a range of abilities, some are confident and almost ready to swim unaided, whilst others still require the security of shallow water. This indicates the good progress made and the progression of skills learnt over time.

143. All pupils respond well in the swimming lesson. They listen attentively to the instructors, who provide good guidance and support. Pupils are willing and try hard to improve. They all enjoy their swimming and take pride in their achievements.

144. The quality of teaching seen in the lesson and in the high quality of planning is good. Teachers know their subject well and have high, but realistic expectations of the pupils. Relationships are good and the sessions are planned and organised thoroughly to enable the pupils to make the best possible progress in the time available. The use of time and the resources for physical education are always used well.

145. Leadership and management of the subject are good. There is a very useful policy which details in realistic terms what is to be achieved, how and where. There are very detailed short term plans for the previous four years which now form the basis for a most practical and informative scheme of work.

146. Although the school lacks a suitable hall for gymnastics activities, this is addressed by the use of the local middle school gymnasium, for both key stages in alternate years. The school has also arranged that the middle school ensures that their new Year 6 pupils receive their entitlement to gymnastics work at the end of Key Stage 2. Other aspects of the physical education curriculum are well catered for. Dance, games, athletics and adventurous activities opportunities are planned using a variety of sites and venues and the provision for extra-curricular activities is very good. Resources are good and accessible for both pupils and teachers to use. The accommodation, school site and other nearby facilities are good and used well.

## PART C: INSPECTION DATA

### SUMMARY OF INSPECTION EVIDENCE

147. A team of three inspectors, one of whom was a lay inspector, spent a combined total of six days in the school. Before the inspection they analysed a range of documents provided by the school. On preliminary visits the Registered Inspector met with the headteacher, the staff, the governing body and parents. At these meetings arrangements for the inspection were discussed and any questions raised were answered. Twelve parents attended the meeting arranged to receive parents' views. Responses from the 24 questionnaires returned by parents were also considered and informed the judgements made by inspectors.

148. During the inspection a total of 23 lessons or parts of lessons was observed. Time was also spent talking with pupils and scrutinising pupils' work. Inspectors observed pupils at the beginning and end of the school day, during assemblies, breaks and at lunchtimes. They heard pupils read and scrutinised samples of their work, records and reports. The individual education programmes and work of pupils with special educational needs were examined. Pupils were assessed for their literacy skills and their ability to work with numbers. Discussions were held with the headteacher and members of the teaching and support staff, members of the governing body, parents and representatives of other agencies. Further documentation, schemes of work, teachers' planning, attendance registers, minutes of meetings and curriculum plans were examined.

### DATA AND INDICATORS

#### 149. Pupil data

|         | Number of pupils on roll (full-time equivalent) | Number of pupils with statements of SEN | Number of pupils on school's register of SEN | Number of full-time pupils eligible for free school meals |
|---------|---|---|--|---|
| YR – Y5 | 43  | 3                                       | 11   | 0   |

#### Teachers and classes

##### Qualified teachers (YR – Y5)

Total number of qualified teachers (full-time equivalent)  
Number of pupils per qualified teacher

|          |
|----------|
| 2.42     |
| 17.8 : 1 |

### Education support staff (YR – Y5)

|   |    |
|---|----|
| Total number of education support staff | 4  |
| Total aggregate hours worked each week  | 45 |

### 13. Primary schools

|                     |      |
|---------------------|------|
| Average class size: | 21.5 |
|---------------------|------|

### Financial data

|                 |         |
|-----------------|---------|
| Financial year: | 1998/99 |
|-----------------|---------|

|  | £       |
|--|---------|
| Total Income                               | 117,207 |
| Total Expenditure                          | 115,720 |
| Expenditure per pupil                      | 2,362   |
| Balance brought forward from previous year | 8,313   |
| Balance carried forward to next year       | 9,800   |

### PARENTAL SURVEY

|                                    |    |
|------------------------------------|----|
| Number of questionnaires sent out: | 35 |
| Number of questionnaires returned: | 24 |

### Responses (percentage of answers in each category) :

|   | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
|---|----------------|-------|---------|----------|-------------------|
| I feel the school encourages parents to play an active part in the life of the school           | 75             | 25    | 0       | 0        | 0                 |
| I would find it easy to approach the school with questions or problems to do with my child(ren) | 83             | 17    | 0       | 0        | 0                 |
| The school handles complaints from parents well   | 38             | 58    | 4       | 0        | 0                 |
| The school gives me a clear understanding of what is taught                                     | 50             | 50    | 0       | 0        | 0                 |
| The school keeps me well informed about my child(ren)'s progress                                | 54             | 46    | 0       | 0        | 0                 |
| The school enables my child(ren) to achieve a good standard of work                             | 63             | 37    | 0       | 0        | 0                 |

The school encourages children to get involved in more than just their daily lessons  
 I am satisfied with the work that my child(ren) is/are expected to do at home  
 The school's values and attitudes have a positive effect on my child(ren)  
 The school achieves high standards of good behaviour  
 My child(ren) like(s) school

|    |    |   |   |   |
|----|----|---|---|---|
| 79 | 21 | 0 | 0 | 0 |
| 33 | 67 | 0 | 0 | 0 |
| 75 | 25 | 0 | 0 | 0 |
| 71 | 29 | 0 | 0 | 0 |
| 67 | 33 | 0 | 0 | 0 |