

INSPECTION REPORT

Meltham C.E. Primary School

Meltham

LEA area: Kirklees

Unique Reference Number: 107718

Headteacher: Ms. Maggie McLean

Reporting inspector: Mrs. Tess Galvin
21020

Dates of inspection: 29th November – 2nd December 1999

Under OFSTED contract number: 706874

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

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Information about the school

Type of school	Infant and junior
Type of control	Voluntary Controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
School address	Holmfirth Road Meltham Huddersfield HD7 3DA
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. T. Barrett
Date of the previous inspection:	29 th April 1996

Information about the inspection team

Team members	Subject responsibilities	Aspect responsibilities
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Mr. Tony Anderson		Attendance Pupils' spiritual, moral, social and cultural development Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and resources Efficiency
Mrs. Florence Clarke	Mathematics Geography History Equal opportunities	
Mr. Roger Fry	Science Physical education	Curriculum and assessment
Mrs. Pat Peaker	Information technology Religious education Art Design and technology Special educational needs	
Mrs. Ann Sharpe	English Under fives	Attitudes, behaviour and personal development

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MAIN FINDINGS

What the school does well

- The effective leadership of the headteacher guides the dedicated staff team and the pupils clearly and purposefully towards high achievement
- The very good ethos, relationships between all members of the school community, and pupils' personal development are significant strengths of the school. These have a considerable effect on pupils' good attitudes to work, behaviour and learning.
- Standards in English, mathematics and science are above expectations at both key stages. Pupils make good progress in geography, history, music and games, and very good progress in swimming.
- Teaching was good in 47 per cent of lessons seen and very good in 13 per cent.
- The school supports pupils with special educational needs successfully.
- There is very good provision for pupils' social development and the impressive school council has a considerable impact on this. The provision for spiritual, moral and cultural development is good.
- The good curriculum and assessment procedures have a positive impact on pupils' progress. There is a wide range of extra-curricular activities. Pupils achieve very good standards in the choir.
- The school receives strong support from parents who share its values. It promotes effective links with the community.

This is a good school with many strengths. Any issues raised in this report are areas for development and should be seen in the context of the success of the school.

Where the school has weaknesses

- I. There is no unified approach to assessing pupils' achievements in lessons and the good formal assessment procedures are not used sufficiently to plan future work.
- II. School development planning is not costed or linked to the school's budget, except for information technology and building improvements. Outline planning for one or two years ahead is not in place.

These weaknesses will form the basis of the governors' action plan, which will be sent to all parents and guardians at the school.

How the school has improved since the last inspection

The school has attended satisfactorily to the four key issues from the last inspection. Most of these have been achieved, except for a systematic approach to monitoring and evaluating the curriculum regularly and day-to-day assessment of pupils' achievements. There is effective leadership and management and this means that the school's capacity for continued improvement is good.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
			<i>well above average</i> A <i>above average</i> B <i>average</i>
			<i>below average</i> D <i>well below average</i> E
English	A	A	
Mathematics	B	A	
Science	B	B	

The information shows that in 1999 standards in English were well above the national average and well above average when compared to similar schools (based on free school meals bands). After an initial decline in English and mathematics standards in 1996 pupils' performance has improved gradually, and performance in science improved markedly in this year's tests. This has been brought about by good quality teaching and effective changes to the curriculum.

The school's 1999 National Curriculum test results at Key Stage 1 were well above the national average in mathematics, above average in reading and average in writing. Although most pupils achieved the expected level in writing few achieved the higher grades within the Level 2 band and attainment at the higher level was average. In their teacher-assessed work in speaking and listening and science, pupils' attainment was above national expectations. Pupils' performance was well above average in mathematics, above average in reading and average in writing when compared with similar schools. Since the last inspection pupils' performance has been at least above average in the National Curriculum tests, except in writing in 1999.

Inspection evidence shows that at the end of both key stages this year standards are above national expectations in all aspects of English, mathematics and science.¹ This judgement does not reflect the 1999 test results in writing or mathematics at Key Stage 1, and in English at Key Stage 2. In Key Stage 1 writing has had a specific focus this term and standards are higher. In mathematics in Key Stage 1, and English at Key Stage 2, the overall ability of the group of pupils who undertook the tests last year was higher than the groups of pupils who are currently in Years 2 and 6. Most pupils make good progress in both key stages. Pupils who have special educational needs make good progress towards the targets in their individual education plans.

¹ By the end of Key Stage 1 pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. By the end of Key Stage 2 pupils are expected to attain Level 4 in all National Curriculum subjects. Those who achieve Level 5 are therefore attaining above nationally expected levels. Each year the national average for pupils achieving the expected levels in Year 2 and Year 6 is calculated from the results which are submitted to the Department for Education and Employment [DfEE].

At the end of both key stages attainment in information technology is in line with national expectations and pupils make satisfactory progress. In religious education pupils' attainment is in line with the expectations of the locally agreed syllabus and they make satisfactory progress. In both key stages progress in geography, history, music and games is good, and in swimming it is very good. In all the other subjects pupils make satisfactory progress. Most children under five do well across the range of their work and they make satisfactory progress. In personal and social development their progress is good.

Quality of teaching

To gain a good grade in a subject over 50 per cent of lessons have to be good.

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Satisfactory	Good	Good
Mathematics	Satisfactory	Satisfactory	Good
Science		Good	Good
Information technology		Good	Good
Religious education		Satisfactory	Satisfactory
Other subjects	Satisfactory	Good	Good

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

The quality of teaching is good. Teaching is very good in 13 per cent of lessons and in 47 per cent of lessons it is good. It is satisfactory in the remaining 40 per cent of lessons. No unsatisfactory teaching was seen. Across the school there is mutual respect between teachers and pupils, and teachers have high expectations of pupils' behaviour. This promotes pupils' good behaviour and learning well. Teaching for the under fives is good in personal and social development.

Other aspects of the school

Aspect	Comment
Behaviour	Good in the classroom and around the school.
Attendance	Good.
Ethos*	Very good. It is friendly, caring and based on Christian principles. Relationships between all members of the school community and pupils' personal development are very good. These have a significant effect on pupils' learning.
Leadership and management	Effective leadership. There is a clear focus on raising achievement and successful team work by dedicated staff. The formal monitoring of teaching is not systematic enough and governors' committee meetings are not minuted regularly. Governors are involved in the life of the school but they are not sufficiently involved in curriculum developments. School development planning is detailed and effective for the forthcoming year but there is no outline planning for one or two years ahead.
Curriculum	Good at both key stages and satisfactory for the under fives. There is a wide range of extra-curricular activities. The good assessment procedures are not used sufficiently to plan future work. There is no unified approach to the day-to-day assessment of pupils' achievements. Occasionally these factors adversely affect the progress of high-attaining pupils.
Pupils with special educational needs	Good provision and support.
Spiritual, moral, social and cultural development	Good provision overall. Social development is very good, and spiritual, moral and cultural development are good.
Staffing, resources and accommodation	Staffing and accommodation are satisfactory. There are good resources and displays of pupils' work.
Efficiency	Satisfactory overall. There is good administration and day-to-day financial control. The accommodation and resources are used effectively and staff are used suitably, except in a few Key Stage 2 music lessons. Strategic financial planning is unsatisfactory. School development planning is not costed or linked to the budget sufficiently and outline financial planning for one or two years ahead is not in place.
Value for money	Good. This is based upon: the below average income and expenditure, pupils' good socio-economic circumstances and average attainment on entry, the very good ethos and personal development, good attitudes and behaviour and good provision and 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
<ul style="list-style-type: none"> • It encourages parents to play an active part in school. • Staff are very approachable. • It enables children to achieve a good standard of k. • It enables children to get involved in more than their daily lessons. • The values and attitudes promoted. • The good standards of behaviour. • Their children enjoy going to school. 	

KEY ISSUES FOR ACTION

To enhance this good school further the headteacher, staff and governors should:

1. Improve the use of assessment procedures by:
 - providing a unified approach to the day-to-day assessment of pupils' achievements in lessons;
 - using the range of formal assessments already in place and the day-to-day assessments to provide pupils with work at the appropriate level;
(See paragraphs: 16, 32, 40, 46, 55, 70, 91, 99, 103, 114, 123, 131 and 137)

1. Increase efficiency by providing:
 - costings for all areas of the school development plan and linking these to the school's budget for the current year;
 - outline financial information for the plan for one or two years ahead.
(See paragraphs: 69 and 81)

In addition to the key issues, the following less important points for development should be considered for inclusion in the plan:

1. Establish formal systems for monitoring teaching which focus precisely on teaching and learning, and carry them out regularly.
(See paragraphs: 42, 68, and 116)

2. Enhance school development planning by producing outline planning for one or two years ahead.
(See paragraph: 69)

3. Increase the involvement of governors in the curriculum.
(See paragraph: 66)

4. Ensure that governing body committee meetings are minuted and that the governors' annual report to parents contains all the correct elements to meet statutory requirements.
(See paragraphs: 61, 66 and 81)

5. Provide more information for parents about the curriculum and their children's progress.
(See paragraph: 61)

INTRODUCTION

5. Characteristics of the school

6. Meltham Church of England Primary School is situated in the village of Meltham near Huddersfield. It has close links with the local church and community. Most pupils come from privately-owned properties. The school is for girls and boys from four to eleven years of age. There are 15 classes with 424 pupils on roll.
7. Children are admitted to the reception class at the beginning of the academic year in which they become five. Those children who will become five before February of the academic year attend full-time from September. The remaining children attend part-time in the autumn term and full-time from January. At the time of the inspection 34 of the reception children were under five. Attainment levels on entry to statutory schooling are average. Most children have had pre-school experience and almost half of them have attended a nursery.
8. There are 58 pupils on the school's register of special educational needs. This represents 14 per cent of pupils on roll and it is below average. Eleven of these pupils are at stages three to five of the Code of Practice,² and five pupils have statements of special educational need. Nine per cent of pupils are eligible for free school meals which is below average. The socio-economic circumstances of pupils are good. There are few pupils from ethnic minorities and no pupils with English as an additional language.
9. The main aims of the school are to work in partnership with parents to provide a challenging and enjoyable education through which children will:
 - achieve the highest academic standards;
 - discover their strengths;
 - work and play co-operatively together;
 - grow in confidence, able to learn from their mistakes;
 - take increasing responsibility for themselves, the community and the environment;
 - recognise and value the differences between people;
 - develop an understanding of the Christian values which underpin the school.
1. The main priorities identified in the school's development plan are to:
 - raise performance in English in the Key Stage 2 National Curriculum tests;
 - maintain pupils' performance in reading and raise performance in writing in Key Stage 1 National Curriculum tests;
 - fully implement the numeracy hour and raise performance in mathematics in Key Stage 2 National Curriculum tests;
 - raise the profile of art in the allocation of curriculum time;

² Code of Practice - this gives practical advice to schools and local education authorities about their responsibilities and tasks. It ensures that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a Meltham Church of England Primary School document.

- develop personal and social education through ‘circle time’³ and citizenship.

³ The practice of discussing experiences, thoughts and feelings whilst sitting in a circle.

· **Key indicators**

Attainment at Key Stage 1⁴

Number of registered pupils in final year of Key Stage for the latest reporting year:

Year	Boys	Girls	Total
1999	38	22	60

National	Test/Task	Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	33	34	36
	Girls	21	21	22
	Total	54	55	58
Percentage at NC Level 2 or above	School	90 (97)	92 (99)	97 (98)
	National	82 (80)	83 (81)	87 (84)

Teacher	Assessments	English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	33	35	35
	Girls	20	20	22
	Total	53	55	57
Percentage at NC Level 2 or above	School	88 (98)	92 (98)	95 (100)
	National	82 (81)	86 (85)	87 (86)

⁴ Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2⁵

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:

Year	Boys	Girls	T
1999	34	39	73

National Curriculum	Test Results	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	28	27	33
	Girls	35	31	36
	Total	63	58	69
Percentage at NC Level 4 or above	School	86 (81)	79 (68)	95 (77)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments	English	Mathematics	Science	
Number of pupils at NC Level 4 or above	Boys	28	28	33
	Girls	36	31	38
	Total	64	59	71
Percentage at NC Level 4 or above	School	88 (68)	81 (68)	97 (72)
	National	68 (65)	69 (63)	75 (72)

Attendance

Percentage of half days (sessions) through absence for the latest complete reporting year:

		%
Authorised Absence	School	4.0
	National comparative	5.7
Unauthorised absence	School	0
	National comparative	0.5

Exclusions

Number of exclusions of pupils (of statutory school) during the previous year:

	Number
Fixed period	0
Permanent	0

⁵ Percentages in parentheses refer to the year before the latest reporting year

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	13
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

· Under fives

1. At the time of the inspection 34 of the reception children were under five. On entry to the reception class children are achieving average levels across a range of their work. This is confirmed by the local education authority initial assessment of children's achievements. Most children make satisfactory progress in all the 'desirable areas of learning', and in personal and social development progress is good.⁶ This progress is promoted well by the good teaching in this aspect of development. By the time they reach the age of five the attainment of most children in language and literacy, mathematics, knowledge and understanding of the world, physical and creative development is in line with expectations for their age according to the criteria established nationally. In personal and social development their achievements are above expectations.
2. Most children listen well to adults and to each other and speak with developing confidence in class and group discussions. They enjoy books, recognise the sounds of letters and a few familiar words. They write letters and words with increasing accuracy. Children recognise two-dimensional shapes, count numbers to ten and recognise, for instance circles and squares. They use mathematical vocabulary, for instance *more than* with increasing accuracy. In knowledge and understanding of the world they talk about their families and past events and they are becoming familiar with the computer keyboard and mouse. In physical development children show increasing control and co-ordination when using classroom tools and equipment and in dance lessons. In creative development, they sing songs and rhymes tunefully and explore materials and shapes. In personal and social development children are developing initiative and independence in choosing resources and activities. All children undertake the same level of work across the areas of learning and this adversely affects the progress of the high-attaining children.

7. Key Stages 1 and 2

3. The school's 1999 National Curriculum tests at the end of Key Stage 2 show that pupils' attainment was well above the national average in English and above the national average in mathematics and science. Their performance at the higher level was above the national average in English and mathematics and above national expectations in science.⁷ Pupils' performance when compared with similar schools was well above average in English and mathematics and above average in science. There was an initial decline in pupils' performance in the tests in English and mathematics after the last inspection. This coincided with a disruption in provision due to changes in staffing. The school has achieved greater stability in staffing since then and the curriculum has improved. Since the last inspection, pupils' performance in the tests has improved markedly in English and mathematics and performance in science increased significantly this year. The school has set suitably challenging targets in English and mathematics tests up to 2001, and these are based upon the good information that teachers already have about their pupils' attainment.

⁶ QCA(Qualifications and Curriculum Authority) has produced a set of 'Desirable Learning Outcomes for Children's Learning on Entering Compulsory Education.' These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five in six areas of learning: language and literacy, mathematics, knowledge and understanding of the world, creative development, physical development and personal and social development.

⁷ See footnote page 2.

4. The school's 1999 National Curriculum test results show that at the end of Key Stage 1 attainment was well above the national average in mathematics. In reading, attainment was above the national average and in writing it was in line with the national average. In reading and mathematics the proportion of pupils achieving the higher level was above the national average. In writing, although a significant majority of pupils achieved the expected level fewer pupils achieved the higher grades within the Level 2 band or the higher Level 3. In their teacher assessed work in speaking and listening and science pupils' attainment was above national expectations. Since the last inspection, pupils' performance has been at least above average, except in writing in 1999. When compared with similar schools, pupils' performance was well above average in mathematics, above average in reading, and average in writing.
5. Inspection findings show that at the end of both key stages pupils' attainment this year is above national expectations in English, mathematics and science. These findings do not reflect the 1999 National Curriculum test results in writing and mathematics at Key Stage 1 and in English at Key Stage 2. In Key Stage 1 writing has had a specific focus this term and standards are higher. In mathematics in Key Stage 1, and English at Key Stage 2, the overall ability of the group of pupils who undertook the tests last year was higher than the groups of pupils who are currently in Years 2 and 6. Additionally, the inspection considers a much wider range of work than is tested, for example speaking and listening and the ways in which pupils use English and mathematics in other subjects. Pupils make good progress in both key stages. This is promoted effectively by the many good features in the teaching in both key stages. There is no difference in the achievement or progress of girls and boys or of pupils from ethnic minorities.
6. Pupils make good progress in speaking and listening and their attainment is above expectations at the end of both key stages. This is promoted through well planned opportunities for pupils to speak and listen to others, and read aloud in literacy lessons, and the teaching of the correct vocabulary in English and other subjects. Additionally, pupils' skills are enhanced through lessons in personal and social education where they are given opportunities to put forward their viewpoints on a variety of topics. In Year 2, pupils listen carefully and express themselves clearly in conversations and discussions. This good progress continues in Key Stage 2 and in Year 6 pupils listen well, give detailed answers to questions and use a wide vocabulary to express their ideas in group discussions. In this key stage the learning of a significant minority of pupils is enhanced by taking part in the debating society.
7. Pupils' make good progress in reading and their attainment is above national expectations at the end of both key stages. Most pupils read with a good level of accuracy, fluency, confidence and expression. In Year 2, pupils of all abilities have a very good knowledge of initial letter sounds and use this knowledge and a range of other strategies to read new words they encounter. They have a very good technical vocabulary, for instance they use the terms consonant and rhyme. This good progress continues in Key Stage 2 and by Year 6. most pupils read a wider variety of more difficult books competently. Although, low-attaining pupils read less confidently, they have mastered the basic skills of reading and they make good use of them in their work. In Key Stage 2 pupils use books or CD-ROMs well to find information for themselves. They extend their very good technical vocabulary for instance, they use the terms *glossary*, *setting* and *blurb*.

8. Pupils' attainment is above national expectations in writing at the end of both key stages and they make good progress. Year 2 pupils write in a range of styles for instance, poems and accounts, and the standard of joined handwriting is high. This is because the teaching of handwriting is very well structured and taught. Most pupils are developing accuracy in punctuation and spelling is good. High-attaining pupils use interesting words and punctuate their work accurately. This good progress continues in Key Stage 2, and by Year 6 pupils produce good quality writing in a range of styles. Standards of grammar, punctuation and spelling are good and handwriting and presentation are very good.
9. Most pupils make good progress in all aspects of mathematics in lessons and over time, particularly in mental mathematics and number work. Good teaching leads to pupils attaining above national expectations at the end of both key stages. Year 2 pupils know number facts to twenty and use them to solve simple problems. By Year 6 pupils have good problem solving techniques; they recognise and extend sequences of squared and triangular numbers competently. Pupils have good skills in data handling and graph work in both key stages.
10. Most pupils make good progress in all aspects of science in lessons, and in the work they complete over a longer period of time, and their attainment is above expectations at the end of both key stages. For instance, they make good progress in investigation techniques. Year 1 pupils carry out simple investigations with reflective and shiny materials and by Year 6 pupils make generalisations and principles about their investigations, for instance the greater the area of a model helicopter's wings the slower it will fall. However, Key Stage 2 pupils do not carry out their own investigations frequently enough and this limits their progress.
11. In both key stages, most pupils make good progress in literacy and numeracy and they use these skills well in other subjects. For example; when writing accounts in geography and history, in measuring and graph work in science, using co-ordinates in geography and for time lines in history. Literacy skills are less well promoted in science where much of the work is copied and pupils are given insufficient opportunities for extended, independent writing. Occasionally, in group work in literacy, numeracy and science, teachers do not always use the good assessments they have of pupils' achievements to provide work at the appropriate level for high-attaining pupils. These pupils make unsatisfactory progress on these occasions
12. At the end of both key stages in information technology pupils' attainment is in line with expectations. Most pupils make satisfactory progress. Whole class tuition in the new computer suite is beginning to have a positive effect on pupils' learning. The work in these lessons is linked appropriately to other subjects of the curriculum, such as mathematics and history. However, there are insufficient classroom resources to support pupils' learning during lessons in other curriculum subjects.
13. In religious education pupils' attainment is in line with the expectations of the locally agreed syllabus at the end of both key stages. Most pupils make satisfactory progress. Pupils have a broad knowledge of Christianity and other religions, such as Judaism and Islam.
14. In both keys stages in geography, history, music and games progress is good. In swimming progress is very good and pupils achieve high standards. At the end of Key Stage 2 almost all pupils swim the expected distance and two thirds gain water safety and survival awards. In dance in Key Stage1, gymnastics in Key Stage 2, and in art, and design and technology in both key stages, pupils make satisfactory progress. Standards in singing are good across the school and are very good in the choir. The organisation of the curriculum meant that during the inspection no gymnastics lessons were seen in Key Stage 1 or dance in Key Stage 2.

15. Pupils with special educational needs make good progress in both key stages through the effective support of teachers, specialist and classroom support assistants. They have high expectations of what these pupils can achieve and they respond well. For instance, in a Year 5 literacy lesson pupils with special educational needs wrote an account which was correctly sequenced and the handwriting was neat and correctly formed. Pupils' individual targets are reviewed regularly and this leads to pupils making good progress towards them.

Attitudes, behaviour and personal development

16. Pupils' attitudes and behaviour are good, and their relationships and personal development are very good across the school. This is a strength of the school and it contributes significantly to pupils' academic success and helps them to understand the contribution they can make to the life of a community. The inspection confirms the views of the vast majority of parents, and shows that the standards found in the last inspection have been at least maintained, and in some cases strengthened.
17. Pupils' good attitudes to school and to their work are seen in lessons in all subjects. They listen well to teachers, show interest, remember previous work and do their best to improve. They enjoy work that challenges their thinking. For instance, Year 6 pupils studying extracts from Macbeth showed a very mature approach towards the challenging questions asked by their teacher. Pupils in all classes work independently when required to do so, and show an awareness that their teachers have to share their time between all the pupils in the class. They take a pride in their achievements, and this shows in the very good standards of presentation in their work in many subjects. Pupils with special educational needs are well integrated within the school. These pupils demonstrate a good sense of responsibility for their work and behaviour.
18. Pupils' good behaviour has a positive effect on the progress they make. Their behaviour is good and often very good in lessons, around the school and at playtimes. They are respectful and obedient to adults, and courteous to each other, to adults and to visitors. There are a few minor incidents of behaviour during outdoor play at dinner times that fall below the high standard expected by the school. Staff deal with this quickly so that it does not detract from the otherwise good quality play that pupils take part in. Pupils from different ethnic backgrounds play and learn together in harmony. There have been no exclusions for poor behaviour in the last twelve months.
19. The relationships between pupils themselves and with their teachers are very good and are based on mutual respect. Although these relationships are friendly, they are appropriately so and this ensures that pupils are able to learn in a calm, purposeful atmosphere. Teachers set a good example, speaking to pupils with courtesy and consideration. Pupils of all ages get on well together and work co-operatively in pairs or groups. At breaktimes they organise themselves to play games; for instance, at lunchtime play they stay inside and play large board games together happily. Key Stage 2 pupils take turns to look after Key Stage 1 pupils in the dining hall and at breaktimes, and they show a caring attitude towards them. Pupils show respect towards other pupils, and listen politely to their points of view and to questions in class discussions.

20. Pupils' personal development is very good. Pupils are treated equally by teachers who give them plenty of opportunities to grow in confidence. Pupils in Year 5, for example, enjoyed performing for the school in their class assembly, and pupils in the choir practised and improved the performance of their singing together ready for a performance to a larger audience. Pupils in Key Stage 2 show very mature attitudes indeed towards the School Council. They take turns to be representatives for their class, and take very sensible concerns and suggestions to the headteacher. They recognise improvements, and understand that requests need to be realistic. A significant minority of Key Stage 2 pupils attend the Debating Society, where they listen to the views of others and present a sensible argument. Across the school pupils carry out classroom responsibilities, such as issuing pencils and other equipment. Pupils complete their homework, and many visit the local library or research at home in order to enhance their work at school. For example, Year 6 pupils, completed homework in history and used this in an information technology lesson. This meant that their work in the lesson proceeded at a faster pace.
21. The personal and social development of children under five is a strength, and they do better than expected for children of their age. This is because teachers set good examples themselves and give high priority to this aspect of their work and. For instance, in a dance lesson the teacher expected the children to organise themselves into groups of four or five. They responded in a mature manner and organised themselves promptly and efficiently into groups. Children are well settled into the routines and expectations of school life. They work happily with different adults and show developing self-confidence when talking in small and larger groups. Children cooperate in sharing tools and equipment and show increasing initiative and independence in choosing activities. They take part in whole school assemblies and the full-time children eat their dinners at school without getting upset. Children's behaviour is good, and they respond well to work in all the areas of learning.

26. Attendance

22. Pupils' attendance at the school is good. The rate of attendance is consistently above the national average. Unauthorised absence is well below the national average at 0 per cent and authorised absence is below the national average at 4 per cent. There is some evidence of occasional pupil lateness but the vast majority of pupils are punctual in arriving at school and at the start of lessons. School registers are correctly marked in the morning and in the afternoon. Since the last inspection the good attendance has been maintained.

27. QUALITY OF EDUCATION PROVIDED

27. Teaching

23. The good quality teaching is a strong feature of the school and it promotes pupils' learning well. In total, it is very good in 13 per cent, good in 47 per cent and satisfactory in 40 per cent. No unsatisfactory teaching was seen. Across the school a significant strength in the teaching is the very good relationships and mutual respect between adults and pupils. Teachers make effective use of praise to reward pupils' efforts and achievements. This promotes pupils' good behaviour and learning well. Another strength is the emphasis which teachers place on speaking and listening and teaching the correct subject vocabulary. This leads to pupils making good and sometimes very good progress in these areas. Teachers work hard as a team, sharing knowledge and expertise between classes in each year group and across the key stage. They ensure that support staff and other adults are clear about the work they are to undertake in lessons. This enables individual pupils or small groups to receive effective support and promotes pupils' good progress.
24. Teaching for the under fives is good in 27 per cent of lessons and satisfactory in 73 per cent. The quality of teaching is satisfactory in each of the areas of learning, except in personal and social development where it is good. This promotes children's good behaviour and progress. Good teaching was also observed in a dance lesson. Staff have a secure knowledge of how young children learn and of the national guidance for children of this age. Relationships are very good and staff work well together to create a calm, caring, atmosphere and this promotes children's confidence and good behaviour. Teachers' planning is thorough and detailed. Teachers do not make sufficient use of the good assessments they have of children's achievements to plan the next step in their learning. The system of grouping children with differing abilities together and ensuring that they cover the same work at the same level is not effective. This sometimes results in work which is too difficult for low-attaining children or lacks sufficient challenge for high-attaining children and on these occasions they make unsatisfactory progress. Additionally, teachers and support assistants are unable to focus sufficiently on children's specific needs in order to question them more purposefully, find out what they already understand and extend their learning further.
25. At both key stages the quality of teaching is good. In Key Stage 1, it is very good in 10 per cent, good in 62 per cent and satisfactory in 28 per cent of lessons seen. In Key Stage 2, teaching is very good in 16 per cent, good in 45 per cent and satisfactory in 39 per cent of lessons seen. Teachers' knowledge of the subjects is mainly good. In the most effective lessons teachers have high expectations of what pupils should achieve in their work. This is shown in skilful questioning which challenges pupils' thinking and the level of work which is set. For instance, in a Year 5 literacy lesson pupils simplified the words in a text so that it could be read by Year 2 pupils. The different ability groups were given a text which was challenging yet matched to their ability and they made good progress.
26. Teachers make good use of time and resources, for instance in a Year 1 science lesson on light a good range of attractive, shiny objects were chosen to achieve the lesson objectives effectively. These resources gained pupils' interest and motivated them to learn. Lessons start promptly and often proceed at a good pace, for instance in the mental mathematics session during numeracy lessons. Teachers often maintain the pace of the lesson by reminding pupils of the time allocated for completing tasks and this leads to an increase in effort and concentration to complete the work. Lessons are organised effectively using a successful range of teaching styles, such as whole class, group and individual to achieve the learning targets, for example in English. Good methods are used; for instance, teachers review pupils' achievements towards the end of the lesson and use this to assess pupils' progress and extend learning, for instance in music.

27. Across both key stages there are some weaknesses in teaching in lessons which are otherwise satisfactory or good. Occasionally, in the group work in literacy and in numeracy teachers do not make use of their assessments of pupils' previous work in the subject to provide work at the appropriate level for high-attaining pupils. This leads to them making unsatisfactory progress during this part of the lesson, for instance in a literacy lesson in Years 2 and 3, a numeracy lesson in Years 2 and 6 and science lessons in Year 3 and a Year1 lesson. Occasionally, strategies for encouraging good behaviour and class routines are not securely established, for instance in a numeracy lesson in Years 1 and 3. Occasionally in music lessons in Key Stage 2 teachers are inefficiently deployed when supporting the classroom assistant in teaching the lesson. The level of work they undertake is below that expected of a teacher.
28. Overall, the quality of teaching in literacy and numeracy lessons is good and this has a positive effect on pupils' learning. Literacy lessons are structured well according to the National Literacy Strategy guidelines. Lesson routines are well established for all ages and in most lessons there is good organisation of group work. The implementation of the National Numeracy Strategy is new this term and numeracy lessons are developing well according to the guidelines. The introduction and review session is more securely established than the group work. Sometimes this is not being used sufficiently to focus on a particular group and extend learning further.
29. Across the school teaching in information technology is good. Whole class teaching of skills is undertaken in the computer suite which is new this term. This is beginning to have a positive effect on pupils' attainment. Teaching links with other subjects are developed appropriately during these lessons, for instance with mathematics and history. This promotes pupils' good progress. Information technology is not used as effectively to support pupils' learning within the classroom, for instance in English. This is because the school does not have sufficient up-to-date equipment but there are plans to improve classroom resources gradually.
30. The quality of support and teaching for pupils who have special educational needs is good. Pupils benefit from well-planned activities in the classroom and through individual attention and group work. Staff place a strong emphasis on literacy in all their work and the quality of the individual education plans for these pupils is good. Teachers have high expectations that pupils can be successful, and help them to take part in lessons as fully as possible.
31. Across the school teachers' lesson planning is satisfactory. They plan together effectively to provide equality of access to the curriculum for pupils of the same age who are in different classes. Pupils are grouped by ability for some lessons, for instance in English and mathematics at both key stages. In most of these lessons this enables the teacher to match the work well to pupils' needs. Pupils' work is marked regularly and thoroughly with supportive comments. The good practice of using marking to point out to pupils ways in which they can improve their work is not widespread. Homework is used well to support pupils' learning in the classroom, for instance in spelling, reading and science in Key Stage 1. In Key Stage 2 a variety of homework is given regularly and it is used effectively to support pupils' learning, for instance in information technology. Since the last inspection the good quality of teaching has been maintained.

36. **The curriculum and assessment**

32. The curriculum is good at both key stages. In accordance with national guidance the school has reduced the amount of time given to some subjects, for instance art, design and technology, geography and history, and in music in Year 6. However, the quality of the provision is still good. The curriculum continues to be broad and balanced and taught in a way that is relevant to the needs of pupils, the requirements for teaching religious education, according to the locally agreed syllabus, are met at both key stages. Statutory requirements for all the required subjects are met.
33. The curriculum for children under five is sound and provides for satisfactory progression in children's learning, except for high-attaining children. It takes good account of the national guidance about what children of this age need to learn in all the areas of learning. Sufficient emphasis is given to personal and social development, language and literacy, and mathematics. Opportunities to learn through play are planned and organised well. There are no facilities and equipment for a regular outdoor curriculum. Teachers compensate for this by using the existing outdoor facilities whenever they can and by providing physical education lessons in the school hall.
34. The school promotes the intellectual, physical and personal development of all pupils well and prepares them appropriately for the next stage of their education. At both key stages good emphasis is placed on pupils' personal and social education in the daily life of the school. This is supported effectively by the curriculum for subjects such as music, personal and social education, physical education and science. The school provides an appropriate sex education programme and information for pupils about the use and abuse of drugs. Literacy and numeracy lessons are given a high priority and the curriculum is good.
35. Pupils have equal access to the curriculum across the school. Teachers' plan together effectively in year groups to ensure that pupils in the same year group who are in different classes receive equal access to the curriculum. However, planning does not always take account of pupils' prior level of attainment. The curriculum provided for average and low-attaining pupils is usually challenging in English, mathematics and science. High-attaining pupils are not always given work that is matched to their levels of attainment and on these occasions they make unsatisfactory progress.
36. Provision for pupils with special educational needs is good and they enjoy access to the full breadth of the curriculum. The recommendations of the Code of Practice are met successfully, satisfactory records are kept and the provision is monitored soundly by the co-ordinator. Individual education plans are clear, can be easily checked and they are incorporated into teachers' planning effectively.
37. There is good provision for progression in pupils' learning through most of the schemes of work and staff discussion at key stage and year group planning meetings. There are policies or guidelines for all subjects. The school has adopted the exemplar schemes of work from the Qualifications and Curriculum Authority for most subjects and this is appropriate. The school's guidelines for physical education and scheme of work for music do not contain sufficient guidance to support teachers. Additionally, the scheme of work for music does not cover listening and appraising but it is covered in teachers' termly planning.
38. The National Literacy and Numeracy Strategies are in place. The Literacy Strategy has been implemented well over the last year and the Numeracy Strategy which was introduced this term is developing well. Teachers record the coverage of the curriculum at the end of units of work and this is monitored by the subject co-ordinators.

39. There is a good range of extra-curricular activities over the year. It takes part in local sporting activities, such as football games. There is a choir and other clubs, for example, cross-country, gymnastics, line-dancing and debating. Approximately two thirds of Key Stage 2 pupils take part in these activities. Educational visits also support and enhance the curriculum. Pupils talk enthusiastically about their visits and have clearly learned and remembered a great deal of information.
40. There are good procedures for assessing and recording pupils' knowledge, skills and understanding in most subjects, except for religious education, art, music and physical education. These assessments are carried out at the end of a group of lessons on a particular topic using the guidance recommended in the Numeracy and Literacy Strategies and from the Qualifications and Curriculum Authority for most of the other subjects. This is an improvement since the last inspection and the system has begun to provide good information about individual pupils, their levels of attainment and the progress they make. Optional National Curriculum assessments are carried out each year from Years 3 to 5. These are used effectively to evaluate pupils' progress and to set targets for pupils and predict their performance in National Curriculum tests in English and mathematics in Year 6. Satisfactory records are kept for reading. The individual education plans for pupils with special educational needs have suitable and measurable targets for literacy, numeracy, and personal and social development, and progress towards these is evaluated regularly.
41. The school does not have a unified approach to recording pupils' attainment and progress in lessons as it occurs daily and weekly. Children's attainment is assessed on entry to the reception class but this useful information is not used to group them or provide work matched to their differing capabilities in all the areas of learning. At both key stages the information obtained from the good assessment procedures is not used sufficiently to guide lesson planning. These factors adversely affect the progress of high-attaining children in reception across the range of their work and occasionally affect the progress of high attaining pupils at both key stages, particularly in English, mathematics and science.
1. The last inspection deemed the curriculum to be very good and it is now deemed to be good. However, the last inspection identified that some subject policies required updating and some subjects, such as mathematics, did not have schemes of work. The school now has schemes of work for all subjects and in most subjects these are good. Teachers' medium term and lesson planning has improved and the curriculum is planned more effectively in year groups and key stages. The National Literacy and Numeracy Strategies have been introduced successfully. Additionally, the school has implemented a unified system for assessing and recording pupils' achievements at the end of units of work in most subjects. This means that good progress has been made since the last inspection.

47. Pupils' spiritual, moral, social and cultural development

1. The provision for the spiritual, moral, social and cultural development of pupils, and for children under five, is good. It has a very positive effect on pupils' attainment and progress. The last report judged it to be outstanding and it still remains a significant strength of the school. The provision for social development is very good

2. The provision for pupils' spiritual development is good. Pupils are helped and encouraged to develop a spiritual awareness through subjects such as religious education, art, music and science, and assemblies. During assembly time is provided for stillness and reflection, and a lit millennium candle, singing, music and occasionally dance contribute to the feeling of spirituality. Good use is made of Advent candles during assemblies and in the classroom to remind pupils of forthcoming events leading to a very special celebration on Christmas day. In one classroom act of worship a wonderful atmosphere of reverence was created through the effective use of the teacher's voice and the flickering light of a candle.
3. The school's provision for moral development is good. The behaviour policy is followed consistently across the school by adults and pupils. At both key stages pupils are made aware of the need to take responsibility for their own actions. Adults provide good models of sensitive and caring behaviour which are readily followed by pupils and pupils know the difference between right and wrong. Good behaviour and achievements are actively promoted, for instance through the weekly *Gold Book* assembly. An effective assembly observed during the inspection conveyed a very strong moral message about right and wrong actions through the story of Joseph and his multi-coloured coat. The message was presented to the whole school by a Year 5 class using a blend of words, drama and music. Lessons in personal and social education make a positive contribution to moral development. For example, in one lesson observed pupils were given the opportunity to solve moral dilemmas and to share their views with the other pupils.
4. The provision for social development is very good. Children under five are given opportunities to work with different children and adults in all the areas of learning. Their lessons give them confidence take part fully in the life of the school; for instance, they attend assemblies, have lunch in the dining room and physical education lessons in the hall. Pupils at both key stages are provided with a wide range of opportunities to practice and develop their social skills. During the inspection pupils were observed being directed to hold doors open for other pupils and to help teachers to tidy up classrooms at the end of lessons. In a swimming lesson pupils were encouraged to give a hearty round of applause to other members of the class who had demonstrated particular achievement during the lesson.
5. The school council provides Key Stage 2 pupils with opportunities to express and discuss ideas in a formal setting with the headteacher who has introduced this very positive forum for social development. The debating society is a very effective extra curricular activity in which pupils have the opportunity to debate a variety of topics with their peers and then to present a case in front of a panel of judges. Many opportunities are provided for pupils develop their speaking and listening skills and to work in pairs and groups, for instance in music, physical education and science lessons. The school fosters a sense of citizenship by raising funds each year for charity. The frequent visits into the local and wider community enhance the provision, for instance the residential visits to Cliffe House and Castleton. At the end of the inspection week the pupils were to lead the carol singing outside St. Bartholomew's church during the tree lighting ceremony.

1. Provision for pupils' cultural development is good. This is promoted well through subjects and educational visits linked to pupils' work; for instance, in geography pupils visit Lytham St. Annes and compare it with Meltham Village. Developing pupils' understanding of the diversity and richness of other cultures is a significant part of the curriculum. Last year each class was named after a country and the culture of the country was explored through studying the food, geography, religion and music. Pupils study the works of a range of artists, and displays around the school contribute to pupils' development; for example, Key Stage 1 pupils paint in the style of Picasso. The main religious festivals of Christianity and other faiths are celebrated. Music enhances pupils' development well, for instance Year 6 pupils are studying African drum patterns. A variety of music from different cultures is used in assemblies and this is often linked to the work in the classroom. Story time in the classroom is often related to traditional tales from around the world. Year 5 completed a study of Egyptian culture recently which included a visit to the local Bagshaw Museum. Year 6 are studying the life of Martin Luther King as part of the school millennium focus on important people over the past century.

53. **Support, guidance and pupils' welfare**

2. The school provides good support, welfare and guidance for pupils at both key stages, and for children under five, and this has a beneficial effect on their attitudes and progress. Teachers know their pupils well, have very good relationships with them and respond positively to their needs. Almost all parents feel that their children like school and that they are supported effectively by staff.
3. Procedures for monitoring pupils' progress are good, including the procedures for monitoring the progress of pupils with special educational needs. These pupils are supported well by teachers and support staff and this promotes their good progress towards their individual targets. Pupils from ethnic minorities receive good support from staff and this has a positive effect on their learning. Teachers have a range of formal and informal systems for monitoring academic progress but these are not always used to full effect. Procedures for monitoring pupils' personal development are mainly informal but successful. Pupils' annual progress reports to parents include a well constructed summary of each pupils' personal development and lessons are provided in personal and social education. The headteacher takes a significant and active interest in the individual progress of all pupils at the school. The good liaison between outside agencies supports pupils' learning well. There are sound arrangements to support children when they start school, ensuring that they settle quickly into school routines. Pupils are prepared well for secondary school, for instance through the good provision for homework.
4. The procedures for promoting pupils discipline and good behaviour are good. Staff consistently implement the behaviour policy and treat pupils with courtesy and respect. These procedures are underpinned by the very good relationships between staff and pupils. Good behaviour is actively and effectively promoted through assemblies and personal and social education lessons. Inappropriate behaviour and bullying are monitored and recorded but the action taken is not. A second system linked to the recording of individual pupil incidents is not up-to-date. Bullying is not a problem and clear procedures are in place to deal with any incidents which may arise.
5. There are good procedures for monitoring and promoting attendance. The school communicates these regularly to parents through newsletters, parents' meetings and in school assemblies. There is some minor inconsistency in the way that occasional pupil lateness is monitored. In most cases of pupil absence the school is quick to follow up the reasons for it and, in a very small number of cases, the education welfare officer for the school is consulted. There is little evidence of unauthorised absence.

6. The procedures for child protection and promoting pupils' health, safety and well-being are satisfactory. Child protection procedures are now fully in place and this is an improvement since the last inspection when the school did not have a policy. A suitable health and safety policy is in place, and all lunchtime and classroom support staff are trained first aiders. The arrangements for dealing with accidents and illness are satisfactory. Pupils are supervised well by the staff, and ancillary assistants, at break and lunchtimes. Teachers are supported well in promoting pupils' health and well-being by a range of specialist visitors. The school has taken commendable action to improve pupil toilet facilities and appropriate health and safety regulations are in place. Fire drills take place each term but there is a lack of clear fire exit signs. Regular risk assessments of the site and building, including school trips are undertaken. The last inspection gave a favourable report on pupils' support, guidance and pupils' welfare and this good provision has been maintained.

58. Partnership with parents and the community

1. Partnership with parents and the community is good at both key stages, and for children under five, and this makes a significant contribution to their learning and personal development. This was a strength in the last report and this partnership has been maintained. Almost all parents who attended the pre-inspection parents' meeting and responded to the questionnaire are supportive of the school. They find the staff approachable and feel that they are actively welcomed and involved in school life. Inspectors' judgements support parents' positive views.
2. The quality of information for parents about their children's work and progress is satisfactory. Newsletters are well designed and presented and these are sent out to parents on a regular basis to keep them informed of current and forthcoming events. Additionally, reminders are sent out, nearer to the date of an event. The school also provides a good range of information leaflets for parents and these include details of the school's homework strategy, a curriculum newsletter, end of key stage targets and a copy of the National Curriculum Levels to enable parents to be more informed about the annual National Curriculum results. Parents of pupils with special educational needs are kept appropriately informed about developments.
3. The format of the autumn parents' consultation evening has been changed into an open evening this term. This means that parents do not have the opportunity to talk confidentially to the teacher about their child's progress. A few parents have expressed their concerns to the inspection team about this and the school intends to attend to this in the spring term. In Key Stage 1 spelling procedures are explained clearly to parents. Spelling books in Key Stage 1 and homework diaries in Key Stage 2 are used well to communicate with parents and involve them in their children's learning. Children under five take their shared reading books home regularly and pupils in Key Stage 1 also take reading scheme books home. Key Stage 1 pupils have book marks but do not have reading diaries and there is little regular written communication with parents about their reading. There is no regular system for sharing information about what children under five have gained from their shared reading. School reports provide satisfactory information about pupils' progress in English, mathematics and science and personal development. However, in the other subjects the work pupils have covered is reported and not their progress. The annual governors' report to parents does not cover all the required areas, for instance it does not report on the facilities for disabled pupils. Curriculum meetings and workshops for parents are not a regular feature but the school has plans for a parents' meeting about the National Numeracy Strategy in the spring term.

4. Parental involvement in pupils' learning is good. A significant number of parents, governors and members of the local community are regular volunteer helpers in the school. They are involved in a wide range of activities and these include supervising pupils in the changing rooms attached to the swimming pool, helping in the classroom, organising resources and listening to children read. They supervise pupils in the library when the other half of the class is using the information technology suite. Several parents have attended a ten week 'Helping in School' course. Pupils of all ages are given homework regularly and most parents support them well in this work. The Parents Staff Association plays a very active role in supporting the school in fund-raising and in organising social events. Recent examples include the School Disco and the Toy and Book Fair. Several parents are involved in the good range of extra-curricular clubs and a member of the local community plays the piano for the choir.

5. Strong links with the community support and enhance pupils' learning, for instance with St Bartholomew's Church. There are effective links with pre-school establishments and with the local secondary school to which most of the pupils will transfer. The large choir is currently rehearsing for various Christmas performances for the school and the local community. The choir are sponsored by a local textile company who have kindly provided T Shirts. The school has several other sponsors many of whom have been actively involved in the recent project to fully equip the new information technology suite. There are very good links with 'Schools Out', a child minding service based at the school which has plans to extend the provision by providing breakfasts and snacks. There are good links with the local football club and a group of Key Stage 2 pupils competed in a competition at the club ground during the inspection week. Members of the pupils' families helped with the transport. There are regular educational visits linked to work in the classroom which extend the curriculum effectively, for instance to local museums, farms and to the theatre. Visitors to the school enrich the curriculum, such as theatre groups and actors dressed as Vikings or Victorians. Suitable young people are encouraged to use the school for work experience purposes. Curriculum links with local industry are undeveloped.

63. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

63. Leadership and management

6. This is a strength of the school. The effective leadership of the headteacher successfully guides the dedicated staff team and the pupils towards higher achievement. The headteacher is constantly monitoring and evaluating the practices within the school, sometimes formally and often informally, looking for ways to improve them and encouraging the staff to do so. In the few years since her appointment clear, purposeful management has led to improvements in the curriculum, the standards achieved in Key Stage 2, the success of the senior management and year group teams and key stage co-ordinators. The deputy headteacher makes a calm, thoughtful and effective contribution to the leadership and management. Regular staff, senior management and year group curriculum planning meetings ensure good communication between staff at all levels and have a positive effect on pupils' learning. The subject co-ordinator role is developing well and co-ordinators give useful support and advice to staff. The special educational needs co-ordinator provides effective leadership and management.
7. The governors are supportive of the day-to-day life of the school; for example; they attend a variety of functions. They are kept well informed about developments through the headteacher's report to governors. For instance, National Curriculum tests are analysed for achievement by gender, and discussed with governors. Governors are well informed about target setting and sufficiently challenging targets for the improvement of test results have been set. These are based on regular assessment and effective monitoring of pupils' achievements and progress across the school.
8. Governors are not sufficiently involved or informed about the curriculum and other aspects of the school's work to ensure that their responsibilities are met. Oral feedbacks from committees do not provide the governing body with sufficient information or occur sufficient regularity. Committee meetings are not minuted and issued with governing body papers, except occasionally for finance. Some governors visit the school regularly; for example, the chair of governors, the governor for special educational needs, and the health and safety governor. The literacy and numeracy governors have visited the school occasionally but the practice of visiting the school to observe the curriculum being taught is not widespread. The special educational needs co-ordinator has talked to the governing body about developments in this area but this practice is not a regular feature. Statutory requirements are met, except for some minor reporting items in the governors' annual report to parents.
9. The monitoring of teaching and the curriculum is satisfactory. Teachers record the coverage of the curriculum at the end of units of work and this is monitored by subject co-ordinators, and the headteacher monitors the weekly lesson planning. Staff plan and evaluate the curriculum together effectively in year group teams. The success of this team work is evident in the good curriculum which is provided for each year group. It also ensures equal access to the curriculum for most pupils, except occasionally for high-attaining pupils. This makes a significant contribution to teaching and learning. Samples of work are monitored and discussed at year group meetings but co-ordinators do not choose specific targets to monitor across the school, for instance how the marking policy is being implemented.

10. The headteacher knows the strengths and weaknesses in teaching across the school and the targets which have been set for individual pupils. National Curriculum results are analysed and this information is used to bring about improvements to the curriculum. These have a beneficial effect on pupils' learning. For instance, analysis of the lower writing results in Key Stage 1 this year led to a greater focus on punctuation. Year 6 test results were analysed carefully and this led to an increased emphasis on investigations in science and problem solving in mathematics. Teaching and learning are monitored by subject co-ordinators when a subject is a priority in the school development plan, for instance literacy last year and numeracy and information technology this term. These co-ordinators discuss their findings with the staff and suggest ways in which practice can be improved. The headteacher supports and monitors teaching and learning informally and formally. However, these procedures lack a unified approach and sufficient guidance for evaluating teaching effectively, and they are not carried out with sufficient frequency.
11. School development planning for the current year is good and it has a considerable effect on teaching and learning. It contains an excellent section on implementing the school's aims, values and policies, prioritises initiatives clearly, has precise action plans and indicates the resources required to achieve them. It is reviewed and evaluated regularly at senior management and governing body committee meetings. Initiatives which require developing further are carried forward appropriately into the following year's plans and future initiatives are discussed informally. The plan is not costed precisely and there is no formal outline planning for developments for one or two years ahead.
12. The school has made satisfactory progress in tackling the four key issues for development identified in the last report in May 1996. The action plan based on these issues was incorporated into the development planning process. Two of the issues have been completed successfully. The positive ethos and the raising of standards have been maintained. Policies for child protection and drugs education are in place. In the last year a large amount of staff time has been spent appropriately on implementing the National Literacy and Numeracy Strategies. Nevertheless considerable progress has been made towards achieving the remaining issues on providing systems for monitoring and evaluating the curriculum and a more systematic approach to assessment procedures. These have not been achieved fully and are judged to require further attention. The school has good strategies in place for continuing to secure an improvement in standards.
13. There is an equal opportunities policy which is implemented successfully in classroom practice and in all areas of the curriculum, except on the occasions when high-attaining pupils do not receive the appropriate curriculum for their capabilities. The special educational needs policy complies with requirements and there is a named governor.
14. The school's ethos is very good. It is underpinned by Christian values and the mutual respect and very good relationships between all members of the school community. The school's commendable aims are achieved successfully. Staff praise, encourage and reward pupils' efforts so that they strive to achieve their best. The strong support for the school from parents is reflected in their views at the pre-inspection parents' meeting and in the responses to the parents' questionnaire. Most parents feel that the school enables their children to reach a good standard of work and that its values and attitudes have a positive effect on their children. Since the last inspection there have been improvements in some areas of management. For instance, in the effectiveness of the senior management team, key stage co-ordinators, year group teams, and greater openness and approachability between the school and parents. The ethos of the school and the raising of standards of attainment have been maintained.

72. Staffing, accommodation and learning resources

15. There are sufficient suitably qualified and experienced teachers to meet the demands of the curriculum at both key stages and for the under fives. All permanent staff have curriculum responsibilities which are mainly well matched to their qualifications and experience. A member of staff has been on long-term absence because of illness but the school has managed the absence so that pupils' learning is not affected. There is a sufficient number of classroom support staff and they are appropriately qualified for the demands of the curriculum. All of these staff have attended courses on special educational needs.
16. The arrangements for the professional development of staff are good and these have a beneficial effect on teaching and learning. Staff attend a variety of training courses which are matched well to whole-school and individual needs, for instance in numeracy and information technology this year. The school has achieved the Investors in People award and this is based upon a commitment to training for all staff. Appraisal arrangements are suspended temporarily because of industrial action but the school's arrangements for professional development interviews with the headteacher are taking place. The staff handbook provides useful information on school procedures. There are suitable induction arrangements for newly qualified staff and staff who are new to the school. A member of staff who was a newly qualified teacher last year was supported effectively by the school.
17. The school's accommodation at both key stages and for the under fives is satisfactory. It is enhanced by an information technology suite and attractive library which are new this term and an indoor heated swimming pool. These have a beneficial effect on pupils' learning. However, the school is large and there is only one hall which is used for physical education, assemblies and as a dining room. The two temporary classrooms in the playground do not have toilet facilities and occasionally some valuable lesson time is lost when pupils have to return to the main building to visit the toilet. Storage space is satisfactory in most classrooms. There are good quality displays linked to the curriculum and the building is kept in good condition by the hard working caretaking and cleaning staff. There are suitable outdoor play areas for both key stages and pupils' learning benefits from the use of a pond and the extensive, attractive grounds, for instance in science. There are no facilities and equipment for a regular outdoor curriculum for the under fives. Staff compensate for this by using the existing facilities whenever they can.
18. Overall, learning resources are good in quantity and quality for the curriculum for the under fives and at both key stages. There is a good supply of books and resources to support the teaching of literacy, and the numeracy resources are satisfactory. Although there is a wide range of classroom resources in science, there are insufficient books on the subject in the school library. The information technology resources are good following the recent opening of the new computer suite, and the school has plans to upgrade classroom resources when funding is available. Resources for all the other subjects are good, except for religious education, art, and design and technology which are satisfactory. The school makes good use a local education authority loan scheme to enhance the resources in some subjects, for instance in history. Physical education resources are enhanced by a swimming pool and extensive playing fields.

76. The efficiency of the school

19. The overall efficiency of the school is satisfactory. Most of the teaching staff are deployed effectively, except in a few music lessons. Most music lessons are taught successfully by the support assistant who has expertise in the subject and they are supported appropriately by class teachers. However, the teachers supporting a few of the lessons in Key Stage 2 are not sufficiently involved in teaching or supporting pupils' learning. Subject co-ordinators carry out their roles appropriately and time for monitoring teaching and learning has been allocated according to the priorities in the school development plan. Insufficient time is allocated for this and the observations are not structured so that they focus precisely on teaching and learning.
20. At both key stages, effective use is made of classroom support assistants, and of special support assistants for pupils with special educational needs, who work purposefully when helping in the classroom. Additionally, support staff are used well to supervise the work that teachers set for pupils to carry out in the classroom whilst the remainder of the pupils are in swimming or information technology lessons. It is not possible to teach the whole class because of the constraints of the accommodation and resources. The lunchtime supervisors maintain good discipline in a friendly and effective way. Parent helpers provide essential support in supervising pupils in the changing rooms in swimming lessons.
21. Good use is made of the accommodation and resources to support the curriculum policies and ethos of the school. The headteacher is a regular visitor to the classroom to observe both the use and effectiveness of the resources and the adequacy of the accommodation. Recently the need for an indoor wet play area for the under fives classroom was identified, and this led to an improvement in the provision. This is having a positive effect on children's learning. The new library and information technology suite have also enhanced the use of resources and the swimming pool is used effectively.
22. The day-to-day financial control and administration are good and support the smooth running of the school. There are clear procedures and transactions are managed efficiently. The minor issues highlighted in the latest financial audit have been effectively attended to by the administrative staff and the headteacher.
23. The procedures for strategic financial planning are unsatisfactory. The School Development Plan is produced after consultation between the senior management team, staff and governors and the priorities are detailed carefully for the forthcoming year. The initiatives are not costed, and linked to the annual budget, except for information technology and classroom alterations. There is no outline financial planning for one or two years ahead, for instance for staffing costs. The headteacher discusses forward projections for pupil numbers and the effect this will have on the budget in general terms with the finance committee. Governors are not sufficiently involved in monitoring the budget or financial planning to ensure that their responsibilities are met. The meetings of the finance committee are not minuted or reported back to the whole governing body with sufficient regularity. There is no additional funding for pupils with special educational needs and additional support staff for these pupils are funded directly by the local education authority. The grant from the National Grid for Learning has been used effectively to set up the computer suite and additional funds for it have been obtained from local businesses. Grants for educational support and training are used appropriately to support staff development.
24. The last report deemed financial planning and management to be effective and there were sound systems for financial control. Day-to-day financial control is now good and financial planning is unsatisfactory.

25. Children's attainment on entry to the reception class is average. There is above average attainment at the end of both key stages and good progress and teaching. The income and expenditure per pupil are low. Taking all these factors into account and the very good relationships and ethos, and pupils' good attitudes and behaviour, the school gives good value for money.

83. PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

26. Children enter the school with an average range of early learning skills. This is confirmed by the local education authority initial assessment of children's achievements. At the time of the inspection 34 of the reception children were under the age of five. Almost all of the children have already attended one of several kinds of pre-school provision. Inspection evidence shows that children make satisfactory progress in all the areas of learning. In personal and social development they make good progress. There are no children with special educational needs this year. By the age of five most children's achievements are in line with national expectations for this age group. This judgement is made according to the criteria established by the desirable learning outcomes.⁸ In language and literacy, mathematics, knowledge and understanding of the world, physical and creative development children's attainment is in line with national expectations. Achievement in personal and social development is above expectations.
27. Through good teaching children make good progress in personal and social development, and by the time they are five, their attainment is above expectations. This is because teachers and support staff give high priority to this area of the curriculum as part of their teaching in all lessons. A strength of the teaching is seen in the ways in which teachers manage the children to ensure that their behaviour is good and that they become more independent at school. For example, in a dance lesson children made very good progress with learning to organise themselves into groups and working together co-operatively. Teachers also encourage good behaviour and positive relationships by their high expectations that children will work with lots of other people and do as they are asked. They prepare welcoming and happy classrooms, and this ensures that children enjoy their work, feel secure and have good attitudes towards all their lessons. Consequently, by the time they are five, children are well settled into school, and are confident to learn in many different ways.
28. In language and literacy, children make satisfactory progress, and most attain the standard expected by the age of five. Teachers understand well the importance of this area of children's work, and provide opportunities for listening and talking in all lessons. Children listen carefully to stories and explanations, to different adults and to each other, and answer questions appropriately. Many children already use the words associated with reading and writing, such as word, letter and alphabet and they understand that print has meaning. They recognise some individual letters of the alphabet, and the high-attaining children suggest everyday words that begin with these letters. Most have started to learn to write letters and words, but some do much better than others with this.

⁸ See footnote page 11

29. Teaching in language and literacy is satisfactory overall. Classrooms provide many opportunities for children to learn the importance and pleasure of print in their daily lives. Teachers plan in detail and provide interesting work to encourage children. A mother and her baby visited the classroom, and children observed them and talked about the needs of babies. Children have many opportunities to enjoy and share books with different adults and take these books home every day. There is little regular written communication between school and parents about how well children are doing with their shared reading.
30. In mathematics, satisfactory teaching helps children to make sound progress. Most children attain the standards expected by the age of five. Teachers show the importance they attach to mathematics by the many ways in which they use classroom displays and resources to encourage children to learn. They plan activities to make mathematics meaningful for the children, such as reciting and singing counting songs and games. They teach the language associated with mathematics well. Most children recognise and count a few numbers and geometrical shapes, and use mathematical equipment. They show interest in the patterns found in numbers. High-attaining children add small numbers together using their fingers to help them, and ask questions, such as 'Why don't we count backwards?'
31. Through satisfactory teaching most children make satisfactory progress in knowledge and understanding of the world and their attainment is in line with national expectations by the age of five. They talk about their families, the world around them and about the everyday natural and man-made objects they work with. Children help to sort objects into those that are safe or unsafe for babies. When asked to choose activities in the classroom, several children choose to use the computer. They use the mouse with developing control to make choices when working computer programs. Children enjoy joining paper and card with staples and sticky tape to make a book for a baby. The musical instruments they have made show that children select materials and use them to make something that has a purpose. Although children talk about what they are doing and can answer questions, some activities provide too few opportunities for them to respond to questions that challenge their thinking further.
32. In the physical and creative areas of learning, children make satisfactory progress and attain the standard expected by the age of five. Teaching is satisfactory overall and in the dance lesson it was good. In this lesson children made good progress in moving their bodies in response to the music. Children use a wide variety of equipment and materials carefully and safely, such as scissors, pencils, brushes, spreaders and sand rakes. They make up their own stories in a range of imaginative play situations, such as the home corner. Children move around the classroom, and the indoor and outdoor spaces, with confidence and safety. They explore materials and shapes when making things. In the creative area of learning, some activities are too teacher-directed, children are not given the opportunity to express their own ideas and this sometimes limits their progress.

33. Teaching is satisfactory overall; all lessons have some good features, particularly the positive management of children. Good quality resources and stimulating and inviting, classrooms have a beneficial effect on children's attitudes to their work. Adults are good role models for the children and teachers are keen to ensure that children benefit from a curriculum that is matched to the national guidance and is appropriate for their age. Plans for the curriculum are thorough and detailed, and these show that lessons provide a good range of work. Teachers gather a great deal of useful assessment information about children's achievements, but this is not used sufficiently on a day-to-day basis in planning what children should learn next. Teachers' planning does not make clear how children of differing levels of attainment are to make further progress, and often they are all given the same work. This means that sometimes the work is too difficult for low-attaining children or too easy for high-attaining children and on these occasions they make unsatisfactory progress, for instance in language and literacy, and mathematics. The system of grouping children with differing abilities together and ensuring that they carry out the same activities is not effective. Teachers and support assistants are unable to focus sufficiently on children's specific needs in order to question them more purposefully, find out what they already understand and extend their learning further.
34. Since the last inspection, the school has improved the procedures for assessing children's attainment on entry through using an approved formal assessment. The curriculum has been changed so that it is planned in accordance with national guidance for children of this age. These factors account for most of the changes since the last inspection when provision was judged to be good. Given the positive attitudes of teachers, the school is now well placed to put right the relatively few weaknesses found.

92. ENGLISH, MATHEMATICS AND SCIENCE

92. English

35. The school's 1999 National Curriculum tests show that at the end of Key Stage 2, pupils' attainment was well above the national average at the expected level and above average at the higher level. Their performance was well above average when compared to similar schools. There was an initial decline in the test results following the last inspection due to changes in staffing, and the results have risen significantly since then, the largest improvement being in 1998. There is no difference in the performance of girls and boys.
36. At the end of Key Stage 1 the school's 1999 National Curriculum tests show that pupils' attainment was above the national average in reading and in line with the national average in writing. In reading, a significant majority of pupils achieved the expected level and the proportion achieving the higher level was above the national average. In writing, although a significant majority of pupils achieved the expected level fewer pupils achieved the higher grades within the level 2 band or the higher level 3. Pupils' performance was above average in reading and average in writing when compared to similar schools. In their teacher assessed work in speaking and listening pupils' attainment was above national expectations at the expected level and at the higher level. Girls and boys do equally well in the reading and writing tests. Performance in the tests in these subjects declined slightly in 1999, particularly in the proportion of pupils attaining the higher level in reading. However, this year group had more pupils with special educational needs than in previous years.

37. Inspection evidence shows that at the end of both key stages, pupils' attainment is above national expectations in English overall, and in speaking and listening, reading and writing. This shows that standards have been maintained since the last inspection. This judgement does not reflect the 1999 National Curriculum test results in writing at Key Stage 1 or in English at Key Stage 2. Following an analysis of the Key Stage 1 test results, punctuation has been given particular emphasis this term and this is having a positive effect on pupils' achievements in Year 2. In Key Stage 2 the difference is because the overall ability of last year's group was higher than the group of pupils who are currently in Year 6. Additionally, the inspection considers a much wider range of work than is tested, for example speaking and listening and the ways in which pupils use English in other subjects.
38. Pupils' attainment in speaking and listening is above national expectations at the end of both key stages. Pupils listen very well to their teachers and to each other during work in pairs and groups and in many different situations, including lessons in all subjects and assemblies. This helps their progress in all subjects. Year 6 pupils use the continually extending range of new words they learn, for instance to answer teachers' questions in detail and express their ideas well. A significant minority of Year 5 and 6 pupils attend the lunchtime debating society, where they discuss and present their ideas more formally. During the inspection, these pupils showed a mature approach to listening to the opinions of others when they compared the advantages and disadvantages between reading and watching television. Most Year 2 pupils have a good vocabulary and express themselves clearly in conversations and discussions.
39. At the end of both key stages pupils' attainment is above national expectations in reading. Most pupils read aloud confidently, accurately, fluently and with expression. They read from a variety of books and texts and use their reading skills to help them to learn in other subjects. Pupils have a very good subject vocabulary. For instance, Year 6 pupils use *glossary*, *characters*, *setting and blurb* and Year 2 pupils use the terms *consonant*, *illustrator* and *rhyme* when talking about their work. Year 6 pupils discuss what they read, showing that they understand it well. Pupils use books, the library or computer programs well in order to find information for themselves. In Year 2 pupils of all abilities have a very good knowledge of letter sounds and use this knowledge and a range of other strategies to read new words they encounter. Low-attaining pupils and those with special educational needs require more help with their reading at both key stages. Although low-attaining pupils in Year 6 lack confidence when reading aloud, they have mastered the basic skills of reading, and use these in many ways in their school work. In Year 2 they read simple books with developing competence.
40. Pupils' attainment is above national expectations in writing at the end of both key stages. They write in a good variety of styles in English, for instance poems, stories and accounts, and in most subjects. For instance, high and average-attaining pupils produce good quality independent writing in history. Year 2 pupils wrote sensitively about an injured soldier in the Crimean War and Year 6 pupils about what it might have been like for people living in Austria at the time of the Second World War. Low-attaining pupils need more help, but complete similar work and do quite well at both key stages. In Year 6 most pupils' writing shows good use of punctuation, grammar and spelling and the standard of handwriting and presentation is very good. They choose words to express their ideas well and make their writing more interesting, for instance when planning stories in detail before writing them. Year 2 pupils use correct punctuation, although this was a weaker area in the 1999 national tests. The standard of spelling is good, and this is because of pupils' good understanding of how individual letters and groups of letters make up words. Regular homework in spelling makes a positive contribution to their progress. The standard of handwriting is high, and this is because joined handwriting is taught very well in a concentrated and systematic way.

41. Girls and boys, including pupils from ethnic minorities, make good progress in speaking, listening, reading and writing in both key stages. This is seen in the good rate of their learning in most lessons, in the work they complete over a longer period of time and in the records that teachers keep of pupils' attainments. The good and occasionally very good progress in lessons is because teaching often has many good features. However, occasionally, in group time in literacy lessons high-attaining pupils are given work which is not sufficiently challenging for them and they make unsatisfactory progress in this part of the lesson, for instance in a lesson in Years 2 and 6 . On the other hand, in a few lessons, pupils of all levels of attainment make very good progress because all have work that helps them to improve.
42. Pupils with special educational needs make good progress towards the targets in their individual education plans. This is because they benefit from their own programmes of work and the additional support they receive from teachers and special support assistants. For instance, in a Year 5 literacy lesson pupils with special educational needs were supported effectively in writing about an event. Their writing was sequenced correctly and the handwriting was neat and correctly formed. Teachers have high expectations that pupils can be successful and help them to take part in lessons as fully as possible.
43. Pupils' attitudes are good and occasionally they are very good. This is the result of the high expectations that teachers have of their pupils to do as well as they possibly can. Pupils are attentive, keen to learn and apply their learning in many other subjects. Pupils get on very well together when working in pairs or groups, and enjoy friendly, but very respectful relationships with their teachers. Pupils with special educational needs have equally good attitudes and try their best.
44. Teaching is good in both key stages, and this means that the quality of teaching has been maintained since the last inspection. Since that time, however, teachers have worked hard to put the National Literacy Strategy into place, and have been determined to do this correctly. All have at least a good level of expertise, and their lesson plans show that they know how to help pupils to learn successfully. Although teachers follow the guidance of the strategy meticulously, there are times when pupils spend time on work which lacks sufficient challenge. Teachers plan together well to provide the same curriculum for pupils of the same age who are in different classes. All teachers manage their pupils well, and there is often a very positive climate for learning and higher achievement. Most learning time is used well, and teachers take good advantage of opportunities to use interesting texts and audio-visual resources to motivate their pupils to want to do well. Teachers mark pupils' work and tell them in lessons how well they are doing but written marking does not always point out to pupils ways in which they can improve their work.
45. Previous work shows that pupils are often given the same work. Although this is sometimes appropriate, the good quality assessment information that teachers record is not used sufficiently to help all pupils to achieve the National Curriculum targets that have been set for them. Additionally, teachers do not have a consistent approach to assessing pupils' achievements in lessons or using this information to plan future work for them. Teachers set homework regularly, pupils complete it, and this has a very positive effect on their personal development and progress, particularly in Key Stage 2. The work and research these pupils undertake at home contributes effectively towards their learning in the classroom. In Key Stage 1 pupils take spelling and reading books home and this supports their learning well.

46. Since the last inspection the school has adopted the National Literacy Strategy, and teachers have made a good start with putting this into place. It is proving to be a successful method of teaching literacy with many benefits to pupils' learning in all aspects of English. Literacy skills are promoted well through other subjects, such as written accounts in geography and history. These skills are less well promoted in science where pupils are given insufficient opportunities to write their own reports and accounts. Pupils have few opportunities to improve in English on a day-to-day basis by using information technology and the school has plans to rectify this.
47. Teaching and learning are supported well by good leadership and management of the subject and good resources. The co-ordinator supports other teachers well, and uses several methods of finding out how well the school and the pupils are doing. The school development plan ensures that the school gives high priority to literacy and a governor has been appointed. However, teaching and pupils' work are not checked regularly so that any weaknesses can be identified quickly and dealt with. The school library is making a good contribution to pupils' attainment, especially in Key Stage 2.

Mathematics

48. The school's 1999 National Curriculum tests results show that at the end of Key Stage 2 attainment was above the national average. Just over three quarters of pupils achieved the expected level and the proportion of pupils achieving the higher level was above the national average. There was no difference in the performance of girls and boys or pupils from ethnic minorities. Pupils' performance was well above average when compared to similar schools. There was a decline in standards in 1996 after the last inspection because of changes in staffing and there were marked improvements in 1997 and in 1999. These have been brought about through effective improvements to the curriculum, for instance the implementation of a good scheme of work.
49. The school's 1999 National Curriculum tests show that at the end of Key Stage 1 attainment was well above the national average. Almost all pupils achieved the expected level and the proportion of pupils achieving the higher level was above the national average. Pupils' performance was well above average when compared to similar schools. Since the last inspection pupils' performance has been at least above the national average each year.
50. Inspection evidence shows that this year pupils' attainment is above national expectations at the end of both key stages. This judgement agrees with the school's 1999 National Curriculum test results for Key Stage 2 but not for Key Stage 1. The difference in the results is because the overall ability of last year's group of pupils was higher than the present Year 2 pupils. Additionally, the inspection process looks at a broader curriculum than is covered by the national tests, for instance the use of numeracy skills in other subjects. Girls and boys, including pupils from ethnic minorities, make good progress in both stages.

51. At the end of both key stages pupils' attainment is above national expectations in all aspects of the curriculum. Teachers' clear explanations, demonstrations and emphasis on the correct subject vocabulary ensure pupils' good understanding. Year 6 pupils use the correct subject vocabulary effectively to give clear explanations of the strategies they are using, and respond during mental arithmetic sessions with speed and confidence in their own calculations. Pupils recognise and extend the sequences of squared and triangular numbers. Scrutiny of work shows that they have investigated the relationship between the area and perimeter of rectangles and calculated the area of simple compound shapes. They are familiar with spreadsheets and communicate mathematical data from investigations through different types of graphs, for instance bar and line graphs. Year 2 pupils are familiar with addition and subtraction facts for numbers to twenty five and apply this knowledge to solving simple problems. They understand the composition of two-digit numbers and separate these numbers into a multiple of tens and ones. They measure and compare length using metres and centimetres and are developing increasing accuracy when estimating measurements. Most pupils recognise the common two and three-dimensional shapes, for instance circle and cube.
52. In Key Stage 2 most pupils make good progress in lessons and in the work they complete over a longer period of time. Problem solving was identified as an area for development after carefully analysing pupils' performance in mathematics in the National Curriculum tests. Teachers provide more opportunities for this work and this is having a positive effect on pupils' learning. Year 6 pupils make good progress because they apply previous learning effectively in the variety of investigative work they do. Pupils find simple percentages of small whole number quantities and recognise relationships between fractions. Progress is particularly good in Year 5, where the work in group time is carefully matched to pupils' differing capabilities. They use multiplication and division skills to identify paired factors of numbers to a hundred, using a calculator when appropriate. Pupils make good progress on time in Year 3 when they apply their knowledge of clocks and digital time to the practical task of working out the length of television programmes.
53. Progress in Key Stage 1 is good, particularly in Year 2 where opportunities to develop further learning are used well. For example, pupils' knowledge of double numbers and how they are formed was used to develop their understanding of the processes of halving. Across the key stage pupils develop confidence in the four rules of number and apply these gradually to larger numbers. Most Year 1 pupils count to forty and are beginning to understand numbers up to a hundred. Good data skills are evident and pupils understand terms such as 'tally' and 'graph' and are clear about the processes needed to complete the task. Pupils with special educational needs make good progress in both key stages through work which is well matched to their needs and the effective support they receive from class teachers and special support assistants.
54. Pupils have positive attitudes and behaviour in lessons is good in both key stages. They listen attentively to their teachers, answer questions eagerly, are keen to contribute during whole class sessions and persevere in the group work. Key Stage 1 pupils clearly enjoy their mathematics and are able to sustain long periods of concentration. Key Stage 2 pupils enjoy challenging mental arithmetic activities. Pupils persevere with their work and the standard of presentation is good.

55. In Key Stage 1 the quality of teaching is satisfactory overall, and sometimes it is good. In Key Stage 2 the quality of teaching is good and occasionally it is very good. In the very good lessons, skilful, enthusiastic teaching keeps all the pupils' interest. The teacher has high expectations of what pupils should achieve which is shown in work which is challenging for pupils of all capabilities. There are carefully planned independent or group activities to develop skills and pupils' learning is reviewed, to assess their understanding and to extend learning further. For example, towards the end of a Year 5 lesson the teacher made the pupils more aware of particular patterns in their investigative work and that prime numbers have only one pair of factors. There are good features in all the lessons observed. Teachers have good subject knowledge and through skilful questioning, explanation and demonstration they enhance pupils' learning. Pupils are helped to realise that a range of strategies can be used to solve problems and they are given opportunities to describe the ones they use. Occasionally strategies for encouraging good behaviour and class routines are not securely established, for instance in a lesson in Years 1 and 3.
56. The school is in the first term of implementing the National Numeracy Strategy and it is developing appropriately. Teachers mainly have a secure understanding of the strategy and in most lessons they make good use of the whole class sessions at the beginning and end of lessons to monitor, assess and promote pupils' learning. Scrutiny of work shows that pupils of different levels of attainment are often given the same work from the same starting point. Although this is sometimes appropriate, the good quality assessment information that teachers record is not always used to plan work at the appropriate level for all pupils. Additionally, teachers do not have a consistent approach to assessing pupils' achievements in lessons. This means that when pupils work individually or in groups, the tasks set do not always match the ability level of all pupils. Although high-attaining pupils are expected to complete more work this is not always sufficiently challenging for them and on these occasions they make unsatisfactory progress, for instance in one lesson in Years 2 and 6. Occasionally the work for low-attaining pupils is not at the appropriate level for them. This means that they are unable to work with sufficient independence and require a great deal of teacher time and support to complete the work, for instance in one lesson in Years 1 and 3.
57. At both key stages good opportunities are provided for pupils to apply and develop their numeracy skills effectively in other subjects. For instance, in tallying data and graph work in science, co-ordinates in map work in geography and time lines in history. Pupils use their knowledge of three-dimensional shapes and measuring skills appropriately in design and technology. Across the school information technology is used appropriately to support pupils' learning, for instance to collect data from a variety of surveys and produce charts and graphs.
58. The subject is being co-ordinated temporarily by the Key Stage 1 and 2 co-ordinators. The permanent co-ordinator has been absent because of illness for a considerable length of time. Leadership and management of the subject is satisfactory and the co-ordinators support staff well. Teachers plan together effectively to ensure that pupils in the same year group who are in different classes receive the same curriculum. They record what work has been covered on their medium term planning at the end of a unit of work and this is monitored by the subject co-ordinator. Numeracy is a priority in school development planning and teaching and learning have been observed briefly this term. There is no unified approach to these observations or sufficient focus on teaching skills and this means that they are not sufficiently effective. Samples of pupils work are monitored at the end of units of work but pupils' work is not checked regularly across the school so that any weaknesses can be identified quickly and dealt with. Resources for teaching numeracy are satisfactory. Since the last inspection a good scheme of work has been implemented and the above average standards have been maintained.

Science

59. The school's 1999 National Curriculum tests show that at the end of Key Stage 2 pupils' attainment was above the national average. Almost all pupils achieved the expected level and the proportion of pupils achieving the higher level was above the national average. Pupils' performance was above average when compared with similar schools. Following the last inspection pupils' performance was close to the national average for three years and it increased significantly in 1999. At the end of Key Stage 1 the 1999 National Curriculum teacher assessments show that pupils' attainment was above national expectations. Almost all pupils achieved the expected level and the proportion of pupils achieving the higher level was in line with national expectations. Since the last inspection the above average standards have been maintained. At both key stages there is no difference in the achievement of girls and boys or pupils from ethnic minorities.
60. Inspection evidence shows that pupils' attainment is above national expectations at the end of Key Stage 2. Year 6 pupils explain what makes a test fair or unfair and apply this to testing model helicopters. They draw, measure and cut accurately, calculate the areas of the wings and make appropriate conclusions. Average and high-attaining pupils make the connection that the greater the area of the wing, the more slowly the helicopter will fall to the ground. High-attaining pupils understand that different results can all be correct in a scientific inquiry. Low-attaining pupils and pupils with special educational needs effectively cut out the helicopter template provided for them but take little longer to test them than average-attaining pupils. Scrutiny of pupils' work shows good coverage of all aspects of science. Pupils study the effects of air on food over time and record their observations in terms of smell and colour. They test different kinds of circuits to see what effect two bulbs in a circuit have on their brightness in comparison with one. Pupils with special educational needs take part equally well and produce results of equal quality to those of low-attaining pupils.
61. Pupils' attainment is above national expectations at the end of Key Stage 1. Year 2 pupils know the three main food types and what constitutes a balanced meal and that medicines are drugs that make you better but they can still be dangerous. They use data to make bar graphs, for instance from an interesting homework survey about their illnesses in childhood. High and average-attaining pupils classify information competently and prepare graphs with some direction from the teacher. Low-attaining pupils complete the same task but require a little more supervision and help. Pupils with special educational needs take part equally well and produce results of equal quality to those of the low-attaining pupils. At both key stages, there is a good emphasis on healthy living.
62. Most pupils make good progress in both key stages. For instance, pupils' understanding of electricity develops well from simple circuits in Year 2 to conductors of electricity in Year 4. This is extended in Year 6 through work on more complex circuits. The progress of high-attaining pupils is limited at times because they are given the same work as everyone else. Average and low-attaining pupils make good progress. Pupils' experimental and investigative skills develop from simple teacher-directed investigations in Year 1 to making simple predictions about what might happen in Year 2. Key Stage 2 pupils make significant gains in investigative techniques and in drawing conclusions. Year 4 pupils carry out structured investigations, for instance when they compare the length of bones in girls and boys. Year 6 pupils begin to make generalisations about their investigations and to discover principles, such as the greater the area of the helicopter's wings, the slower it will fall. They then use this principle to test parachutes of different sizes. At this key stage pupils do not carry out their own investigations frequently enough and this limits their progress in this aspect of science

63. Pupils' response is good in both key stages. Relationships are very good; pupils enjoy lessons, settle quickly to work and they co-operate well together in group work. The work in pupils' books confirms that they are interested in their work, work is neatly presented and completed on time. Occasionally when lessons are too long pupils' become restless and they lose concentration.
64. The quality of teaching is good in both key stages and has a positive effect on pupils' attainment and progress. Teachers use questions effectively to review pupils' knowledge and extend their learning. They respond well to pupils' ideas, have good subject knowledge and use this to teach interesting and well organised lessons. Behaviour management is good and is based upon the effective use of praise to reward pupils' achievements and the very good relationships and mutual respect between pupils and teachers. Correct scientific enquiry methods are taught and teachers use the investigations booklets well to guide pupils' thinking. Teachers have high expectations of average and low-attaining pupils and they respond well. Pupils with special educational needs are supported effectively by teachers and special support assistants so that they achieve in their work.
65. The system for assessing pupils' work at the end of groups of lessons on a particular topic is good, for instance on forces. However, this is not used sufficiently to provide work which is matched to the capability of high-attaining pupils. Scrutiny of work shows that all pupils are often given the same level of work. This means that high-attaining pupils start at a lower level than might be expected for their capability. This is justified when lessons introduce pupils to new areas of learning but they are not then quickly challenged with a higher level of work frequently enough. On these occasions their progress is adversely affected. There is no whole school system for assessing pupils achievements on a day-to-day or weekly basis.
66. Numeracy skills are promoted well, for example through measuring results, data handling and graphs. The latter is a strong feature in Key Stage 1. In both key stages literacy skills are not promoted effectively. Scrutiny of pupils' work shows that much of it is copied and is therefore of a similar standard. Pupils do not have sufficient opportunities to write independently. Information technology is not used sufficiently to support pupils' work in science this term but the school has plans to remedy this.
67. Leadership and management of the subject is sound. The adequate policy offers guidance about how the subject is taught. The school is using the exemplar scheme of work from the Qualifications and Curriculum Authority and this ensures good progression in pupils' learning. The co-ordinator has plans to assess pupils' achievements in experimental and investigative skills. Teachers check planning for coverage at the end of a unit of work and this is monitored by the subject co-ordinator. Pupils' work is marked conscientiously but few encouraging remarks or points for improvement are made to help them progress further. Resources are satisfactory, good use is made of the school site to enhance pupils' learning, for instance about living things and this has a positive effect on pupils' progress. Standards have been maintained since the last inspection and a good scheme of work is now in place. The last inspection identified a lack of monitoring of teaching and assessment of pupils' work. Procedures for assessment are now good but these are not used sufficiently to plan future work.

OTHER SUBJECTS OR COURSES

125. **Information technology**

68. Pupils' attainment is in line with national expectations at the end of both key stages. They make satisfactory progress, including pupils from ethnic minorities. Pupils with special educational needs make good progress. This is promoted by good individual support from classroom support assistants and the strategy of pairing pupils who are less competent with pupils who are more proficient in information technology. During the inspection, the teaching focused on communicating and handling information and modelling. Teachers' planning shows that other aspects of the curriculum are to be covered later in the academic year.
69. Good teaching and support for learning contribute significantly to pupils' attainment. Year 6 pupils understand the importance of data processing and spreadsheets in modelling. They use information researched for homework on the Victorians and incorporate text and pictures using a multimedia-authoring program. They add their text to graphics and use the spell check to edit their work. Year 5 pupils also use the information from homework to enter their own data for a water survey. Pupils' learning is extended in the use of spreadsheets as they meet the challenge of the 'what if' process. All pupils access their saved work confidently. They copy, paste and drag the text competently. When they finish their work they save it in a new file and close down the program. Year 2 pupils open folders and files confidently. They show an appropriate understanding of the technical vocabulary. Pupils have a developing control of the mouse and they use the tool bar successfully to move pictures around the screen. They are becoming familiar with some of the keyboard function keys and are beginning to use it to type in sentences.
70. The good reinforcement of previously taught skills and regular opportunities to use this knowledge contribute to the progress made. High-attaining pupils work with increasing confidence and speed as they use a program and they switch from text to graphics easily. Low-attaining pupils have slower keyboard skills. All pupils build securely on their previous knowledge. In both key stages sensitive intervention by the teacher and the classroom support assistant ensure that pupils with special educational needs make good progress.
71. Pupils in both key stages have positive attitudes. They respond with interest and enthusiasm to their teachers' explanations and instructions, and levels of concentration are high. All pupils use the expensive equipment with care and work in a mature and sensible way. The subject makes a good contribution to pupils' social development. Pupils are co-operative and supportive of each other's work. For instance in Key Stage 2, pupils help each other, sharing their knowledge, experience and expertise. They listen carefully, volunteer answers and show an eagerness to learn new ways of using the computer.
72. The quality of teaching is good in both key stages and this has been maintained since the last inspection. Teachers demonstrate skills well for pupils, bringing the whole class together for this purpose. For example, in a Year 5 lesson the teacher used an overhead projector effectively to give whole class tuition on how to enter data into a spreadsheet and use the formula for which cells to multiply on it in order to carry out simple calculations. After this pupils moved into the computer suite to carry out the work. Many teachers understand the subject well and this enables them to give accurate advice and instructions. They achieve an appropriate balance between teaching skills and encouraging pupils' independent use of the computer. Sensitive intervention by the teacher and the classroom support assistant encourages pupils when they need help. Teachers have a clear approach to developing skills and effectively combine this to support learning in other subjects. For example, data handling in mathematics, graphic programs to support art and a multimedia-authoring program to support the humanities.

73. Leadership and management of the subject are good. The co-ordinator provides training for all staff and supports teachers who are less skilled in information technology. The policy is new and the school has recently adopted the scheme of work from the Qualifications and Curriculum Authority. This provides a good structure on which teachers base their lesson planning and ensures progression in pupils' learning. Discrete lessons are taught in the newly established information technology suite. Good teaching in these lessons is making a significant contribution to the rate of pupils' progress this term but it is not yet raising pupils' attainment above the expected level. Teachers plan together effectively to provide equal access to the curriculum for pupils in the same year group who are indifferent classes. Pupils' achievements are assessed at the end of groups of lessons on a particular topic but assessment is not undertaken on a more regular basis. All pupils have equal opportunities to develop their information technology capability. The equipment in the computer suite is good but there are insufficient up-to-date classroom resources to support pupils' learning in other subjects. The school is aware of this and there are plans to upgrade and enhance classroom equipment further when funding is available. The last inspection identified the need for a policy and a good policy and scheme of work are now in place.

131. **Religious education**

74. Pupils' attainment is in line with the expectations of the locally agreed syllabus at the end of both key stages. They make satisfactory progress, including pupils from ethnic minorities. Pupils with special educational needs make good progress towards the targets in their individual education plans through good planning and support by teachers and classroom support assistants.

75. Year 6 pupils show that they have a good understanding of the great commandment about the love of God and of ones neighbour. They relate this to the achievements of people in the caring professions and famous people such as Martin Luther King. Year 5 pupils develop their knowledge of Moses appropriately. Challenging teacher questioning encourages pupils to reflect and explore their feelings about a loving god and a god who sends plagues. They take ideas from religious stories and present them in different ways: as a poem, a rap or as a picture story and this makes a significant contribution to their work in English. Pupils in Year 3 are introduced to the synagogue as a place of worship for the Jews. They talk about the important symbols of the Jewish faith. Progress is satisfactory. Pupils increase their understanding of Judaism and Christianity. They consider how faith can be tested and make progress in reflecting on such challenging questions.

76. Year 2, pupils discuss advent and the symbolism of the candles and the advent ring. They consider prayers in a Christian context and write their own thank you prayers. Year 1 pupils recall important elements about the birth of Jesus. Sensitively they consider the feelings of Mary and Joseph as they await the birth of Jesus. Pupils compare his arrival with the preparations made for the birth of a baby today.

77. In both key stages pupils have positive attitudes; behaviour and levels of concentration are good. In Key Stage 1, pupils concentrated with rapt attention when the candle was lit for a moment of quiet reflection. In Key Stage 2, pupils respond very positively to the challenging questions of their teachers. Towards the end of this key stage, pupils show very mature and sensible attitudes. They work with enthusiasm and enjoyment. Religious artefacts are handled respectfully and carefully.

78. The quality of teaching is satisfactory overall in both key stages and occasionally it is good. One very good lesson was seen in Key Stage 2. Teachers have a secure subject knowledge and the learning targets are clear. A good feature of the satisfactory lessons is that pupils' learning is reviewed towards the end of the session to check their understanding and there is good use of resources. In the most effective lessons, particularly in Key Stage 2, teachers have high expectations of what pupils' should achieve. This is shown in skilful questioning which challenges pupils' thinking and encourages them to reflect. Literacy skills are promoted appropriately through the opportunities teachers provide for speaking and listening reading and writing. Information technology is used to support pupils' learning, for instance pupils used it to produce a picture of a candle and light related to their work about advent.
79. Leadership and management of the subject are good. Resources are satisfactory and include artefacts illustrating the range of religions studied: Christianity, Judaism and Islam. Formal assessment of pupils' achievements is not in place. Religious education makes a good contribution to the spiritual, moral, social and cultural development of pupils and a very good contribution to the school's ethos. Since the last inspection a new syllabus has been introduced and this is being implemented well.

137. **Art**

80. Pupils make satisfactory progress in art in both key stages, including pupils with special educational needs and pupils from ethnic minorities. During the inspection it was possible to observe only a few lessons. Further evidence was gained from interviews with the co-ordinator and Year 6 pupils, scrutiny of pupils' sketchbooks and displays of their work.
81. Year 1 pupils draw recognisable pictures of their teddy and some use shading effectively. Year 4 pupils extend their observational skills appropriately. They draw in the style of Charles Rennie Mackintosh and develop suitable blending and colour-wash skills with watercolour pencil. Work on display shows that Year 6 pupils explore the tonal colour range, matching colours for their effect and the mood they portray. They study the works of Hockney, Monet, Gauguin and El Greco. Pupils recognise how works of art are affected by the intention of the artist and the place in which they are painted. They apply this knowledge to the images used in advertisements.
82. Pupils make satisfactory progress in both key stages. In Key Stage 1, pupils experiment with tone on paper and on clay to achieve an autumnal effect. In Key Stage 2, earlier skills are developed appropriately. Year 4 pupils explore pattern and extend their knowledge through using a computer program. Year 5 pupils improve their knowledge of mixing colour, tints and shades. Across both key stages, pupils make sound progress in observing and recording from their experience and expressing their ideas. Pupils use a range of materials and stimuli. Discussion with Year 6 pupils shows that they develop their knowledge of well-known artists appropriately. They offer opinions and support their views when comparing the pictures of different artists.
83. In the few lessons seen pupils respond well. They are eager to offer their opinions and prepared to evaluate their work in front of others. Pupils become engrossed in their work and concentrate well. Their behaviour is good.

84. Insufficient lessons were seen to judge the quality of teaching overall. Teaching was good in two lessons and in the remaining two lessons it was satisfactory. The good lessons have clear learning targets and in the Year 6 lesson these are shared effectively with the pupils. Good quality resources are used to illustrate the lessons well and gain pupils' interest. Skilful questioning challenges pupils to give more detailed answers. Pupils' behaviour is managed well through the good use of praise and the very good relationships which exist between pupils and teachers. Pupils' literacy skills are not promoted sufficiently but art is used effectively to support pupils' learning in other subjects such as history, for instance Year 3 pupils sketched Hadrian's wall. Information technology is used to support pupils' learning appropriately, for instance programs are used for drawing and pattern making.
85. The co-ordinator who has held the post for a year provides sound leadership in the subject. The last report identified the need to up date the policy and scheme of work. Although there is an appropriate policy and scheme of work now the school plans to adopt the exemplar scheme from the Curriculum and Qualifications Authority in January 2000. Sketch books have been introduced this year for Key Stage 2. Increased emphasis on the core subjects means that groups of lessons in art and design and technology are taught alternately. Assessment is undertaken at the end of a group of lessons on a topic but it is not used sufficiently to plan future work. Resources are satisfactory and these are enhanced by artefacts and pictures from the local authority loan system.
143. **Design and technology**
86. Pupils make satisfactory progress in both key stages, including pupils with special educational needs and pupils from ethnic minorities. During the inspection it was possible to observe only a few lessons. Further evidence was gained from the interview with the co-ordinator and scrutiny of pupils' work.
87. Year 2 pupils plan, measure, and mark out their work appropriately. They show suitable skill in cutting, sticking and sewing materials together to make small designs of Joseph's multi-coloured coat. Pupils use information technology effectively to plan their designs. Year 3 pupils study a variety of packaging and produce two types of writing suitable for different packaging. Year 5 pupils approach the task of designing a new bread product with enthusiasm and confidence. They generate suitable ideas in their discussions using previous analysis of the product. Pupils know that their design solution will affect the quality of the final product.
88. Progress is satisfactory in both key stages. Simple joints are used in Key Stage 1 to frame pictures of seashells and these joints are used again in Year 6 to make cubes in pupils' work on shelters. Pupils' plans show an understanding of the purpose for their designs and the context in which the designs can be used. By the end of Key Stage 2, pupils are considering aesthetic and technical features. Across both key stages decision making skills are encouraged, pupils evaluate their work appropriately and useful links are made to science. Year 2, pupils observe the permanent change in clay tiles after they have been fired in the kiln. Year 6 pupils consider the permeability of various materials in their construction of shelters.

89. Insufficient lessons were seen to judge the quality of teaching overall. Teaching was satisfactory in one lesson and good in two lessons. All lessons have clear demonstrations, instructions and learning targets. In the good lessons these targets are shared effectively with the class and teachers use skilful questioning to assess pupils' knowledge and extend their learning. The correct subject vocabulary is taught well. Across both key stages the work set can be carried out at different levels of difficulty. This matches the needs of pupils of differing abilities and enables sound progress to be made. In the few lessons seen the behaviour of pupils is good and they settle quickly to their work. They find the work interesting, this motivates them to learn and they carry out the work sensibly. Relationships are very good and they discuss their ideas in a supportive way.
90. Leadership and management of the subject are sound. The last inspection identified progression and assessments as areas for development and these have been attended to well. The school has adopted the scheme of work from the Qualifications and Curriculum Authority and this provides a good basis for teachers' planning and progression in pupils' learning. Assessment is now undertaken at the end of a group of lessons on a topic and it is also used to plan individual lessons as the topic progresses. Resources are satisfactory and support staff are used effectively.

148. **Geography**

91. Pupils make good progress in geography in both key stages, including pupils with special educational needs and pupils from ethnic minorities. The organisation of the timetable meant that during the inspection it was possible to observe only one lesson. The judgements are based on the observation of that lesson, interviews with the co-ordinator and Year 6 pupils and scrutiny of pupils' work and displays around the school.
92. Year 2 pupils know the points of the compass, interpret a simple map and use grid references. They identify the countries of the United Kingdom on a map. Pupils study various aspects of the local environment and develop their technical vocabulary and knowledge well when they look down from a ridge on the outskirts of Meltham. They identify the valley, slopes, river farms and other features. By Year 6 pupils' factual knowledge of countries, oceans and continents is well developed. They use co-ordinates and are confident in locating features using four figure grid references. They discuss seasonal weather patterns and are aware of different climates in other regions around the world. Their knowledge and understanding of the subject vocabulary is good and they are competent in using an atlas.
93. Pupils make good progress, including those pupils with special educational needs and pupils from ethnic minorities. A particular feature of the good geography curriculum is the promotion of environmental awareness. The school grounds and the local Meltham area are used to develop geography skills. Year 1 pupils draw plans of their journey to school. They visit the local park and suggest desirable changes. Pupils in Year 2 consider how unattractive features of Meltham can be improved. Their excursion to Lytham St Annes enables them to make comparisons with their own locality. Year 4 pupils examine congestion and noise levels in the school. The Year 5 topic on rainfall in different parts of the world is linked to an investigation of local reservoirs and of water movement on the school site. The whole project is supplemented by an informative visit from the local water board.

94. It is not possible to make an overall judgement on the quality of teaching but in the one lesson seen in Key Stage 2 teaching and pupils' response were good. Explanations were clear and skilful questioning was used to review pupils' learning in the previous lesson and to challenge their thinking. Pupils were encouraged to contribute to whole class and group discussions and this promoted their speaking and listening skills and learning. They listened attentively and engaged, in interesting discussion about the importance of water, their investigations and the conclusions they reached.
95. Literacy skills are promoted well, for instance pupils write detailed accounts of the places they visit. Numeracy is enhanced through work on the compass and co-ordinates in map work. Information technology is used appropriately to support pupils' learning. Year 5 pupils conduct a water survey to establish the amount of water used by an average household in a day and over a week and produce a spreadsheet on the computer detailing the information. The various surveys undertaken collaboratively by pupils, and exercises such as the production of a booklet suggesting ways of saving water, make a very good contribution to pupils' social development.
96. There are good resources and geography is promoted effectively. In Key Stage 1 assemblies teachers talk to pupils about their visits to different parts of the United Kingdom and to other parts of the world. Additionally, pupils' experience and understanding of the subject is enriched by visits to places of interest including the Key Stage 2 residential visits to Cliffe House and Castleton to carry out field work. The report stated that there was not a consistent approach to assessment and recording achievement. A unified system has been established for recording pupil's achievements at the end of each unit of work but regular assessments in lessons and the use of these to plan future work are not in place. Since the last inspection standards have been maintained.

History

97. Pupils' make good progress in both key stages, including pupils with special educational needs and pupils from ethnic minorities. Across the school there are good displays and artefacts which pupils can look at and handle to bring history to life. Historical knowledge and understanding are consistently reinforced. For example, this year each class is named after a prominent person of the millennium, pupils in the class study the lives of these people and interesting displays make this information accessible to all.
98. Pupils make good progress in studying peoples lives and events in the past and comparing them with the present. For example, in Key Stage 1 this is done by studying artefacts such as toys and games, and the lives of Amy Johnson and Florence Nightingale. Year 2 pupils are well informed about the nursing conditions in the hospitals during the Crimean War. They have an appropriate technical vocabulary to describe historical events and the sequence of the passage of time such as *old* and *new*, *past* and *present*. Pupils have good inquiry skills; for instance, they use books, newspapers of the time and CD-ROMs to find more information about the topics they are studying.

99. Pupils in Year 3 have a good understanding of the Roman and Saxon settlements in Britain. Their knowledge of the Vikings was enhanced by a visit from actors who played the part of 'Viking People'. Through their study of Britain since 1940 Year 4 pupils have a good awareness of the different types of work that people were engaged in during the Second World War; for example, the home guard, ARP warden and billeting officer. They use appropriate vocabulary to discuss events such as the blitz and understand the use made of artefacts such as ration books and gas masks. Year 6 pupils show a good awareness of aspects of daily life in Victorian times, such as poor Victorian children who started work at an early age. They consider the risks to health of working in noisy mills and cleaning chimneys and the way in which children were treated.
100. Literacy skills are promoted well through pupils' written accounts and through finding and reading information in books. For instance, Year 2 pupils wrote sensitively and evocatively about a hospital ward in the Crimean War. Numeracy skills are promoted appropriately through work on time lines and pupils use them competently to record major events in historical periods. Information technology is used appropriately to support pupils' learning, for instance pupils use the internet and CD-ROMs to find out more about life in the past.
101. Pupils' response in lessons is good. Pupils in a Year 6 lesson were fascinated to hear details of the lives of children in another era. They make good anecdotal contributions to lessons based on their reading, programmes they have watched on television and information given to them by parents and grandparents. During research activities they read documents carefully and engage in sensible discussions with one another.
102. The quality of teaching is good. Teachers have a secure knowledge and enthusiasm for the subject. There are very good relationships amongst pupils and between pupils and teachers which are based on mutual respect. Teachers in each year group plan together effectively to provide equal access to the curriculum for pupils of the same year group who are in different classes. Good opportunities are provided for pupils to co-operate together in their work and they respond well. Lessons are organised effectively and skilful questioning establishes what pupils know and understand and challenges pupils' thinking. A particular strength is that pupils are encouraged to empathise with others. For example, Year 2 pupils are encouraged to imagine what it must have been like for Florence Nightingale during the Crimean War. Year 6 pupils are encouraged to reflect upon the information they have found, discuss and enter imaginatively into the role of someone on a commission to enquire into the conditions of work among children in Victorian times. This promotes pupils' good progress. Teachers give clear explanations and use good quality resources imaginatively. Visits to museums and places of interest are used to enhance pupils' learning, for instance to Eden Camp.
103. Teaching and learning are supported well by sound leadership and management of the subject and good resources. The co-ordinator gives good support and advice to staff. Assessment is undertaken at the end of a group of lessons on a topic but is not carried out on a more regular basis or used to plan future work. School development planning is appropriately concerned with literacy, numeracy and information technology this year and this means that the history co-ordinator has not been given time to monitor teaching and learning in the subject. Standards have been maintained since the last inspection.

161. **Music**

104. Pupils' make good progress in both key stages, including pupils with special educational needs and pupils from ethnic minorities. The last inspection judged music to be a strength of the school and this has been maintained. Although the time allocated to music has been reduced in Year 6 the school continues to offer good breadth and balance in the curriculum. All pupils learn to play the recorder in Years 2 and 3 and this has a positive effect on their progress, for instance in understanding notation. Teachers' planning shows that listening and appraising of music is covered but during the inspection no lessons were seen in this aspect of music. Across the school the standard of singing in lessons and assemblies is good. Pupils sing with enjoyment, good expression and diction. In Key Stage 2 pupils who choose to participate in the choir achieve very good standards and those who have additional tuition in the recorder achieve well. Some pupils have extra tuition in brass, percussion, strings, woodwind and the keyboard. These activities make a significant contribution to the learning of those pupils who take part.
105. Key Stage 1 pupils develop a good understanding of rhythm, pulse and simple notation. Pupils in Year 1 clap simple and more complex rhythms and identify percussion instruments from their sounds. Year 2 pupils show a good understanding of simple notation. Pupils listen with good attention to the performance of others. This good progress in understanding rhythm, pulse and notation continues in Key Stage 2 and pupils' knowledge of composition is extended through good opportunities for group work. For instance, Year 4 pupils work together purposefully on small group compositions, creating simple scores using standard notation and playing percussion instruments skilfully. They evaluate one another's performances, practise and improve their compositions effectively. This promotes their good progress and learning well and successfully promotes their personal development. Pupils co-operate very well with each other and with the pupil who is acting as the conductor.
106. Pupils have very positive attitudes to lessons and are keen to improve their performances and play well. Relationships are very good amongst pupils and between pupils and staff. This is evident in the mutual respect they show towards others, for instance they listen attentively to staff explanations and instructions and to the performance of others. Pupils are keen to answer questions. Behaviour is often very good. In the very good lessons in Key Stage 2 pupils show a high level of concentration.
107. The quality of teaching is good overall in both key stages; occasionally in Key Stage 2 it is very good. Most of the lessons are taught by a classroom assistant who is supported by the class teacher. All lessons are planned well with clear learning targets and this promotes pupils' good progress. In the most effective lessons staff have high expectations of what pupils can achieve in their performances. There are clear explanations and good evaluation of pupils' achievements towards the end of the lesson. This time is used effectively to assess pupils' understanding and progress and to extend learning further. Lessons are stopped at appropriate moments to reinforce key points. In the less effective lessons, which are still satisfactory, pupils are given insufficient opportunities to choose their own instruments or produce their own compositions and this limits their learning and personal development. Occasionally in Key Stage 2 teachers are not deployed effectively. They do not participate sufficiently in teaching the lesson or supporting groups or individuals. Pupils with special educational needs are supported effectively so that they achieve well. For instance, in a Year 3 lesson the support teacher helped pupils with special educational needs to organise the group work and this enabled them to achieve a satisfactory performance.

108. There is good leadership and management of the subject. The policy and scheme of work do not provide sufficient guidance to support less confident teachers in planning. The scheme of work does not include listening and appraising music but this is covered appropriately in teachers' termly planning. These weaknesses are compensated for by the support and guidance of the co-ordinator, the subject expertise of a classroom support assistant who teaches in most lessons, and the corporate planning of lessons by staff. However, some teachers still lack the confidence and expertise to participate effectively in lessons taught by the support assistant. School development planning is appropriately concerned with literacy, numeracy and information technology this year and the music co-ordinator has not been given time to monitor teaching and learning in the subject. The subject makes a good contribution to pupils' cultural development, for instance through work on African drum rhythms in Year 6 and the good range of music used in assemblies. Assessment is not in place. Since the last inspection the quality of the provision and standards have been maintained.

166. **Physical education**

109. Pupils make good progress in games in both key stages, and satisfactory progress in dance in Key Stage 1 and in gymnastics in Key Stage 2. Pupils with special educational needs and those pupils from ethnic minorities make similar progress to the other pupils. During the inspection the organisation of the timetable meant that no gymnastics was observed in Key Stage 1 or dance in Key Stage 2. Pupils' progress in swimming is very good. Almost all pupils swim the expected length before they leave the school and two thirds gain water safety and survival awards. This is a high standard of achievement. The last report acknowledged the positive impact of the teaching, pupils' attitudes and the provision of extra-curricular activities. It referred to the good outdoor area and learner swimming pool. These features continue to have a positive influence on pupils' progress and the school has maintained the good provision since the last inspection.

110. In games at both key stages, pupils sustain energetic physical activity well in the warm-up period at the beginning of lessons. Year 1 pupils bowl and field a ball accurately and are developing their throwing and catching skills appropriately. Very good teaching leads to Year 2 pupils making very good progress in understanding the effects of exercise on their bodies and in throwing and catching skills. Pupils bounce pass balls accurately to each other in pairs. Year 3 pupils continue to extend their passing skills and show good control and co-ordination. They pass to a partner and dribble the ball around each other with good control.

111. In dance, Year 2 pupils respond well to the mood of music in dance lessons and show an appropriate awareness of space and of each other. They stretch, bend, jump and run confidently. High-attaining pupils effectively feel imaginary walls as if they were in a prison. Average-attaining pupils put on imaginary clothes, realistically doing up buttons and putting on scarves. Low-attaining and special needs pupils' actions are more limited and often include walking and running.

112. In gymnastics, Year 6 pupils successfully develop sequences of movements using their feet and hands to travel across mats in symmetrical patterns. High-attaining pupils do so with good levels of accuracy, average-attaining pupils perform forward rolls and hops together appropriately. They add a turn to the sequence so that they can return across the mat in one sequence. Low-attaining pupils show good co-ordination and control of their bodies. Pupils sustain energetic activity and perform activities safely. They evaluate their own and others' work maturely and improve their performances showing increasing control of their bodies.

113. Standards in swimming are high. At the end of Key Stage 2, almost all pupils are competent swimmers and demonstrate they can perform several strokes over short distances; pupils with special educational needs also learn to swim. In Year 4, most pupils swim competently and in Year 5 pupils continue to make good progress, for example they refine their breast and backstrokes. In all the lessons seen pupils improve the quality of their work.
114. Pupils' attitudes are good in both key stages; they are enthusiastic and most listen well to the instructions they are given. They work safely and relationships amongst pupils and between pupils and teachers are very good. Pupils enjoy demonstrating their performances and in Key Stage 2 pupils evaluate their work in a mature way.
115. At both key stages the quality of teaching is good overall and this has a positive effect on pupils' progress. Teachers know how to teach the necessary skills, for example, in swimming, games and dance. They show an enthusiasm for the subject and pay due regard to safety factors, except occasionally in swimming when pupils' use of the foot bath is not monitored carefully. Teachers place a strong emphasis on vigorous activity. They have high expectations of behaviour at both key stages and this leads to pupils good and sometimes very good behaviour. Pupils with special educational needs are treated with sensitivity, for instance pupils with poor co-ordination skills are given a larger ball to use in games lessons.
116. Leadership and management of the subject are sound. The curriculum is broad and balanced and pupils have an equal opportunity to take part in all activities. In both key stages, teachers keep few records of achievement and there is no whole school approach to assessment on a regular basis. The curriculum guidelines do not provide sufficient guidance for teachers about what is expected in all aspects of physical education. Suitable provision is made for outdoor adventurous activities in Key Stage 2. The subject enhances pupils' moral and social development; for instance, pupils are taught to play fairly and are encouraged to join in school clubs.
117. The provision made for swimming is very good; pupils in each year group have approximately forty lessons each year. This has a very good effect on pupils' achievement, for example low-attaining pupils achieve expectations for their age in Year 6. There are good quality resources, for instance small equipment such as bats and balls but the older gymnastic mats do not provide the support they should. The school is involved in local competitions, for instance in football. After school sports are encouraged and the provision is good. Football, running, table tennis, line dancing and gymnastics clubs are held weekly and approximately two thirds of Key Stage 2 pupils take part in these activities.

PART C: INSPECTION DATA

175. SUMMARY OF INSPECTION EVIDENCE

118. The inspection was carried out by a team of six inspectors, one of whom was a lay inspector. It took place over four days in the week beginning 29th November 1999.

- 96 lessons or parts of lessons were inspected amounting to 69 hours of observation.
- A further 62 hours were spent on other activities including observations of assemblies and registration sessions, hearing pupils read and scrutinising pupils' work.
- The work of three pupils in each year group, deemed by the school to be representative of the range of ability, was examined. This included work by pupils whom the school has identified as having special educational needs. There was additional scrutiny of samples of work in English.
- Pupils in each year group were heard reading. Discussions were held with pupils regarding their work. Groups of Year 6 pupils were interviewed about their work in art, geography and on the school council, and Year 5 pupils on science.
- Discussions took place with teachers, non-teaching staff, governors and parents.
- Thirty two parents attended the parents' meeting to discuss the work of the school and 108 responses were received and collated from the questionnaire sent to all parents. There were a further 26 written comments from parents for the team to consider.
- A full range of detailed documentation provided by the school was scrutinised.

DATA AND INDICATORS

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 – Y6	424	5	58	35

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	16
Number of pupils per qualified teacher	27

Education support staff (YR – Y6)

Total number of education support staff	7
Total aggregate hours worked each week	159.50

Average class size:	28
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Financial data

Financial year:

1998/99

	£
Total income	628 914
Total expenditure	621 938
Expenditure per pupils	1 363.89
Balance brought forward from previous year	10 000
Balance carried forward to next year	16 976

PARENTAL SURVEY

Number of questionnaires sent out:

412

Number of questionnaires returned:

108

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	39	57	4	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	45	51	2	1	1
The school handles complaints from parents well	14	42	39	4	1
The school gives me a clear understanding of what is taught	21	60	10	7	2
The school keeps me well informed about my child(ren)'s progress	18	57	15	9	1
The school enables my child(ren) to achieve a good standard of work	24	63	8	5	0
The school encourages children to get involved in more than just their daily lessons	28	54	14	1	3
I am satisfied with the work that my child(ren) is/are expected to do at home	19	57	15	7	2
The school's values and attitudes have a positive effect on my child(ren)	27	56	14	3	0
The school achieves high standards of good behaviour	19	64	15	2	0
My child(ren) like(s) school	49	46	3	2	0

Percentages of responses are rounded to nearest integer, the sum may not = 100%

Percentages given are in relation to total number of returns, excluding nil replies

Other issues raised by parents

Twenty six per cent of parents returned the questionnaire, there were 32 parents at the parents' meeting, and a further 26 written comments for the inspection team to consider. Most parents expressed the view that the school is a happy, friendly community where they are made to feel welcome. Inspectors' judgements support parents' views. There is strong, positive support from parents.