

# INSPECTION REPORT

## MORLEY PRIMARY SCHOOL

Morley

Ilkeston

LEA area: Derbyshire

Unique reference number: 112595

Headteacher: Mrs R Pykett

Reporting inspector: Vreta Bagilhole  
17517

Dates of inspection: 6 - 9 June 2000

Inspection number: 182651

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	Main Road Morley Ilkeston Derbyshire
Postcode:	DE7 6DF
Telephone number:	01332 831295
Appropriate authority:	The governing body
Name of chair of governors:	Mr A Daykin
Date of previous inspection:	1/11/1994

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Ms Vreta Bagilhole	Registered inspector	English Mathematics Information technology Geography History Special educational needs	The school's results and pupils' achievements How well is the school led and managed?
Mrs Sylvia Daintrey	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mrs Marion Wallace	Team inspector	Science Art Design and technology Music Physical education Religious education Under fives English as an additional language.	How well are pupils taught? Curricular and other opportunities.

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The Registrar  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Morley Primary School takes pupils aged from 5-11 years. The number on roll is 65. It is situated in Derbyshire near the town of Derby. The school is much smaller than other primary schools. The majority of pupils come from a nearby suburb of Derby and many come from advantaged backgrounds. Overall, the attainment of the pupils on entry to the school is above average. Most of the pupils are from a white ethnic origin but there are a small proportion with Caribbean, Chinese and Japanese background. There are eight children who have special educational needs, none of whom have a Statement of Special Educational Need. There are two pupils for whom English is an additional language. Six per cent of pupils are entitled to free school meals, which is well below average when compared to national figures. The average class size is 22 .

### **HOW GOOD THE SCHOOL IS**

This is a good school, which provides an effective environment for pupils to learn and make progress. Pupils receive a stimulating start to their education. Teaching and learning in the school are good. The school is well led by the headteacher and key staff and efficiently run. The ethos is very good. The school provides good value for money.

#### **What the school does well**

- by the time they leave the school the pupils achieve good standards in English and mathematics and high standards in science;
- the assessment of pupils' work is rigorous and is well linked to National Curriculum levels;
- teaching is good and often very good or excellent and has a very positive influence on the quality of education, despite the unsatisfactory accommodation;
- the school makes very good provision for pupils' personal development;
- successful participation in national and local competitions and projects greatly enriches the pupils' education;
- the school is very effective in its involvement in teacher training.

#### **What could be improved**

- the school development plan does not cover all aspects of school life and does not contain identified targets for improvement;
- training is needed in the teaching of and the curriculum for children under five;
- pupils spend an inadequate amount of time on the computers each week;
- the governing body does not monitor and evaluate the school's performance with the aim of further improvement;
- the accommodation is unsatisfactory and places teaching staff under undue extra pressure and stress;

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in November 1994 and it has made good improvement since then. Standards have improved in English, mathematics and science. Assessment systems have been refined and improved significantly. Whole school curriculum planning has improved and ensures a better balance of learning in most subject areas. A key issue in the previous report was to develop the school development planning process. This is an area where improvement has not been noticeable. The school is in a satisfactory position to make further improvement.

### **STANDARDS**

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	B	B	D
mathematics	C	B	B	C
science	D	A	A	A

  

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

Inspection evidence finds that by the time they leave the school the pupils achieve good standards in English and mathematics and high standards in science. Standards attained in National Curriculum tests in both key stages vary from year to year due to very small numbers in each year group and fluctuations in the proportion of pupils with special educational needs. In the previous inspection standards were described as good overall. Standards in reading, writing and mathematics are above average and well above average in speaking and listening and science. Pupils throughout the school make good progress in their work. The school is on course to meet its targets in English and mathematics in Key Stage 2. Standards in information technology are average at the end of both key stages. In religious education the pupils attain appropriate levels for their age.

Standards in all other subjects meet the requirements of the National Curriculum programmes of study. Pupils with special educational needs and those who have English as an additional language make good progress in lessons and their rate of learning is good. Children under five start school with above average skills, knowledge and understanding. The children competently achieve the learning goals for five year olds in all areas of learning except outdoor exploratory play and creative role play.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: Pupils develop a delight in learning from their teachers, which helps them achieve good standards.
Behaviour, in and out of classrooms	Good
Personal development and relationships	Very good: Pupils show high standards of co-operation and respect for each other.
Attendance	Very good

### TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	satisfactory	good	good

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

The overall quality of teaching in the school is good. Teaching makes a significant contribution to the good progress pupils make in their learning and to positive attitudes. It is good in 43 percent and very good or excellent in 21 percent of lessons. No teaching is unsatisfactory. Teaching has a positive influence on the quality of learning and the overall education pupils experience, despite the unsatisfactory accommodation.

Most of the very good teaching occurs in Years 5 and 6, but there are instances of very good teaching in Year 1 and 2. There is a clear emphasis on developing pupils' skills of literacy and numeracy and these are well taught. Teaching for pupils with special educational needs and for whom English is an additional language is good. Teaching for children under five is satisfactory in all areas of learning except physical development. There is insufficient opportunity for learning through activity within the classroom and out of doors.

### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The quality and range of opportunities for learning provided by the school is satisfactory overall in the under fives and good at Key Stage 1 and Key Stage 2.
Provision for pupils with special educational needs	Good
Provision for pupils with English as an additional language	Good
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal, spiritual, social and cultural development is very good. The provision for pupils' moral development is good.
How well the school cares for its pupils	Very good. The school provides a secure and caring environment for its pupils, based on the advantages of small classes and a committed staff.

The school continues to have a good partnership with its parents. Parents value the school for its small size and welcoming atmosphere, and the good standards of work and behaviour, which it helps their children to achieve. Procedures for child protection are good and those for ensuring pupils' welfare, health and safety are satisfactory.

### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Good: The school is well led by the headteacher and key staff. The ethos of the school is very good and relationships are well established and positive. A very good ethos for learning has been established and the school achieves its aims well. However, the school development plan is insufficiently focused and does not clearly identify how the school's main areas for improvement are to be remedied.
How well the governors fulfil their responsibilities	Satisfactory
The school's evaluation of its performance	Unsatisfactory
The strategic use of resources	Satisfactory

The school is well led by the headteacher and key staff. It is efficiently run and the management seek to gain best value in all its purchases. The governing body is extremely supportive of the school. However, the



governing body does not monitor and evaluate the school's performance with the aim of further improvement. It has not adopted the role of a critical friend.

There are sufficient staff to teach the National Curriculum, religious education and to support the teaching of children under five. There are sufficient learning resources in the school, including books and computers, which enable the curriculum to be taught effectively. The school's accommodation is unsatisfactory and no longer adequate for present-day needs. The cramped conditions in the school and the untidy storage of resources result in an environment that is cluttered and difficult to clean efficiently.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The children like school.</li> <li>• The children are making good progress in school.</li> <li>• The school expects the children to work hard and achieve his or her best.</li> <li>• The teaching is good.</li> <li>• Parents feel comfortable about approaching the school with questions or a problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Information about how their child is getting on.</li> <li>• Leadership and management.</li> <li>• Homework.</li> <li>• An interesting range of activities outside lessons.</li> </ul>

Inspection evidence supports the positive views of parents. A significant minority of parents expressed concern about the homework and the range of activities outside lessons. Their view is not supported by inspection evidence. Parents have concerns about the frequency and arrangements for formal parent consultation evenings and inspection evidence agrees that the school should look at this again. The leadership and management are not actively prioritising targets to improve the school, particularly in relation to accommodation.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Inspection evidence finds that standards are above average in English and mathematics at both key stages and high in science at Key Stage 2. Due to the very small numbers of pupils in each year group, annual results of National Curriculum tests are unreliable. However, trends in attainment show that standards in English and mathematics are rising in Key Stage 2 and are better than at the time of the previous inspection. Standards in science have risen significantly. At Key Stage 1 standards overall in 1999 were very high in reading and well above average in mathematics and writing. This year standards are lower and no pupils have attained Level 3 in writing and mathematics. The school has identified this when it set its targets. Standards in information technology are average at the end of both key stages. In religious education the pupils attain appropriate levels for their age.
2. Inspection evidence shows that standards in English are above average by the end of both key stages. Pupils have very good speaking and listening skills and are able to hold meaningful conversations with adults and their peers. They read accurately and fluently from a range of texts and their writing includes correct spelling, punctuation and grammar. They make good use of imaginative vocabulary in their poetry and stories. In mathematics, the standards are above average. Pupils have good skills in using number to solve problems and their quick and accurate recall of number facts enables them to work productively. They use data effectively in their work in other subjects. The pupils make good use of their literacy and numeracy skills in other subjects. In geography, pupils in Key Stage 1 make a Venn diagram to show differences between their local area and the seaside. They research topics, taking notes from a variety of sources. In science throughout the school, pupils present results of experiments in charts and graphs. Standards in science are high. Very good teaching contributes significantly to the very good learning. Interesting investigative activities stimulate curiosity and appreciation of living things. Pupils in Years 5 and 6 are given freedom within clear guidelines to design their own experiment to conduct investigations.
3. By the end of both key stages, pupils with special educational needs make good progress. In some lessons, they receive additional support from a classroom assistant and work is matched appropriately to their individual education plans. Pupils with English as an additional language make good progress. The school makes some good provision for the more able pupils in Key Stage 2 because of the challenging teaching and thorough assessments of the pupils. The small size of the cohorts makes comparison between the performance of boys and girls unreliable.
4. By the end of both key stages, standards in all other subjects are typical for pupils of their age. In religious education, the pupils attain the expectations of the local agreed syllabus. There are some strengths. In geography and history the pupils at both key stages study the local area and use reference books well for research. Pupils' attainment does benefit from taking part in projects, such as designing the garden and also from well-planned visits to famous houses and museums. A weakness is the amount of time pupils spend each week on the computer. The accommodation also restricts the amount of experiences the pupils have, particularly in physical education, although the teachers do all they can to work effectively in such a cramped and untidy space.

## **Pupils' attitudes, values and personal development**

5. Pupils' attitudes to school are very good. Parents confirm that their children enjoy coming to school. Pupils settle in quickly because of the very good relationships between all members of the school community and the caring, supportive atmosphere which is created. In lessons, all pupils participate enthusiastically in the tasks set by the teacher. They seek help from each other and from adults in the classroom and persevere even when they find the work difficult, for example in a Year 3/4 mathematics lesson on decimals. They develop a delight in learning from their teachers, which helps them achieve good standards.
6. Pupils with special educational needs and those who have English as an additional language demonstrate a positive attitude to their learning and they enjoy the educational activities provided within the school. They enjoy coming to school and confidently join in with all aspects of school life. The older pupils ask questions and contribute to discussion work in class. In the informal play situation pupils are well integrated and play enthusiastically alongside and co-operatively with other pupils.
7. Behaviour in and around the school is good. The oldest pupils are particularly well behaved, polite and considerate when working in their cramped classroom through which visitors have to pass to reach the school office. Pupils of all ages play very well together in the small playground. Over the past year, parents have been concerned about the behaviour of a pupil with special needs in the youngest class. At the time of the inspection, the pupil was receiving very good support from a classroom assistant and there was no misbehaviour or disruption.
8. The personal development of pupils is very good and a strength of the school. Pupils show high standards of co-operation and respect for each other. For example, Year 6 pupils have worked together on their own initiative to produce a school magazine and they talk with maturity about the need to involve younger pupils in their project. The pupil who needs support to help him manage his behaviour was the first to applaud in an assembly after a presentation about their magazine. Pupils of all ages respond very well to the many opportunities to contribute to school life, such as playground and dinner duties, school council and charity work, and involvement in the development of the wildlife garden.
9. Attendance and punctuality at the school is very good. Rates of attendance have been consistently well above the national average for the last four years and there is no unauthorised absence. Absences for sickness and holidays are short.
10. The high standards in pupil attitudes, relationships, personal development and attendance have been maintained since the last inspection. The school is dealing well with the new challenge of managing a pupil with behavioural difficulties. The result is a school in which all pupils are able to make the most of the educational opportunities offered and to develop into responsible and caring individuals.

## **HOW WELL ARE PUPILS TAUGHT?**

11. Since the last inspection report the overall good quality of teaching has been maintained throughout the school. Teaching in upper Key Stage 2 is consistently very good and sometimes excellent. The teacher has very good knowledge of English, mathematics and science. A strength of teaching in this class is the analysis of text in English, the challenging investigations in science and mathematics and the constantly rigorous questions that stimulate pupils' thinking and extend their learning. Excellent teaching was observed in science in Year 5 and 6. The high standard of teaching and quality learning results because the teacher provides pupils with a clear

framework. Pupils respond demonstrating independence, initiative and mature responsibility for their own learning. This was evident in the very good response to the excellent teaching in science when pupils devised their own scientific investigations. The teacher's style of fast pace, enthusiasm for the subject and constant challenge was most effective. Using real life problems focused around investigating micro-organisms, pupils made excellent progress in their learning during the lesson planning the method of the investigation and designing recording methods. All pupils were highly motivated and worked with interest and enthusiasm in small groups.

12. Teaching in the lower Key Stage 2 and Key Stage 1 is generally good in English, mathematics and science and satisfactory in other subject areas. In the better lessons the pace is good and the range of activities stimulates pupils' curiosity and enjoyment of learning. In science at Key Stage 1 pupils explore how different fruit is grown and learn the significance of seeds. Learning is effective because pupils discuss, research and investigate different fruit with lots of 'hands on' activity. The challenging questions and skilful use of adjectives extend learning. Where teaching is less effective, pupils make satisfactory progress in their learning. Tasks are general for all abilities and lack the challenge present in the better lessons.
13. Teaching for children under five is satisfactory. The newly qualified teacher in this class is a competent practitioner, despite the fact that within the class there are three age groups, pupils with special educational needs and pupils for whom English is an additional language. Knowledge and understanding of this age group is a weakness and planning and teaching methods presently used do not always ensure the best use of time for these children. Children under five are sitting inactive for too long in whole group sessions and there are insufficient opportunities for investigative and explorative learning through play. Unsatisfactory accommodation means that daily learning through physical exploration is unsatisfactory.
14. Throughout the school, lessons are planned conscientiously. Planning in English, mathematics and science is very clear about what the pupils are expected to do and learn. This is not so noticeable in other subjects. Teachers have good knowledge and understanding of the subjects they teach and lessons are well organised. They use a good range of questions to check pupils' understanding and knowledge. Across the school teachers have high expectations of what pupils are capable of achieving and how they should behave. Resources are very well used to motivate pupils and to extend knowledge. In most lessons the work is demanding and time is used effectively. Adults in the classroom are conscientious and committed, working effectively as a team
15. A strength in teaching throughout the school is the commitment and enthusiasm for learning that is communicated to pupils. Pupils respond, demonstrating a mature approach to their learning and develop enjoyment, a curiosity to learn and desire generally to work hard and produce their best work. The quality and use of assessment is very good throughout the school and is a strength. The day to day assessment of pupils' work is very good and helpful verbal feedback is given in lessons. Work is marked conscientiously throughout the school and helpful and challenging comments are given to help pupils improve their work.
16. There is a clear emphasis on developing pupils' skills of literacy and numeracy and these are well taught. This has a significant impact on the progress made by pupils in these areas. Teachers have implemented the national literacy and numeracy project well. Resources are well used.
17. Relationships with pupils are positive and good use is made of praise and encouragement. Teachers' management of pupils is good; any occasional lapses of concentration are handled very well. Discipline is very good throughout the school and there are good standards of behaviour in all lessons. Homework is well used to support pupils' learning and attainment. In English pupils

learn weekly spellings and these are used in class work as pupils write sentences incorporating the words.

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

18. The quality and range of opportunities for learning provided by the school are satisfactory overall in the under fives and good at Key Stage 1 and Key Stage 2. The curriculum is broad and meets statutory requirements. The school has effectively introduced the national literacy and numeracy strategy and these are having a positive impact on learning in English and mathematics. The school provides good provision for English, mathematics and science and satisfactory provision for other aspects of the curriculum. Provision for outdoor activity for the under fives to enrich physical development is unsatisfactory. The provision for pupils with special educational needs and for pupils who speak English as an additional language is good.
19. Since the last inspection there has been good improvement overall in curriculum provision. Whole school planning has improved and ensures a better balance of learning in most subject areas. Investigative and exploration work has improved in science and mathematics. The provision for pupils' personal development has improved and the school now makes very good provision for pupils' personal development.
20. The school makes good provision for pupils' for whom English is an additional language. Inspection evidence confirms that all pupils for whom English is an additional language achieve well for their ability and make good progress in all aspects of school life. One pupil is identified at an early stage of English language acquisition. Initial assessment of pupils learning English as an additional language are rigorous and are regularly up-dated. Teachers constantly review and monitor their progress. Support for pupils is good. They are well supported within the class situation and are fully integrated into school life. Support staff liase and plan well with teachers and positive links are maintained with parents.
21. The provision for extra-curricular activities is very good. All teachers work very hard to offer pupils an interesting range of after school activities. These activities such as kwik cricket and walking club are well attended and extend curriculum experiences for older pupils. The provision for personal, social and health education including sex education and attention to drug misuse is good and is covered within curriculum subjects such as science. The school successfully participates in national and local competitions and projects which greatly enriches the pupils' education. The Wildlife project encouraged pupils to think about the wider world. There are very good links with the community and other schools. The school meets statutory requirements in the content of the daily assemblies.
22. The provision for cultivating pupils' personal development is very good overall. Spiritual development throughout the school is very good. In many lessons the excitement and joy of learning was observed. Examples were seen when lower junior pupils noticed the effect of acid and coca cola on the calcium of the eggshells. Opportunities for reflection in assembly are very well developed. Pupils talk openly about the power and importance of love and pupils are valued. In all classes work is appreciated, valued and shared with others.
23. The provision for pupils' moral development is good. All classrooms have their own rules. These are well known by pupils who know right from wrong. Behaviour is good inside the school and outside in informal play situations. Pupils are polite and courteous to visiting adults.

24. Provision for pupils' social development is very good. From the time children enter the school, good relationships between parents, children and all adults in the school are well established. Teachers provide very good role models for their pupils and respect for individual people is nurtured throughout the school. This has a positive impact on pupils' social development. On the playground pupils interact well with each other in informal play situations. The school council provides very good opportunities for all pupils to consider others and to take actions to improve life of the school. Pupils produce their own school magazine; older pupils demonstrate consideration for others. They include articles for younger pupils and invite them to contribute. In lessons pupils work alongside each other and co-operate with a partner or in small groups. During the inspection many instances were observed of pupils supporting and helping each other.
25. Provision for pupils' cultural development is very good. Visits to local museums, churches, science exhibitions and nature reserves extend pupils' learning and enjoyment. Pupils suggest fund raising events such as the sponsored swim, which raises money for charity. Knowledge of other cultures is shared and celebrated by parents and pupils. Pupils gain insight into other cultures, such as Chinese, through talks and cookery demonstrations. The good range of extra-curricular activities and sporting events with other schools enriches curriculum provision.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

26. The school provides a secure and caring environment for its pupils, based on the advantages of small classes and a committed staff. Procedures for child protection are good and those for ensuring pupils' welfare, health and safety are satisfactory. Staff have had good training in child protection issues and are involved in a number of projects, such as the Health Promoting Schools Award and the Derbyshire Anti-Bullying Commitment, which help pupils learn about taking responsibility for their own health and safety. The governors have taken effective measures to improve the security of the school and are up-dating their health and safety policy in line with current guidelines. They are appropriately urging the local authority to replace the old and hazardous fire alarm and wiring systems. There was no qualified first aider at the time of the inspection, but sufficient expertise is available to the school and the senior teacher is scheduled to attend the required course before the end of the summer term.
27. The school has effective measures to monitor and promote good attendance and behaviour. Registers are very well kept and parents are given clear guidance on reporting their child's absence and avoiding term-time holidays. Staff have successfully created a climate in which there are high standards of behaviour and respect for others. The school is working very well, in liaison with outside agencies to meet the needs of a pupil with special behavioural difficulties, who was seen during the inspection to be responding well to the support provided and starting to make good progress in managing his behaviour. The school also provides good support to pupils with English as an additional language.
28. Arrangements for assessing and monitoring pupils' academic performance are very good. This is a significant improvement since the last inspection when the development of a coherent system of assessment was a key issue for action. Thorough records are now made on the progress of all individual children. Baseline assessment is carried out systematically when children enter the school and annual tests take place in every year group with results recorded and discussed by staff. Samples of work are kept and marked to show that pupils have reached particular National Curriculum levels: this is done not only in the core subjects of English and mathematics but also in many other subjects including, for example, history and geography. The headteacher is piloting a very good system for tracking the progress of individual children as they move through the school.

29. The school provides its pupils with good educational and personal support and guidance. This is rooted in the detailed knowledge which teachers have of individual pupils and their families and the good use which the school makes of external agencies and guidelines. The school has established a useful system whereby at the end of each term all pupils, with the support of their class teacher, reflect on and evaluate their recent work and achievements and set targets for the next term. However, these targets are not always shared with parents who, therefore, cannot help reinforce them at home.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

30. The school continues to have a good partnership with its parents. Parents value the school for its small size and welcoming atmosphere, and the good standards of work and behaviour which it helps their children to achieve. They appreciate the caring and hard-working staff, especially the efforts made to compensate for the lack of sports facilities and to overcome the difficulties of staff absence in the past year.
31. Parents have a good involvement in the life of the school. For example, they willingly transport children to the leisure centre for physical education lessons. They helped decorate the school last summer. They make a significant contribution to the provision of resources by donating or lending items, such as vouchers for computer equipment or seaside postcards for geography, and by raising funds through the very active parent teacher association. A few parents (and grandparents!) provide important assistance to teachers in the classroom, for example by helping regularly in Year 5/6 art lessons, supporting the school in its review of mathematics, and bringing knowledge of non-western cultures to activities such as celebrating the Chinese New Year.
32. Inspection evidence finds that the quality of information provided for parents is satisfactory, although a significant number of parents feel that it is not. Parents feel well informed through newsletters, which include termly curriculum newsletters from individual teachers, and annual reports on their children's progress. These provide good information in the core subjects of English, mathematics and science, satisfactory information in most other subjects, but little information about progress in information technology. Individual targets for improvement are reported separately to parents at the end of the school year but are not shared at other times. The school is aware, through its own survey of parents' views last year, that parents have concerns about the frequency and arrangements for formal parent consultation evenings. An extra evening has been held but was not well attended; the school was unable to pursue the matter further because of the headteacher's absence.
33. Parents have been kept appropriately informed about the development of the Numeracy Strategy, but some are uncertain about how the school is teaching reading and how they can help their children at home. The prospectus and governors' annual report provide generally sound information about the school but do not include all the items required by law, for example the admissions policy and absence figures in the prospectus and the success of the special educational needs policy in the governors' annual report.
34. Some parents have been concerned over the past year about how the school has managed the behaviour of a child with special difficulties, especially during a period of staff absence. The inspection team found that the staff and governors have been doing all they can to deal with the situation, which was improving at the time of the inspection, and have tried to keep parents appropriately informed without breaching confidentiality.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

35. The school is well led by the headteacher and key staff. The ethos of the school is very good and relationships are well established and positive. A very good ethos for learning is now established and the school achieves its aims well. The headteacher has been on long term absence but is now back at work. She has a heavy teaching commitment but fulfils her management role effectively.
36. There is a very good action plan for information technology, which is well focused. However, the school development plan is insufficiently focused and does not clearly identify how the school's main areas for improvement are to be remedied. The plan lacks sharply formed measures of success and is a weak tool for school improvement. It has few long-term aims. The issue of accommodation, which gives a significant challenge to the leadership, has not been addressed satisfactorily.
37. The governing body is extremely supportive of the school. Members share musical and creative expertise with the pupils and do valuable maintenance and improvement jobs in the school. However, the governing body does not monitor and evaluate the school's performance with the aim of further improvement. It has not adopted the role of a critical friend. It has not fully informed parents through its prospectus and annual report on all areas it should, such as its policy for special educational needs. The school makes good provision to cover the needs of talented and gifted pupils, but as yet there is no policy to include these pupils.
38. Appropriate targets for the development of key literacy and numeracy skills are identified for pupils with special educational needs. The plans are reviewed regularly in a process that includes parents and teachers. The review documentation is very good and it contains good level of information and detail.
39. The governing body and headteacher have a clear understanding of the school's finances. Aided by a competent secretary they exercise good financial control. The administration works smoothly and unobtrusively. Funds for specific purposes such as the purchase of books for literacy have been used well. Other funds raised by parents and given by the community have been used effectively to develop resources at the school. The school seeks to gain best value in all its purchases. The governors ensured that works, such as the security fencing, provided by outside contractors gave good value for money. The headteacher analyses the results of National Curriculum tests. The school makes good use of the assessment of children on admission to plan work. Monitoring of the introduction of the National Literacy and Numeracy Strategies has taken place.
40. There are sufficient staff to teach the National Curriculum, religious education and to support the teaching of under-fives. However, there is a lack of expertise in planning work for children under five. Support staff work hard and contribute much to the pupils' learning. The headteacher encourages in-service training and gives support through the appraisal process. There are satisfactory resources for most of the subjects, although the library is uninviting and many books are in need of replacement. The school has sufficient computers but these are insufficiently used.
41. There is good provision of staffing in the school. Teachers are suitably qualified and have a good range of experience. They have a particular expertise in science, which contributes to the high standards which pupils are able to achieve. Staff do not yet have sufficient expertise and training in all the skills required to teach children under five. Good arrangements were made to cover for the absence of key staff during the past year. Non-teaching staff provide effective



support for all aspects of school life. The school makes good use of outside agencies to meet the needs of individual pupils and of voluntary help to enhance classroom activities and assemblies.

42. The school is very effectively involved in initial teacher training, in conjunction with the two local universities and the Open University. It benefits from receiving high quality students with fresh ideas and enthusiasm who keep existing staff abreast of new developments in education while gaining useful experience of teaching in a very small school. The senior teachers have acquired valuable skills in monitoring and mentoring staff as part of the schemes. They have extended their knowledge, for example, of reading issues and information technology, through joint work with their partner school and free courses offered by the universities.
43. The school has good arrangements for the induction of new staff, including the newly qualified teacher who was appointed following her placement as a student teacher. There is a strong commitment to staff training in the school. This can be seen in the very good, recent staff development policy, the higher than average proportion of the budget allocated to training and the staff's organisation and funding of their own professional development in computer skills and management. Arrangements for appraisal and performance management are in line with current requirements.
44. There are sufficient learning resources in the school, including books and computers, which enable the curriculum to be taught effectively. The low proportion of the budget allocated for learning resources is supplemented by parental donations and loans and good use of outside resources.
45. The school's accommodation is unsatisfactory and no longer adequate for present-day needs. Since the last inspection, there have been improvements in the provision of toilet facilities and a good transformation of small grassy areas into a wildlife garden, which is used well to enrich the curriculum. Staff continue to work hard to provide a programme of physical education in the absence of a school hall, a suitably-sized playground and any playing fields; for example, they make very good use of community sports facilities. However, the standards of physical development and skill which pupils of all ages can achieve are constrained by the poor accommodation for physical education within the school. There is no designated outdoor area for children under five to learn through play, and the surface of the playground is in an unsatisfactory condition.
46. The Victorian school building in which all three classes are based presents problems in terms of both lack of space and maintenance. Many of the weaknesses in the accommodation give rise to potential health and safety hazards, which are only minimised because of the great care taken by staff and pupils. For example, the classroom for the oldest pupils is too small for their number and size. It is only manageable because of the skill and dedication of the teacher and the impressive behaviour and courtesy shown by the current Year 5/6 group. There is just about sufficient space for computers in classrooms, but not for easy access to them. This impedes the amount of time that pupils can spend comfortably using information technology.
47. The cramped nature of the school and the untidy storage of resources result in an environment that is cluttered and difficult to clean efficiently. The location of the school is isolated and it is on a busy main road. There is no crossing controlled by lights, which is potentially dangerous. This is only minimised because of the commitment of the 'lollipop lady' to ensuring the safety of the children. The governors are aware that the fire alarm system and wiring need replacing and have been pressing for action for some time. However, they have not responded with sufficient vigour to the headteacher's and parents' concerns that the buildings and facilities are inadequate.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

48. The school should:

- (1) review the existing school development plan to ensure that it sets out clear and achievable targets for improvement in all aspects of school life; (Paragraph 36)
- (2) train staff in the teaching of, and development of, the curriculum for children under five; (Paragraph 13, 41)
- (3) ensure that pupils spend an appropriate amount of time on the computer each week so that they have regular opportunities to cover all aspects of the programmes of study ; (Paragraph 90)
- (4) require the governing body to monitor and evaluate the school's performance with the aim of further improvement; (Paragraph 37)
- (5) prioritise improvement in accommodation when planning for the future development of the school; (Paragraph 36, 45-47)

In addition to the main issues that the school should do to improve, the following areas should be considered for inclusion in the action plan:

- to explore ways in which the school can provide more formal opportunities for parents to be informed about their pupils' progress and targets.

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	21

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	18	41	36	0	0	0

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

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	YR- Y6
Number of pupils on the school's roll (FTE for part-time pupils)	65
Number of full-time pupils eligible for free school meals	4
<b>Special educational needs</b>	YR- Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	8
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	2
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	3

### *Attendance*

#### **Authorised absence**

	%
School data	3.7
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	3	8	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	8	8	8
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (90)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	8	8	8
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (90)	100 (100)
	National	82 (80)	86 (84)	87 (85)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	5	6	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	5
	Girls	5	5	6
	Total	9	9	11
Percentage of pupils at NC level 4 or above	School	82 (100)	82 (87)	100 (100)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	5
	Girls	5	5	6
	Total	9	10	11
Percentage of pupils at NC level 4 or above	School	82 (100)	91 (100)	100 (100)
	National	68 (65)	69 (65)	75 (71)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	50
Any other minority ethnic group	4

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	3	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	3.2
Number of pupils per qualified teacher	20:1
Average class size	22

#### **Education support staff: YR– Y 6**

Total number of education support staff	1
Total aggregate hours worked per week	10

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1988/1999
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	£
Total income	123,684
Total expenditure	121,657
Expenditure per pupil	1,763
Balance brought forward from previous year	1156
Balance carried forward to next year	871

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	65
Number of questionnaires returned	39

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	38	3	0	0
My child is making good progress in school.	51	28	13	0	8
Behaviour in the school is good.	26	54	10	5	5
My child gets the right amount of work to do at home.	33	41	15	10	0
The teaching is good.	36	51	10	0	3
I am kept well informed about how my child is getting on.	28	41	26	0	5
I would feel comfortable about approaching the school with questions or a problem.	67	26	8	0	0
The school expects my child to work hard and achieve his or her best.	56	31	8	0	5
The school works closely with parents.	38	38	15	0	8
The school is well led and managed.	31	28	26	3	13
The school is helping my child become mature and responsible.	41	41	8	0	10
The school provides an interesting range of activities outside lessons.	33	36	18	8	5

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

49. Children are admitted to school in the September prior to their fifth birthday. They join a class of Key Stage 1 pupils whose ages range from four to seven. At the time of the inspection three children were still under five. A classroom assistant supports the class teacher. Attainment on entry to the school is above average. Baseline assessment is rigorous and identifies attainment in all areas of learning. The teacher has recently written an action plan for the development of the early years children to comply with the new curriculum.
50. Children achieve the learning goals in all areas of learning except outdoor exploratory play and creative role play. There are insufficient regular opportunities for these areas of learning to be developed. The provision for outdoor play is unsatisfactory; there is no area for the children under five to develop climbing and balancing skills regularly on suitable large apparatus. Children are well launched in learning for the National Curriculum in literacy and numeracy. However, they are often sitting inactive for too long, while the class teacher is teaching literacy and numeracy to older pupils. There are insufficient opportunities for experiential learning throughout the school day for children under five.
51. Children respond well to the provision for personal and social development and they make good progress in this area of learning. They are confident and work well alongside other children. Teaching is strong in this aspect and they respond very well to clear guidance from their teacher and the enthusiastic encouragement of adult helpers. They share in the appreciation of each other's work; they take turns and help with clearing up at the end of lessons.
52. Children achieve above average standards in language and literacy development. Speaking and listening skills are above average. They explain clearly how to play a game of alphabet snap to adult helpers. The children talk confidently about the meaning of the pictures in the book. They are encouraged to articulate observations by the teachers' challenging questions. The children are well launched in reading and recognise and know words in the story 'Red Ted goes to school.' The teacher guides the children well and they are beginning to recognise and know the title, author and illustrator of the book. Writing is well established and the children write their own names on work. Teaching is satisfactory overall for reading, speaking and listening and writing, but learning through imaginative and creative role play is limited.
53. Children achieve above average standards in numeracy. They write numbers up to five and some children can count up to thirty and arrange number cards beyond. They recognise basic shapes and know the value of simple money for example three two-penny coins equal six pennies. They swap sets of one-penny coins with sets of two-penny coins and are beginning to do simple addition and subtraction with adult support. Teaching is satisfactory. Teaching three age groups within one class is very challenging and teaching could be improved by ensuring that the youngest children do not spend too much time sitting and listening to the work for Year 1 and 2.
54. Children achieve above average standards in their knowledge and understanding of the world. The teacher is enthusiastic and organises interesting activities for this aspect of learning. The children visit a local museum and draw and name old toys, they show a good understanding of the age of the toys. Their knowledge of living things is enhanced during the science lessons. They plant beans and observe the growth, recording their observations in a plant diary. The children have a good understanding of living things, days of the week and the seasons. Teaching in this area of learning is good and activities are interesting and challenging.

55. Children achieve the learning goals for creative aspects and make satisfactory progress. Teaching is satisfactory and children are encouraged to paint, draw and create a simple collage picture. Singing in the weekly music lesson is satisfactory, but opportunities for using percussion instruments are limited. Class organisation of the under fives limits regular creative role-play activities.
56. No lessons were observed in the physical area of learning. There are unsatisfactory opportunities for outside play and children do not have opportunities for regularly exploring, climbing and learning through activity. The children have one formal lesson in physical education a week and this is insufficient to provide regular physical activity indoors and outdoors. Opportunities to develop fine motor skills are limited by the amount of inactive time children spend sitting listening.

## ENGLISH

57. By the end of both key stages pupils' attainment is above average. Due to the small cohorts, results of National Curriculum tests and assessments at the end of both key stages vary significantly from year to year. An additional factor in variance of performance is the proportion of pupils with special educational needs in each cohort. Indicators are that standards in English at Key Stage 1 and 2 are similar to those at the time of the previous inspection. Due to the very small cohorts and variation in the number of boys and girls in each group there are no reliable comparisons by gender. Good use is made of the National Literacy Strategy to plan interesting and well matched work, which offers challenge and interest to the pupils, including those with special educational needs and English as an additional language.
58. By the end of both key stages, pupils' skills in speaking and listening are well above average and they make good progress. Pupils are given a wide variety of opportunities to talk to teachers and to the class group. They listen attentively to others and make appropriate contributions to groups, lessons and to the school during assemblies. A Year 2 pupil competently explained his work in information technology to the rest of the class and, in assembly, older pupils ably described the school newsletter and from where and how it could be obtained. Pupils read their work to the class group, answer teachers' questions with thought for the appropriate vocabulary and are aware of the formal language used for visitors. They are confident and discuss their views articulately with adults. Pupils express their views and feelings clearly and with use of an extended vocabulary. This was very evident in a Year 5 and 6 class when pupils were responding to challenging questions on texts. Listening skills are developed well through the implementation of a good code of classroom behaviour and high expectations of respect for others.
59. By the end of both key stages standards in reading are above average. Pupils in Key Stage 1 have a good knowledge of most letter sounds. They share a great interest and enjoyment in books. They read from a wide variety of texts, which are made available for them to discuss during the group reading sessions in the literacy hour. Teaching develops their ability to talk about and analyse the books they are reading and makes a good contribution to the pupils' learning. Many pupils in Year 2 know what a compound word is and are able to describe what juggling means. Some know the meaning of meteorite. However, sometimes too much emphasis is placed on analysing words and the pupils begin to lose enjoyment and the flow of the story. By the end of Key Stage 2, most pupils read with accuracy and understanding. Pupils in Year 3 and 4 find different types of poems in books. They read them out to the rest of the class and say what type of poem it is. Pupils in Years 5 and 6 read with expression and feeling and analyse text successfully. They understand setting, character and identify different types of text such as funny or serious. They make good use of research skills in other curriculum subjects. Pupils



with special educational needs read competently from text matched to their needs and benefit from participating in class discussions.

60. Attainment in writing is above the national average at the end of both key stages. At Key Stage 1 most pupils write independently. They write their own zig zag books about animals and illustrate them. Pupils write for a good range of purposes in other subjects. In history they write about their visit to an historical house. They are beginning to develop a joined style of writing. By the end of Key Stage 2, pupils structure sentences correctly and write in clear, legible, cursive, joined handwriting. They show a good understanding of grammar, work is appropriately punctuated and spelling is generally accurate. Year 5 and 6 draft a presentation to the class on an author using text examples and make recommendations. Poetry writing is well developed. Pupils in Years 3 and 4 know limericks, blank verse and some know rhyming couplets.
61. The pupils' rate of learning is good. In Key Stage 2, the pupils make good progress due to well structured lessons and work which are both interesting and demanding. In upper Key Stage 2 the very good teaching enthuses and challenges the pupils to do their best. New teaching points are introduced at a good pace and there are high expectations of what the pupils can achieve. Colloquialism was introduced when found in their reading.
62. Most pupils respond well and their attitudes and behaviour are good. In a Year 5 and 6 lesson, the teacher inspired the pupils who made a very good response, being engrossed in analysing a stimulating text. Pupils are well mannered and courteous to adults and respect each other's views in discussion. They take pride in success and share the success of others happily. Key Stage 2 pupils work conscientiously on homework projects and return homework promptly.
63. Teaching is good at both key stages and very good in the upper juniors. Teachers show a good knowledge and understanding of English and they use the National Literacy Strategy effectively. They have high expectations of pupils' performance, presentation of work and of behaviour. The assessment of pupils' work is thorough and accurate. Extension tasks are set for higher attainers. The lessons have exciting content that motivates the pupils within a clear learning atmosphere created by enthusiastic teaching and involvement of all pupils.
64. The school library is satisfactory but many books need replacing or updating. The room is not inviting enough to make the library a central research and reference area. There is no clearly accepted classification system in the school library that enables the teaching of library skills and prepares pupils for the next phase of education.

## **MATHEMATICS**

65. Standards reported at the time of the previous inspection were in line with the national average. There has been improvement in the performance of pupils in both key stages and standards are now above average. However, this year there are no pupils at Key Stage 1 who have reached Level 3. The small size of cohorts and variation in the number of pupils with special educational needs in each group significantly affects the National Curriculum test results. However, scrutiny of work and analysis of results over three years shows that standards in Key Stage 2 are rising. The school responds well to the needs of gifted and talented pupils. The school has successfully introduced the National Numeracy Strategy and this is having a positive impact on standards. The school has set realistic and achievable targets and is on course to meet them.

66. In both key stages the pupils are very good at using and applying mathematics. Year 2 work out how to clear the number nine from a calculator when the number is 900. They do simple multiplication problems such as 'How many toes on four feet?' They talk clearly about how they do it. Years 5 and 6 investigate a passage of text and make conclusions about the number of words and frequency of different letters in words. They look at television times from a newspaper and plan how they will fill a three-hour video with their favourite programmes showing knowledge of the 24 hour clock. Pupils' learning is well extended regularly by similar challenging problems set by the teachers.
67. By the end of Key Stage 1, the pupils attain above average levels in number. They add a ten on to low and high numbers and recognise a digit to the value of ten. Most read, write and name numbers to 100 and some go further. They recognise odd and even numbers. They use money confidently and do subtraction and multiplication. Some can do simple division. By the end of Key Stage 2, the pupils have a good knowledge of number and they use it well to solve problems. The teacher focuses on developing the pupils' mathematical vocabulary and pupils are confident in using it when explaining their work. They have a good understanding of percentages, fractions and decimals to two decimal places. They understand and use negative numbers. They enjoy playing number hangman using five or six digits.
68. Pupils' attainment is above average in shape and space. By the end of Key Stage 1 pupils recognise and name some two and three-dimensional shapes and count the faces on these. They know what a right angle is. They measure and estimate in centimetres. Year 3 and 4 study tessellation and symmetry. By the end of Key Stage 2 most pupils are able to calculate area and some are efficient in calculating volume. They measure degrees and know what acute and obtuse angles are and have a good knowledge of units of measurement for working out capacity, weight and distance.
69. A strength in mathematics is the widespread use of data handling. Pupils collect and collate data very effectively, presenting it in graphs and charts. This practice is used in many subjects such as science and in history in Key Stage 1 when they record the growth of a sunflower. At Key Stage 2 pupils in Years 3 and 4 make charts on their favourite activity on Christmas day. They prepare a questionnaire on what local residents remember. They do a traffic survey and record the results as a bar chart. Pupils in Year 5 and 6 understand and can prepare a line graph using axes. They competently make graphs of shoe sizes using block and line and pie charts.
70. Pupils work productively and remain on task throughout lessons. They enjoy the subject and respond with enthusiasm to challenging questions, seeking to be first to answer mental arithmetic problems. Behaviour in lessons in both key stages is good. Pupils will ask questions readily if they do not understand the task. Talented pupils in Year 6 show complete absorption in mathematical problems and tackle each new challenge with gusto. Sometimes, in lower Key Stage 2, pupils are frustrated by a lack of understanding and insufficient help in overcoming difficulties. Homework is completed diligently.
71. Teaching is good in both key stages and very good in Year 5 and 6. The teachers have good subject knowledge and organise lessons well to achieve a balance between instruction, investigation and review of what had been learned. The well-paced introductions ensure that the pupils quickly settle to work. Lessons are generally well matched to the ability of pupils. Assessment is very good. The practical nature of many lessons is managed efficiently, particularly in the oldest class, despite the unsatisfactory accommodation. The school uses a combination of published schemes and the National Numeracy Strategy to form the basis of mathematics teaching.

## SCIENCE

72. In the 1999 National Curriculum teacher assessments at the end of Key Stage 1, attainment was very high in comparison to the national average. However, the percentage of pupils achieving the higher (Level 3) was well below the national average. Over the last four years standards have been rising steadily at Key Stage 2. By the end of Key Stage 2 standards were very high in comparison to the national average and the percentage of pupils reaching the higher levels was well above average. Inspection evidence confirms that standards are well above average at both key stages and that by the age of eleven standards in science are high. Progress in learning throughout the school is very good. Pupils with special educational needs and those who speak English as an additional language make good progress. There is no significant difference between attainment of boys and girls.
73. Since the last inspection the standards pupils achieve and the quality of the teaching have improved significantly. Science is now taught as a subject and the focus on progression of skills, knowledge and scientific procedures has contributed to improvements.
74. By the end of Key Stage 1 pupils achieve standards well above average. Pupils in Year 2 investigate whether plants need light in order to grow. Scientific procedures are well established and pupils discuss hypothesis and guess sensibly what might happen. By the end of Key Stage 1 pupils have a very good understanding of the way different plants grow, for example, potatoes in soil and fruits on trees such as bananas and oranges. Very good teaching contributes significantly to the very good learning. Interesting investigative activities stimulate curiosity and appreciation of living things. The teacher is well organised and uses resources appropriately. Pupils locate and identify seeds from a range of different fruits and this helps them know that fruit will grow from seed. One pupil described how her orange pip had sprouted and was growing into a little plant. They plant beans and regularly observe growth recording changes in a special diary. Pupils know that fruits play an important part in keeping the body healthy and that plants give out oxygen. The teacher's challenging questions and high expectations encourage pupils to develop a good range of scientific vocabulary.
75. By the end of Key Stage 2 pupils continue to make very good progress and achieve high standards. The teacher's specialist knowledge is used well to challenge pupils in their knowledge and investigative work. Revision time is used well to help pupils consolidate learning and develop confidence. Excellent teaching in the upper juniors ensures all pupils make very good progress in their learning and enjoyment of science as a subject. Pupils in Year 5 and 6 have a very good understanding of the harmful and useful effects of micro-organisms. Pupils are engrossed in their work and this is a reflection of the teacher's own enthusiasm. Challenging questions enable pupils to explain how the immune system develops. Pupils have a very good understanding of micro-organisms because they have been involved in developing and establishing their own wildlife pond. The excellent pace of the lesson contributes to the high standards. Pupils know that bacteria are present in cheese, beer and yoghurt. Pupils are given freedom within clear guidelines to design their own experiment to investigate the conditions necessary for micro-organisms to live and grow. Very good links are made with other subjects such as physical education and literacy. Pupils research the meaning of words such as photosynthesis, metamorphosis, pelagic. Higher attaining pupils in Year 5 use the force metre to measure the weight of an object in water. Tables are well used to record results. Pupils conclude that the objects that do not float get lighter because the up-thrust is stronger in water than in the air and that object will float in water if the forces are balanced.

76. A strength in teaching is the rigorous assessment and the way visits are made to consolidate and extend learning. The co-ordinator is an excellent role model and her expertise, enthusiasm and knowledge has significantly influenced science within the school.

## **ART**

77. Overall standards of attainment at both key stages meet the requirements of the programmes of study and pupils make satisfactory progress. Since the last inspection standards have been maintained. During the inspection one lesson was observed in art at Key Stage 2. Scrutiny of planning and pupils' work together with discussion with pupils and teachers enabled judgements to be made.
78. Work seen in Key Stage 1 indicates that pupils have developed confidence in line drawings and can express ideas. Simple drawings are used to illustrate work in other subjects, for example, in religious education pupils draw something that is special to them. Self-portrait paintings show good control and use of colour and paint. Pupils use a suitable range of resources and create effective collage pictures depicting shapes, flowers and a party. The teaching of art at Key Stage 1 is well linked to science, for example, collage pictures are made using man-made and natural materials.
79. Artwork continues to relate to topic work as pupils progress through the school. Progression is evident from Key Stage 1 to 2 when lower junior pupils print shapes with repeating patterns and tessellating shapes. Pupils' line drawings of coiled wooden shapes show a development from Key Stage 1 work. They make observational drawings of food wrappings using colour and labelling effectively.
80. By the time they leave the school pupils achieve what is typically expected in their skills, knowledge and understanding of art. Teaching at Key Stage 2 is good and the teacher is enthusiastic showing good appreciation of pupils' work. Good use is made of the specialist knowledge of a voluntary parent helper who enriches the knowledge of both teachers and pupils. The effective team teaching is beneficial in guiding pupils to consider the style of the work and the materials used. Pupils produce a watercolour picture of a landscape scene; the teacher constantly challenges the pupils to improve their work. Good progress is made learning about landscape painting because the specialist input of the parent helper compliments the class teacher's skilful teaching. Pupils select from a range of materials to produce an attractive life study of different animals. The teacher links art well with other subjects, for example, collage work is used to illustrate a history display of the 1960's at the local museum. A collage of the Beatles is imaginatively and carefully created. Work of professional artists is used as a stimulus and this was evident in portrait work influenced by Picasso, such as face paintings. Pupils have been successful in local art competitions.
81. The restraints of the building result in the storage of art materials outside the main school building. These are not central to classrooms and are not easily accessible for teachers. This causes teachers additional time collecting and assembling resources for a lesson. The quality and quantity of resources is adequate. The quality of display work around the school is average. The cluttered appearance of the inside of the school and the limited space available means those pupils' work is not always displayed to the best advantage.

## **DESIGN AND TECHNOLOGY**

82. Standards of attainment at both key stages are typical and pupils make satisfactory progress in their learning. Standards have been maintained since the last inspection. During the inspection

no lessons were observed in design technology. Scrutiny of planning and pupils' work, together with discussion with pupils and teachers enabled judgements to be made.

83. By the end of Key Stage 1 pupils' ability to design, make and evaluate their product is well established. Planning sheets effectively help pupils draw their design, identify materials and methods used and record their own evaluation of practical work. Teachers utilise published planning and have a clear understanding of what the pupils will learn, teaching methods and organisation. Pupils design and draw their own decoration for a white tee shirt. They successfully join materials together when they design their own toy using card and butterfly clips. Older pupils punch the holes themselves. Higher attaining pupils identify where the clips will be placed in order to make the toy move successfully.
84. Progress in learning is evident as pupils move through the school. In the lower junior class pupils analyse and identify effective biscuit packaging and research their own recipes. They design their own packaging and posters and make flapjacks. Pupils weigh the ingredients and evaluate their work. Pupil planning sheets enable pupils to consider the whole process, identify resources and methods used and make evaluative comments. Learning is well linked to science. Older juniors design, plan and help make their own bird hide for the school environmental garden. Group work tasks such as the design and construction of the bird hide enable pupils to work with resistant materials. Pupils consider the materials preferring to use re-cycled materials. They research the height of the smallest and tallest pupil in the school and position the site holes to enable everyone to observe the birds comfortably.
85. Work in design technology is enhanced by school projects such as entering national and local competitions and a competition to design a wild life garden. Resources are adequate, however their storage is not central and easily accessible and access is limited by the restraints of the building.

## **GEOGRAPHY AND HISTORY**

86. Standards in these two subjects are broadly typical for the ages of the pupils. The last inspection found standards to be above average. There are strengths in geography where the pupils at both key stages study the local area and use reference books well for research. Literacy skills are well used in both subjects. Due to timetable arrangements, no history lessons were seen during the inspection. The scrutiny of display and teacher's planning showed that sufficient history is taught. However, much of the pupils' work had been taken home and inspectors were unable to see the full range of evidence. Assessment is very good. Examples of pupils' work are annotated and carefully given National Curriculum levels.
87. In geography, by the end of Key Stage 1, pupils develop good geographical skills and develop a satisfactory understanding of following maps and plans. Pupils develop a good basic understanding of the world. They look at travel brochures and find places on the globe that they have been to on holiday such as Spain. They make passports to travel round the world. They place towns in England on a map. They know the difference between human and physical features and make a Venn diagram to show differences between their local area and the seaside, identifying lighthouses, harbour, churches and cliffs. At Key Stage 2, pupils in Years 3 and 4 make good progress in mapping skills. They find Morley on a map and explore the reasons for a settlement. They find co-ordinates on a map. Years 5 and 6 do a detailed local study. They make visits to local dales to study rivers.
88. In history, by the time they end of Key Stage 1 the pupils are developing an understanding of the passage of time. They place toys on a time line and sort pictures of electrical items into the past or the present. In Years 3 and 4 they find out about life in Roman Britain. They make

comparisons between everyday items used then and now such as combs, lamps and board games. They compare the Roman army to the British army and find out about life in the towns and the country. By the time they leave the school they also know about the Aztecs. They research a specific area about Britain in the 1940s to the present day. They study newspaper articles on fashion in the sixties, musicians such as Elvis Presley, the Beatles and sporting events such as the World Cup. They research information in books and on the CD-ROM. They have a good sense of chronology. Pupils' learning overall is good with pupils consolidating and developing their knowledge and understanding of the subjects as they proceed through the school. Their ability to research information and set down their ideas is good. Work is well presented and tidy. Pupils' attitudes towards both subjects are good. They clearly enjoy work in both subjects. They are well behaved in lessons and willing to share ideas and contribute to the discussion.

89. Teaching was only observed in geography at Key Stage 1 and it is good. Planning is good and makes good use of resources. Pupils are challenged in their thinking and in the work they produce. Questioning is used to good effect to assess pupils' work and to check pupils' understanding and knowledge. Relationships with pupils are good. The subjects are managed appropriately. Resources are satisfactory and the school makes good use of local residents and grandparents who give accounts and lend artefacts. Very good use is made of visits to historic houses and museums and good links are made with art and information technology. Pupils make friezes of the 1940's onwards and find information on Aztec head-dresses in the CD-Rom.

## **INFORMATION TECHNOLOGY**

90. Inspection evidence shows that standards are close to what can be expected nationally by the end of both key stages. The pupils have good skills in applying information technology to their work in other subjects. Most pupils have computers at home and bring good skills to their work in school. Progress throughout the school for pupils, including those with special educational needs and those who have English as a second language, is satisfactory. However, there are weaknesses brought about by the lack of space, which makes it difficult for pupils to use computers effectively. The accommodation in upper Key Stage 2 has a negative impact on pupils' learning. Consequently, pupils use the computers insufficiently. The work using painting and drawing packages is limited, an area which was praised in the last inspection.
91. Pupils in Key Stage 1 record the growth of a sunflower. They type headings and enter information on height and growth and make a bar chart. Year 2 pupils can explain to the class what they have done and show the younger pupils how to save and print their work. They use an Atlas CD-Rom and find places in the world such as Antarctica and Canada. They learn initial sounds and read from software of their reading scheme. They have controlled a programmable toy to move forward and backward along a number track and try to move to the end without falling in the pond. They name computer parts such as a floppy disk and design icons on paper. They show good concentration and perseverance and listen carefully to instructions from the teacher. However, the computers are not sited so that pupils can sit at them comfortably or use the mouse and mouse mat correctly.
92. By the end of Key Stage 2 the pupils are confident users of information technology. Pupils use CD Roms for research on topics such as Aztec art and musicians. They write up science experiments and prepare a school magazine. However, pupils in both classrooms do not have an appropriate amount of time each week to use the computer in school. Many pupils have used the Internet, but not all. Some use is made of painting software and graphics but this is insufficient and lacks depth.

93. When pupils use the computers, they work well in pairs or independently. They show care for equipment and help each other. They are interested in their work and keen to learn. Pupils display confidence in their use of the computer. They take pride in work and talk confidently about what they have done. The pupils' behaviour is good.
94. Teaching is satisfactory. Teachers have developed a sound understanding of the programmes of study. A strength is in the way that information technology is used to improve the quality of work in other curriculum areas. However, teachers are finding it difficult to plan an appropriate amount of time for pupils to spend on the computer.
95. The co-ordination of the subject is good and there is a very good three-year action plan clearly outlining the development of the subject in the short and long term. It addresses all areas of weakness identified in the inspection except for pupils' time on computers.

## MUSIC

96. Overall standards of attainment in music are typical for pupils of this age and they make satisfactory progress in their learning. Since the last inspection standards have been maintained.
97. During the inspection one lesson was observed in music at Key Stage 1 and a whole school singing practice. Scrutiny of planning and pupils' work together with discussion with pupils and teachers enabled judgements to be made.
98. By the end of Key Stage 1 pupils achieve average standards in performance, listening and appreciation of music. Composition work is less well developed. The school is aware of this and has plans to develop this aspect. Pupils are encouraged to sing rhythmically and to accompany their singing with simple actions. Teaching is satisfactory and pupils respond well to the teachers' supportive comments. Rigorous challenge to improve the quality of performance at Key Stage 1 is less well developed.
99. By the end of Key Stage 2 pupils sing to the accompaniment of an organ played by a voluntary musical helper. This enhances the quality of their singing. Pupils sing with clarity showing good pitch, rhythm and dynamics. They know the meaning of unison and harmony and practise the song 'When I'm sixty-four.' Singing is pleasant, pupils sing well together demonstrating harmony, pitch, and expression. Pupils are challenged to improve the quality of their singing by holding notes longer, this improved the song 'Just a little rain.' Composition work at Key Stage 2 is average. Pupils work in groups to create sounds to communicate a rainforest. Higher attaining pupils identify loud and soft sounds and create a simple notation to indicate the instrument played and the number of beats.
100. Higher attaining pupils receive specialist tuition for the cornet and the trombone. They make good progress in these sessions and are given appropriate tuition to improve their performance. Pupils perform in assembly for others and their skills are appreciated and celebrated by the whole school.
101. A whole school music week helped raise the profile of music within the school. Visiting artists such as the Indian steel band and the pop group helped to enrich pupils' appreciation of a range of music styles and their cultural development.

## **PHYSICAL EDUCATION**

102. Standards of attainment at both key stages meet the requirements of the programmes of study and pupils make satisfactory progress. Since the last inspection standards have been maintained. During the inspection one lesson was observed in games at Key Stage 2. Scrutiny of planning and discussion with pupils and teachers enabled judgements to be made. No teaching was observed at Key Stage 1. However, pupils do experience all aspects of physical education. Discussion with pupils revealed a good understanding of the importance of exercise in maintaining a healthy life-style. They can talk about the effect of exercise on the body.
103. By the end of Key Stage 2 pupils achieve average standards. Improved site provision would enable the pupils to achieve higher standards. Teachers are fully committed, have good subject knowledge and very competent teaching skills. They are enthusiastic and work extremely hard to give the pupils a broad experience in all aspects of physical education within the restraints of a small school. The lack of facilities means pupils are unable to develop gymnastic, dance and games' skills through regular use of on site facilities. In games pupils' throwing and catching skills are well established because teaching points are clear and given appropriately. Pupils practise throwing, catching and in cricket, running with a bat between the wickets. They respond well to guidance from professional coaches and know and practise how to slide their bat along the ground as they run towards the wicket. Pupils achieve good standards in swimming and utilise the local swimming pool regularly. Most pupils can swim twenty-five metres by the time they leave the school. Pupils are responsible and carry equipment in a safe and sensible way. The good links with science result in pupils having an above average understanding of the importance of exercise in maintaining a healthy lifestyle.
104. The school uses the local leisure centre for dance and gymnastic work for six weeks of the year. A local garden is used for games. Lack of satisfactory accommodation impedes pupils' developing work in gymnastics, dance and games for the older pupils. Accommodation within the school is unsatisfactory to fulfil the requirements of the National Curriculum. Lack of a hall and games field mean extra work and stress for teachers who work extremely hard to offer the full curriculum entitlement for pupils at the school. The school utilises the local swimming pool, leisure centre and a local resident's garden to deliver the National Curriculum. Pupils compete against other schools in football, netball, tag rugby and athletics activities. This inter-school involvement in competitive events enriches pupils' experience.

## **RELIGIOUS EDUCATION**

105. Standards of attainment are usual for pupils of this age and they make satisfactory progress in their learning of the agreed syllabus. Standards have been maintained since the last inspection.
106. During the inspection two lessons were observed, one in each key stage. Scrutiny of planning and pupils' work, together with discussion with pupils and teachers enabled judgements to be made. The school uses the local agreed syllabus as a guide to their planning.
107. Since the last inspection standards have been maintained in pupils' work and the quality of teaching. By the end of Key Stage 1 pupils achieve average standards in their learning and this reflects the satisfactory teaching observed in this subject. Teachers use questions well to check pupils' understanding of creation stories. This enables higher attaining pupils in Year 2 to talk about creation stories and recall facts about the Hindu religion. They remember the story of Sita and Ram and remember Divali festival of light. The teacher guides and encourages pupils to consider what is special to them and this effectively results in all pupils thinking carefully about the task. Pupils draw their parents and several reception children draw God. They can explain



reasons for their special choice. Pupils in Year 2 draw trees and fruit and explain that they are special because trees give off oxygen and vegetables and fruit give vitamins that are good for you. Younger pupils get fidgety and lose their focus on the lesson when sitting for too long listening to a story.

108. By the end of Key Stage 2 pupils write an article for the Jerusalem Chronicle about Jesus' betrayal. The work shows a good understanding of the events and significance of the betrayal. Pupils write their own harvest prayers and consider the significance of the millennium. Pupils compare the Aztec religion with Christianity and they design posters advertising God. They write about the Jewish faith and describe how Jews celebrate it. The teacher gives pupils freedom within a framework to research facts about other religions including Sikh, Buddhism, Judaism, Hindu and Islam. They develop an awareness of characteristic differences of religions through their initial research. Pupils are interested in their work and are keen to share their research with visiting adults. There is less emphasis on the religious significance and more on the customs and traditions and this is reflected in the pupils' work.
109. Resources are satisfactory. However, the school needs to extend the range of artefacts and resources to enrich the work of other religions. Good use is made of the local churches to enrich pupils' understanding and knowledge of local places of worship.