

INSPECTION REPORT

Stubbings Infant School

Hebden Bridge

LEA area: Calderdale

Unique reference number: 107510

Headteacher: Mrs C. Callaghan

Reporting inspector: Mrs A. Soper
OIN 18148

Dates of inspection: 22nd – 25th January 2001

Inspection number: 186295

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Infant |
| School category: | Community |
| Age range of pupils: | 3 – 7 |
| Gender of pupils: | Mixed |
| School address: | School Street Hebden Bridge West Yorkshire |
| Postcode: | HX7 8BP |
| Telephone number: | 01422 842728 |
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| Appropriate authority: | Governing Body |
| Name of chair of governors: | Mr K. Duffy |
| Date of previous inspection: | 4 th December 1995 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|-----------------|----------------------|---|---|
| 18148 | Alice Soper | Registered inspector | English Science Art and design French Music Physical education Foundation stage Equal Opportunities Special educational needs | What sort of school is it? How high are standards? How well are pupils taught? How good are the curricular and other opportunities offered to pupils? |
| 8922 | Brenda McIntosh | Lay inspector | | 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? |
| 4874 | Hugh Figgess | Team inspector | Mathematics Information and communication technology Religious education Design and technology Geography History | How well is the school led and managed? |

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REPORT CONTENTS

Page

PART A: SUMMARY OF THE REPORT

6 – 10

Information about the school
How good the school is
What the school does well
What could be improved
How the school has improved since its last inspection
Standards
Pupils' attitudes and values
Teaching and learning
Other aspects of the school
How well the school is led and managed
Parents' and carers' views of the school

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

11 – 14

The school's results and pupils' achievements
Pupils' attitudes, values and personal development

HOW WELL ARE PUPILS TAUGHT?

14 – 16

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

16 – 18

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

18 – 20

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS

20 – 21

HOW WELL IS THE SCHOOL LED AND MANAGED?

21 – 22

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22

PART C: SCHOOL DATA AND INDICATORS

23 – 26

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS

27 – 41

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Stubbings Infant School is situated in the small market town of Hebden Bridge, in the Calder Valley. The school is housed in a Grade II Listed building overlooking the town. There are four classes, including the nursery, which caters for 40 three-year-old children on a part time basis. The school's catchment area is varied. Children make good progress and by the time they begin Year 1 they attain well in all areas of learning. The number of pupils eligible for free school meals is average. The school is smaller than most schools, with 110 pupils on roll. Most pupils are from white ethnic backgrounds. There are three bilingual pupils fluent in English and another language. Seven pupils have special educational needs, which is below the national average, though the number with a Statement of Special Educational Need is above the national average.

HOW GOOD THE SCHOOL IS

This is a very effective school. It has a very good learning climate. Creativity and curiosity are effectively encouraged. Despite budget constraints, standards are good and above average in most subjects. The quality of teaching is very good and there is a shared commitment to providing a high quality of education. The leadership and management is very good and the headteacher provides excellent vision for future development. The school gives very good value for money.

What the school does well

- ◆ Standards are very good and well above average in reading and art and design.
- ◆ Standards are good and above average in most other subjects.
- ◆ Pupils' attitudes, values and personal development are very good.
- ◆ The quality of teaching and learning is very good.
- ◆ Curricular opportunities are good.
- ◆ Procedures for ensuring pupils' welfare are very good.
- ◆ There is a very good partnership with parents.
- ◆ There is very good leadership and management.

What could be improved

- ◆ Continue to improve standards and resources in mathematics.
- ◆ Some time allocations to some afternoon lessons.

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 1995. Since then, there have been staffing changes and a new headteacher was appointed at the beginning of 1999. The school roll has been steadily increasing since the end of 1999, when issues of school reorganisation in the area were resolved. Issues from the last inspection have been effectively addressed and the school has made a good improvement since 1995. Standards have improved in most subjects. Teachers now have a very consistent approach to teaching and learning. Structured play is now an integral part of the curriculum for the early years. Pupils throughout the school now have very good

opportunities for evaluating their work. There has been a strong focus on developing information and communication technology, which is continuing. Teaching time and the provision of a daily act of collective worship were successfully addressed immediately after the last inspection.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1998 | 1999 | 2000 | 2000 |
| Reading | A | B | A | A |
| Writing | A* | B | A | A |
| Mathematics | B | E | C | D |

| <i>Key</i> | |
|--------------------|----|
| very high | A* |
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| well below average | E |

The table shows that in the National Curriculum assessments in 2000 pupils' performance in reading and writing was very good and well above the national average by the end of Key Stage 1. Their performance in mathematics was satisfactory and in line with the national average. In comparison with similar schools, pupils' performance was well above average in reading and writing but below average in mathematics. Taking the three years 1998 to 2000 together, performance in reading and writing was well above average. Over the same period, performance in mathematics was below average. In 1999, the school identified and addressed the issue of some low expectations of work in mathematics. Standards improved considerably in 2000 as a direct result of the school's continuing focus on raising standards. The number of pupils attaining higher than average results in mathematics in 2000 was above the national average. In the 2000 teacher assessments, pupils achieved very well in science, where their performance was well above the national average. The school has established effective systems for assessing and monitoring pupils' progress in English and mathematics. The information is used well to set sufficiently challenging targets for the school, groups and individuals. Agreed targets have been met in English and mathematics this year.

Evidence from the current inspection shows that pupils' attainment by the end of Key Stage 1 is very good and well above average in reading and speaking and listening. It is good and above average in writing and in science. Standards are very good and well above average in art and design throughout the school. Standards are good and above average in design and technology, geography, history and physical education by the time pupils are 7. Pupils make good progress in French and music. Standards in religious education are good in relation to the agreed syllabus. Standards in mathematics and information and communication technology are satisfactory and in line with levels expected nationally by the time pupils are 7. Standards are improving in both of these subjects, as a direct result of the school's clear priorities for their development. Particular strengths are seen in pupils' literacy, their creativity and in their personal and social and emotional development. Pupils, including those with special educational needs, achieve well in relation to their prior attainment. Children surpass the early learning goals in all areas of learning by the end of the foundation stage.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Very good. Pupils show enthusiasm for learning. |
| Behaviour, in and out of classrooms | Very good. Pupils show very good self-control and are always very well behaved. |
| Personal development and relationships | Very good. Pupils show respect, responsibility and relate well to others and adults. |
| Attendance | Satisfactory. Attendance is improving but some pupils are often late. |

There are particularly positive attitudes to learning. Pupils relate very well to each other and willingly take on responsibility. Staff and pupils have very good relationships that positively support learning. The rate of unauthorised absence is improving. A few pupils' regular absence affects the school's overall attendance figures.

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years |
|----------------------|--------------------|----------------|
| Lessons seen overall | Very good. | Very 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 quality of teaching is very good. During the inspection, 53 per cent of lessons were judged to be very good, 37 per cent were good and 10 per cent were satisfactory. The quality of teaching has improved considerably since the last inspection. The school greatly benefits from teachers' shared commitment to providing the high quality of education that has a strong impact on pupils' achievements. Particular strengths in the teaching include their wholehearted involvement in continuous improvement. Staff, including the good quality support staff, share their expertise and skills, undergo training to help improve provision and willingly take part in the school's evaluation processes. Lessons are carefully planned and often imaginatively taught, making best use of all available resources. Support staff and voluntary helpers are deployed effectively. Expectations are high and teachers and support staff provide good role models for pupils. Pupils are encouraged to develop independence, to develop their own ideas and to ask and answer questions. Literacy skills are taught very well across the school. The quality of teaching in English is very good and teachers implement the literacy strategy well. Numeracy skills are taught well, supported by the school's work on raising standards in mathematics. The numeracy strategy is well planned and the quality of teaching in mathematics is good. The needs of all pupils, including those with special educational needs, are met well through the careful monitoring of their academic and personal progress. Pupils generally make good progress in lessons, particularly where activities are very carefully matched to their differing prior attainment. Priorities for improvement, such as mathematics and information and communication technology, are well under way and are addressing the few instances where pupils do not learn as effectively as they might. In a very few instances, the time allocated to some lessons in the afternoon sessions was too long to ensure that all pupils maintained concentration.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Good. The school is successfully establishing a good foundation curriculum. The Key Stage 1 curriculum is enhanced by the contribution of members of the community. French is taught to all pupils. There is a strong focus on personal and social education. |
| Provision for pupils with special educational needs | Very good. There are very effective identification and monitoring systems. Very good use is made of pupils' individual education plans to inform teaching and learning. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. Pupils are encouraged to reflect on life and various events and issues. The very good ethos and well planned curriculum actively promote pupils' very good social, cultural and moral development. |
| How well the school cares for its pupils | Very good. There is very good personal support and systems for monitoring academic progress are good. |

The school works very well in partnership with parents. Communication is very effective between school and parents, whose views and involvement are always valued. The foundation stage is well planned and organised and the Key Stage 1 curriculum carefully builds upon pupils' prior learning. Personal and social education features prominently and further opportunities to develop an awareness of citizenship are currently being planned. The school cares very well for its pupils and continues to develop effective methods of tracking their progress in all subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Very good. The headteacher provides excellent educational direction. She is well supported by staff with management responsibilities. |
| How well the governors fulfil their responsibilities | Very good. The governing body effectively fulfils its statutory duties. It has a very good understanding of the school's strengths and weaknesses and takes a very active role in shaping the direction of the school. |
| The school's evaluation of its performance | Very good systems are in place to evaluate performance. Detailed audits are undertaken and close analyses are made of its performance. |
| The strategic use of resources | The school makes very good use of resources, including specific grant and other funding. |

There is an appropriate number of teachers and non-teaching staff. The school benefits greatly from additional voluntary help from members of the community. The accommodation is adequate, though some parts of the building are awaiting repair. Members of the community and school staff have successfully enhanced the interior of the building to provide a stimulating learning environment. Budget constraints have limited the extent to which some subjects have been resourced. The school benefits greatly from its very effective leadership and management. The school's aims and values are intrinsic in its work and there is a very positive ethos. The principles of best value are very effectively applied.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none">◆ Their children enjoy school and make good progress.◆ The school is led well and they are welcomed.◆ The teaching is good.◆ There is a caring atmosphere. | <ul style="list-style-type: none">◆ Activities outside lessons. |

Inspectors agree with parents' positive comments. This is a very effective school. The school identified the need to increase extra-curricular activities, which are now in place. The school provides a good range of activities outside lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In 2000, pupils' performance in the National Curriculum assessments was very good and well above the national average in reading and writing. Their performance in mathematics was satisfactory and in line with the national average. In comparison with similar schools, performance in reading and writing was well above average, though performance in mathematics was below average. Over the last five years there has been a trend of higher than average performance in reading and writing. Results in mathematics have differed from the national trend, showing a downward trend in performance between 1996 and 1999. Considerable improvement was made between 1999 and 2000, where pupils' attainment progressed from being well below average to satisfactory. A good proportion of pupils achieved higher than average levels in 2000. This was successfully achieved through the school's recognition of the acute need to review the provision and to raise teachers' expectations. Teacher assessments in science show that pupils attained very well in 2000. Their performance was well above the national average.
2. Evidence from the current inspection confirms that pupils attain very well and well above average in reading. From the very good start in the foundation stage, pupils make very good progress in all aspects of reading, including reading for information. The quality of the teaching, the strong focus on literacy across the curriculum and parental support have a strong impact on pupils' achievement. Standards in writing are good and just above average, though a significant number of pupils are likely to achieve very well and well above average in the 2001 national assessments. This differs slightly from results in 2000 but does not indicate a downward trend. It reflects the nature of the cohort and pupils' differing prior attainment. Speaking and listening skills are very good when children begin school and pupils continue to develop these very well throughout the school. Their contributions are always sought, particularly in lesson introductions and plenary times. Very good opportunities are provided for discussion and pupils' views and suggestions are valued. The school's aims include the encouragement of curiosity and independence. These aims are very well achieved through the opportunities provided across the curriculum for speaking and listening.
3. Pupils attain satisfactory standards in mathematics by the end of the Key Stage 1. The provision for mathematics has been, and still remains, a priority for improvement. Considerable work has been done to ensure the National Numeracy Strategy is implemented effectively and that expectations are high enough. This is having a positive impact on raising standards, such as seen in pupils' greatly improved performance in the 2000 national assessments. Planning has improved and now ensures that work caters for pupils with differing prior attainment. Pupils are now making good progress across the school.
4. Standards in science are good and above average. Pupils investigate effectively, questioning, researching and recording their findings in different ways. Knowledge and skills are acquired through modules that incorporate different subjects, reinforcing pupils' learning by the use of meaningful contexts. A good example was seen where Year 1 pupils' study of materials was related to the story, "The Iron Man".
5. Information and communication technology has featured prominently in the school's plan for improvement over the last year. Considerable progress has been made in the provision, including increased resources and staff training. A good impact has been made in improving standards in the foundation stage, where children make good progress. This has yet to work through to the end of Key Stage 1, though standards are currently satisfactory. A few pupils attain well and above average by the end of Year 2.

Despite donations of equipment, the school's resources are still limited due to budget constraints, though further improvements are planned for the next financial year when more funds are likely to become available.

6. Standards are good in religious education in relation to the agreed syllabus and pupils make very good progress. They know that there are different faiths and religions, both in their own country and across the world. Pupils are aware of life's issues and discuss feelings, events and the effects of various influences on their lives. They have very good spiritual, moral, social and cultural awareness.

7. The provision for art and design is one of the school's strengths, contributing greatly to pupils' very good achievement. Staff are creative and the school benefits from the additional support it receives from artistic members of the local community. Pupils learn a wide range of skills, including sculpture, painting, drawing and embroidery, and they are effectively encouraged to observe closely and to use their imagination. The school's interior is a virtual gallery of colour and design!

8. Pupils achieve well in all other subjects. In design and technology, which is very closely linked to art and design, pupils select appropriate materials to make their products. They require little support in making their choices often showing independence and flair. In geography and history, pupils have good understanding of countries of the world, weather and human influences. They have a good understanding of the past and know that there are different sources of evidence, some more reliable than others. Music permeates much of the school's work and pupils benefit from expertise shown by several staff in the subject. Pupils make good progress in music. Standards in physical education are good. Pupils understand the effect of exercise on their bodies, they perform well and work effectively as members of a team. Good progress is made in French, which was introduced into the curriculum within the last 18 months. The very good scheme for French and the headteacher's skilled teaching methods ensure that pupils not only learn the language but that they thoroughly enjoy it!

9. In the foundation stage, children quickly settle to routines and develop increasing independence. They make very good progress in their personal, social and emotional development and in communication, language and literacy. They make good progress in all other areas of learning, supported by the well planned and organised activities provided for them. Children choose activities, play well together and respond well to the teacher and nursery nurse. The successfully established foundation stage curriculum ensures children's good progress along the "stepping stones" of development. The teacher and the nursery nurse provide stimulating experiences and there is a high level of communication between children and staff that nurtures children's growing self confidence.

10. Throughout the school, pupils with special educational needs have very good provision, enabling them to make good progress. Pupils identified as requiring additional literacy support make good progress, being effectively supported by non-teaching staff and parents, such as those involved in the "Better Reading" partnership. Pupils with higher prior attainment are sufficiently challenged in most work and they make good progress. Extension classes in literacy have a good impact on helping these children reach their potential. Overall, the school's aims of ensuring pupils achieve as well as they might are being effectively achieved in most subjects. The improvements planned and being developed for subjects such as mathematics and information and communication technology are good and are likely to be very successful in further raising standards.

Pupils' attitudes, values and personal development

11. Pupils' behaviour and attitudes to school and their learning are of a very high standard and are a strength of the school. All staff have consistently high expectations of pupils' attitudes and behaviour. This contributes considerably to the very pleasant, welcoming community in which learning is supported. The

school has developed a positive, stimulating environment for learning which can be seen in classrooms, assemblies and in the relationships between pupils and adults. Pupils enjoy being in school and they respond very well to the praise and encouragement that enables them to grow in self-confidence and independence. Parents' positive views of pupils' behaviour and enthusiasm endorse the school's efforts.

12. Children in the nursery and reception class quickly gain an understanding of school routines and expectations. Encouragement to develop ideas and responsibility impacts well on children's learning. They respond positively to the encouraging environment and their behaviour is very good. Children are enthusiastic about their work and are always busy and engrossed in their activities. They show independence such as when making models, painting and storing these to dry when they have finished. Children are keen to talk about their tasks and confidently explain what they are doing. When handling books they turn pages carefully, making an attempt to read each page. At the end of lessons children know it is their responsibility to clear resources away and they do this spontaneously.

13. All pupils, including those with special educational needs, have very good attitudes to their learning. They are highly motivated, particularly when the work is interesting and exciting and provides a degree of challenge. Pupils enjoy mathematics and respond well to the challenging oral sessions, quickly tackling problems in a variety of ways. They explain their preferred methods of working things out with ease and confidence. Pupils settle quickly to tasks, working equally well either individually or in small groups. They concentrate and persevere with tasks. They are keen to learn and this plays an important part in the progress they make. They are confident and fluent when expressing their views and giving their own opinions. For example, after watching a group of children using models to retell the story of *The Three Billy Goats Gruff*, the rest of the class expressed their opinions about the performance and said which parts they had liked best. Many chose the voices because "they sounded like real characters". In many lessons, good quality teaching combined with pupils' very positive attitudes creates an effective learning atmosphere. Throughout the school, pupils show care for the environment and the resources they use.

14. Pupils' behaviour is very good and often exemplary. No inappropriate behaviour was seen during the inspection. When moving around the building, pupils are orderly and sensible. In lessons, the very good behaviour is a positive feature and contributes well to their learning. During playtimes, pupils mix well and play together in a friendly way. They make good use of the play equipment provided at lunchtimes. The playground area provides very limited space for pupils to move around with ease, but, nevertheless, they manage very well, showing a good awareness of and consideration for others.

15. Relationships throughout the school are of a very high standard, helping to achieve a positive work ethos in which pupils collaborate and learn well. Pupils are friendly, polite and helpful to adults. They give good support and encouragement to each other. Every opportunity is taken to share and celebrate each other's successes and achievements. Pupils have a good rapport with their teachers and this benefits their learning. The school is a happy, welcoming community and parents agree that any incidents of bullying that may occasionally occur are quickly and effectively resolved. Pupils with special educational needs are very well integrated into school life.

16. Pupils' personal and social skills are very good. Pupils are encouraged to take responsibility for their own learning such as in organising their own materials and learning to accept suggestions for improvement to their work. Pupils display good self-discipline and social skills on occasions such as lunchtime and when having their milk. Assemblies are used effectively to acknowledge pupils' good work and efforts and each class takes a turn in sharing what they have found out about the weekly theme. They respond well to the many opportunities given for taking responsibilities, such as being class leaders, organising the milk each day and self-registering at the beginning of each session. The responsibilities effectively develop independence and are

successful in helping the youngest children learn to recognise their own names. Children proudly wear their badges when they are helping and carry out their tasks conscientiously.

17. Attendance is satisfactory and is improving. Parents confirm overwhelmingly that their children enjoy coming to school. The incidence of unauthorised absences has improved significantly and is largely due to a very small number of children whose attendance is poor. Attendance and lateness is closely monitored each week. Despite the school's efforts in emphasising the importance of arriving at school on time, there are still regular instances of children being brought to school after lessons have begun.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching is very good. During the inspection 53 per cent of lessons were judged to be very good, 37 per cent were good and 10 per cent were satisfactory. The quality of teaching has improved considerably since the last inspection. The school greatly benefits from teachers' shared commitment to providing the high quality of education that has a strong impact on pupils' achievements.

19. Teachers are deployed well. The headteacher shares teaching in the Year 1 class with a part-time teacher who is almost completing her probationary period. The nursery teacher has had many years' experience running playgroups. Other teachers are also well qualified and experienced. The school greatly benefits from the high quality non-teaching staff who contribute well to lessons.

20. Teaching in the foundation stage is very good. In both the nursery and in the reception class, teachers and non-teaching staff complement each other effectively. They share planning, organisation and teaching and all provide a caring and encouraging approach to learning. Staff have carefully followed guidance on establishing the foundation years' curriculum to provide a wealth of good opportunities and experiences for the children. Classrooms are well organised with many learning areas for children to make their choices. Staff guide and support children skilfully, using well planned objectives to develop skills and understanding and to monitor children's progress. Parents and children are welcomed each day and children show enthusiasm for school.

21. English is taught very well throughout the school. Teachers have good subject knowledge and their consistent planning ensures continuity and progression across the school. All teachers plan work to meet the needs of pupils with differing prior attainment. They are ably supported by the co-ordinator when planning for pupils with special educational needs. Challenging and extending activities are provided for pupils with higher prior attainment. Teachers and non-teaching staff are equally familiar with lesson objectives and pupils' differing needs. They complement each other well in lessons, giving effective guidance and support to all pupils. Parents make a significant contribution to pupils' achievement in reading. They frequently read with their children at home, in morning reading periods in the school and several take part in the "Better Reading" partnership. Pupils have regular opportunities to use the library, whose layout and organisation they know well. Writing is taught well. There is a range of purposes and pupils are encouraged to write for many different audiences. The school's introduction of a cursive form of handwriting has had a positive impact on improving fluency, spelling and presentation. A minor weakness is the insufficient focus on ensuring that the youngest children acquire an appropriate pencil grip. This restricts some children's handwriting fluency.

22. The teaching of mathematics has been the school's main focus in recent years, following a careful analysis of pupils' performance. In particular, the school identified that some expectations were not high enough in some classes. The numeracy strategy has been very carefully established as part of the school's

concerted drive to improve standards and the quality of teaching. Teachers benefit from clear guidance and support, which is having a positive impact on raising standards. As in English, a system of benchmarking has been effectively organised to monitor pupils' progress and to determine where there may be any problems. This helps teachers to organise groups and to plan work for pupils with differing prior attainment. During the inspection the teaching was at least satisfactory and often good. It was sometimes very good. The headteacher and co-ordinator continue to regularly monitor and evaluate lessons and standards and good progress is being made in improving the provision for the subject.

23. Teachers' very good subject knowledge has a strong impact on pupils' achievement. Their expertise is shared both informally and at staff meetings. Staff attend courses to further enhance their professional knowledge, such as in undergoing training in information and communication technology. Several members of staff have expertise in music and art and design, which enhances the experiences provided for pupils. The school plans much of its work through modules, which have a particular subject focus. In this way, teachers' very good subject knowledge is often used to link work imaginatively across the curriculum. This provides reinforcement for learning and promotes pupils' interest and enthusiasm

24. Planning is very good. The staff have a consistent approach to planning, ensuring continuity and progression across the school. There has been a strong emphasis on establishing the foundation stage programme and on planning for the new Key Stage 1 curriculum. All teachers' plans show clear learning objectives and they ensure work meets the needs of all pupils, taking into account their prior learning. Learning objectives are made clear to pupils, who are subsequently fully involved in evaluating their success in relation to lesson objectives. This effectively supports their knowledge of their own learning and their increasing independence.

25. Teaching methods, including the management of pupils, are very good. Teachers use a wide range of strategies to promote and sustain pupils' interest. Introductions, explanations and demonstrations are very good and teachers ask skilful questions to ensure understanding. They have good understanding of the needs of pupils with special educational needs, adapting work sensitively to enable these pupils to succeed. When asking questions, for example, teachers adapt their language well, making sure that those with lower prior attainment understand. Similarly, pupils with higher prior attainment are often challenged by more complex questions. They are encouraged to extend their learning, through, for example, undertaking independent research to answer more challenging questions. The very good relationships between staff and pupils ensure that there is a good working atmosphere in the school. Pupils are managed very well and they work conscientiously. They are always encouraged to investigate and enquire and they respond well to the many opportunities to use their imagination.

26. Support staff are deployed very well across the school. Teachers and support staff plan collaboratively and work effectively together. Support staff are included in staff meetings and training and are familiar with methods required to support pupils with differing prior attainment. Pupils, including those with special educational needs, receive very good support from all staff. Support staff throughout the school also contribute to assessment. They help to monitor and record pupils' progress on a day-to-day basis. The school benefits greatly from the many volunteers from the community who help in lessons. Consequently, pupils often receive well-targeted and sensitive support, enabling them to make good progress.

27. Time and resources are generally used efficiently. Literacy and numeracy hours are well organised and most afternoon periods are allocated to developing other subjects. On one or two occasions, too much time was spent on some activities and some pupils became restless. There are some limitations in the school's resources due to its limited budget but pupils' learning is generally not adversely affected. Teachers often supplement shortages by bringing and making their own resources to ensure pupils learn effectively. The

limited outdoor play area is used well by the nursery and reception classes to provide outdoor play experiences. Similarly, the school hall is used well by the school for physical education. Teachers ensure that pupils have clear understanding of safety rules and they use the available space well.

28. Teachers make good use of assessment to inform future work. All teachers maintain files showing pupils' achievement and progress. Teaching groups are clearly identified and information is used well when planning work for all pupils, including those with special educational needs. The school has worked hard to establish consistent approaches to ongoing assessment. Pupils' work is marked efficiently. Pupils benefit from constructive criticism about their work and they are encouraged to talk about ways in which they might improve.

29. Pupils with special educational needs are taught very well. They are very effectively integrated into school life and make good progress. Individual education plans are used well to inform teaching and to set small steps for further improvement. Teachers keep parents well informed about their children's progress. As an additional supportive gesture, the headteacher has helped parents to establish a group that provides a forum for them to discuss their children's needs. This a school that successfully promotes social inclusion and equal opportunities.

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

30. The school provides a good range of curricular and other opportunities. All subjects of the National Curriculum and religious education are taught at Key Stage 1 and they have suitable time allocations. In addition, the school teaches French to all pupils, including children in the foundation stage. Most recently, as part of the school's plans to incorporate citizenship into the curriculum, some classes have been learning about personal and social issues, through lessons that focus on pupils' views and ideas. These lessons are to be extended to all classes in the near future. The school's curriculum is presented in stimulating, as well as structured ways, providing for very good achievement in most subjects.

31. In the foundation stage classes, teachers are successfully establishing the new foundation curriculum, which places emphasis on the development of skills through small steps in the early areas of learning. There is a strong focus on the development of children's personal, social and emotional development, which permeates all activities. The issue of providing opportunities for learning through structured play has been very effectively addressed since the last inspection. The foundation curriculum is skilfully planned and developed, providing activities that ensure children make at least good progress in most areas of learning, with very good progress in their personal, social and emotional development and in communication, language and literacy. Nursery and reception teachers and support staff are fully involved in planning and teaching.

32. Throughout the school, a wealth of worthwhile opportunities is provided for pupils to ensure that their interests, aptitudes and particular needs are met. Lessons are developed through modules, which focus on a particular topic. Teachers share ideas and resources for these modules, by contributing to centrally stored resource boxes. The strategies for teaching literacy skills are very effective. As well as providing well-planned literacy hours for the discrete teaching of English, basic skills are skilfully reinforced throughout other lessons. Strategies for teaching basic numeracy skills are good and are improving further as a direct result of the school's focus on raising standards in mathematics.

33. There is very good provision for pupils with special educational needs, including those with a Statement of Special Educational Need. Pupils benefit greatly from the school's well organised system for identifying their needs and its detailed planning and adaptation of work. Individual education plans are closely

followed and pupils' progress is carefully monitored. Each teacher has a special book that records in detail these pupils' achievements and ongoing needs. The special educational needs co-ordinator helps teachers to devise individual plans and staff training is provided to enhance teachers' expertise. In addition, the headteacher initiated a parents' support group for those with children with special educational needs. This provides parents with a forum to talk about their concerns and to support them in helping their children. Pupils with higher prior attainment are well provided for. Work is carefully planned to challenge and extend pupils' learning and there are extension classes for these pupils in literacy and numeracy.

35. The school provides enrichment through its extra-curricular provision. Sports will include football and a "Fit Kids Club". Most recently, the school has introduced rugby coaching. There is a drumming workshop, which is enthusiastically supported. In addition, the success of the recent craft workshop has created demand for regular Saturday workshops where parents and their children can attend together.

36. Foremost in the school's ethos is the strong emphasis placed on equality of access and opportunity for all. This is reflected in the care taken to know and nurture each child and the very good procedures for monitoring and supporting pupils' personal development. There is a strong focus on learning through encouragement to create, enquire and explore and all contributions are valued. Pupils' progress is monitored closely and there are good procedures for supporting them. The school is concerned that it cannot provide access for the disabled.

37. The school very effectively promotes pupils' personal, social and health education. School aims are positive and are very clearly defined in the school's policies. One aim is to help pupils to get along with each other and this is successfully achieved through such activities as drama and storytelling. The school positively encourages pupils to consider and respect each other, irrespective of sex, race, culture or disability. Another aim is to ensure that school is enjoyable, by providing topics that are relevant and interesting and by including a range of visits and visitors to promote pupils' enthusiasm. Health education is taught through topics and pupils are encouraged to learn about health issues as part of work in science and a broader programme of personal, social and health education. A healthy lifestyle is promoted, being supported also by the kitchen staff, whose menus are prominently displayed in the entrance areas to the school.

38. There are very good links with the community, which contribute well to pupils' learning. Pupils benefit greatly from contributions from members of the community who frequently share their expertise in such fields as art, craft, music and literature. Work produced as a result of their involvement is magnificently displayed throughout the school, creating a very lively and stimulating learning environment. Pupils regularly take part in an arts festival, there are many musical events and they visit a wide range of places of interest, such as a science museum, library, farm and a boat trip along the local canal. The deputy headteacher's exchange with a teacher from Australia has led to enriching opportunities to link with pupils from the school in Australia using the Internet.

39. The "School's Out" club which operates before and after school in the hall supports the school by providing further enriching activities. There are very effective links with the "School's Out" club and other local infant and junior schools. The school has been proactive in developing links with local schools for curriculum support, festivals and events, which greatly enrich the curricular opportunities provided.

40. The provision for pupils' spiritual, moral, social and cultural development is very good. Pupils are given many opportunities to reflect on issues, such as when looking at the natural environment, contributing to discussions about relevant issues and during assemblies. During the week of the inspection, assemblies concentrated on Chinese New Year. Pupils were given very good opportunities to reflect on customs and beliefs and to experience awe and wonder, such as when seeing the "Dragon" and learning about "lucky"

colours and numbers. Special occasions, such as weddings and birthdays are celebrated and pupils learn about a wide variety of cultures. The strong focus on art and music contributes considerably to pupils' spiritual and cultural development. Religious education lessons include good discussions about different faiths, supporting pupils' multiracial and multicultural awareness.

41. Pupils' moral and social development is well provided for, through the very good ethos which promotes positive relationships and attitudes. Pupils have written a school creed, which is used in assemblies and at other special times. They understand the difference between right and wrong and willingly take on responsibilities within their classrooms and around the school. The youngest three year old children in the nursery already sensibly share responsibilities such as acting as leader for the day. Rewards are given for good behaviour and staff consistently make positive comments about pupils' contributions. Citizenship is a major focus for the school in 2001 and there are plans in place to establish a school's council to enable pupils to express their views and suggestions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school has established a calm, caring and supportive environment for its pupils. Personal support for the pupils is very good and they readily turn to staff for help, which has a positive effect on their learning and attitudes to work. Parents appreciate the care and support the school offers their children and feel they can discuss concerns at any time. There are good procedures and practices to ensure pupils' welfare and safety. Daily routines are well organised and run smoothly, so that pupils develop confidence and security. Pupils' medical needs are well catered for. Staff have received advice in dealing with paediatric emergencies and now feel confident in dealing with incidents should they arise. There is a suitable health and safety policy with effective procedures to carry out inspections and risk assessments of the school premises. There are outstanding building repairs, highlighted in the risk assessment report, that are still to be addressed to ensure all health and safety requirements are met. Pupils are supervised effectively during playtimes and the lunch break. Child protection procedures are firmly in place and all staff are fully aware of the requirements. They are attentive and conscientious in their approach to the proper support of the children in their care.

43. Pupils' behaviour is very good because staff manage them consistently throughout the school. Staff have high expectations of pupils' behaviour and use praise and encouragement well to positively reinforce good behaviour. The school promotes praise for good effort and behaviour by the regular celebration of individual achievements both in class and in assemblies. The children have written a school creed, which reflects the aims of the school and is used in assemblies and during other special times. Midday supervisory staff maintain good order and provide good support at lunchtime, which ensures pupils' very good behaviour and safety.

44. Procedures for monitoring and promoting good attendance are very effective. Attendance is monitored on a weekly and daily basis and any pupils who are beginning to establish poor patterns of attendance and punctuality are identified as soon as possible, with appropriate action being taken. Through careful monitoring, the levels of unauthorised absence and number of pupils arriving at school late have improved. The school receives good support from the educational welfare officer who works closely with parents and pupils to ensure their attendance improves.

45. Assessment procedures are good overall, with very good systems for the assessment of pupils' attainment in English and mathematics. The school has developed a very useful benchmarking system for assessing achievement in reading, writing and mathematics. The system gives immediate information on pupils' achievements and weaknesses and helps to organise teaching groups. Information collected is used effectively

to inform teaching, target underachievement and extend more able pupils. Benchmarking begins in the nursery and enables the school to identify trends and to track individual children and cohorts on a termly basis. Staff regularly moderate work and monitor progress from one year group to the next. A significant feature of the assessment procedures is the consistency of their use across the school. All staff have an assessment timetable to ensure assessments are planned for throughout the term. At the end of each term, data is analysed in detail, which gives a very clear view of pupils' achievements and what is going on in school. In other subjects systems are being developed by determining key elements in the schemes of work and using the learning objectives as a focus for assessment. In the nursery, there is ongoing assessment and recording to monitor children's development. Staff are currently trialing various methods of assessment to ensure the needs of the foundation stage are met and that children have reached an acceptable stage of development.

46. The use of assessment to inform curriculum planning and match work to pupils' varying needs is very good. Pupils are actively encouraged to have an active role in their own learning and development and do this very well in a variety of ways. Targets are shared with pupils and their parents so they can improve or build upon previous learning. Pupils make good self-assessments on how they feel they have achieved over the year. These are included in the end of year reports. They are also involved in choosing work samples for their "I Can" books, which show development in different areas of the curriculum. Portfolios and work samples are moderated each term to ensure standards are consistent throughout the school.

47. There are very good procedures for monitoring and supporting pupils' personal development. Support staff are used effectively and have a very good impact on raising the achievements of groups or individual pupils. Parents rightly value their contribution. Assessments of pupils' personal qualities are recorded. These include their attitudes, behaviour and attendance, which are reported to parents in the end of year reports. The school is most successful in valuing pupils' achievements and celebrates their successes in the weekly good work assemblies. There are clear procedures for the early identification of pupils with special educational needs. The provision is very good and pupils make very good progress. They receive very good, consistent support. Pupils with a Statement of Special Educational Need each have a green book which contains individual planning and monitoring for each child. This is an effective system for tracking all progress made.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The partnership with parents enriches pupils' learning experiences and makes a very good contribution to the standards attained. Parents' views show that they are extremely supportive of the school. The good number who attended the meeting prior to the inspection and who returned questionnaires demonstrated their support. Over recent years, staff, parents, pupils and governors have worked tirelessly together to overcome several problems, including the threat of potential closure, to prove what a good school this is. Parents have a very clear view that this is a well led, very welcoming, approachable school where teaching is good and pupils make good progress. Inspection evidence supports the many positive features identified by parents. A number of parents responding to the questionnaire expressed concern about the range of provision for activities outside lessons. Their concerns are already being addressed and the school is developing after school activities that include family craft workshops, where parents and pupils can work together.

49. The school provides an impressive range of information for parents and encourages them to become actively involved in their children's work. Information is very well presented and written in a friendly way. Good use is made of the many notice boards around the school to ensure parents are aware of all the latest information. As soon as parents approach the school they are encouraged to take an active part in its life and their child's education. Good information about the school's daily life and events is available in the

prospectus, governors' annual report and headteacher's newsletters. The school holds many meetings for parents to keep them informed about curriculum and current developments. A good number of parents attend these meetings. Class teachers provide very detailed newsletters each half term showing work that will be taught. They also write fortnightly homework newsletters, which also give parents ideas on how to support their child's learning at home.

50. Pupils' annual reports give good information about attainment and progress, clearly identifying their strengths and weaknesses. There are very good opportunities, formal and informal, for parents to meet with teachers to discuss their child's progress. Parental attendance at progress meetings is good. The school works closely with parents of pupils with special educational needs and initiated a support group to help those parents who have any concerns. Parents are kept well informed about their children's progress and receive copies of their individual educational plans.

51. The school has established very effective relationships with parents in order to involve them in their child's learning. A major contributory factor to this is through continuous consultation with parents, responding to their suggestions and understanding their needs, such as providing an afternoon good work assembly for the afternoon nursery parents. Some issues are addressed as a whole school community, with parents themselves becoming involved in solving the problem, such as in the development of the outdoor environment. Parental involvement has a significant impact on pupils' learning and the work of the school. A good number of parents help regularly in class and many more are willing to help on educational visits. They are effectively deployed in the classrooms making a positive contribution to the standards attained.

52. The thriving parent, teacher association is very supportive of the school. Parents are very generous in their support of the fund-raising events held each year and help to raise a substantial amount of money for school funds. The money raised has proved invaluable and has paid for the redecoration of the school over the last two years. School productions and class assemblies are very popular and extremely well attended by parents. Parents are happy to support their child when work is sent home and appreciate the guidance and ideas they are given for helping at home. Parents like listening to their children read. The early morning reading session is very well supported by parents and ensures that all children in school have a chance to read to an adult each day. Parents appreciate the "School's Out" club and as a result of their feedback, the committee is now exploring the viability of holiday care.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The quality of leadership of the headteacher, governors and key staff is very good. This is a good improvement since the last inspection. The headteacher provides dynamic and inspirational leadership. She has an excellent vision for the school, which is reflected in its aims. This is shared by staff and governors and guides the work of the school with great clarity. The shared vision contributes to the very strong commitment to equality of opportunity, the very good relationships and caring ethos that are valued by parents. Governors are very well informed and discharge their statutory duties very effectively. The governing body includes experienced, skilled and very involved governors who recognise and celebrate the school's achievements. They have a clear appreciation of the areas that need to be developed further to enable the rate of improvement to be maintained.

54. The school is very well managed. Responsibilities are delegated efficiently and staff receive training which is very effectively identified through the school development planning process. Subject co-ordinators make a valuable contribution to raising standards. The induction and training of new staff is well organised. It enables new staff to adjust to school routines and provides the opportunity for them to quickly become an

integral member of the staff team. Clearly understood policies are consistently applied and contribute to the smooth running of the school. There is efficient day-to-day administration that supports the work of the school. Good use is made of information and communication technology for communication with parents, the storage of data and for planning and managing the budget. External advice is purchased from the local education authority to support this process. The school has been operating with a limited budget. The limited funds have been carefully prioritised, often requiring difficult decisions to be made. Secure accounting systems produce accurate and useful management information that reflects the principles of best value. Specific grant is used very effectively for its designated purpose and to help meet the schools' priorities.

55. The accommodation is adequate. It has been improved by the effective action of the staff and governors who seek creative ways of resolving problems, such as redecorating areas of the school with a limited budget. The windows are due to be replaced within the next few months at no cost to the school. The very high standards of display have a great impact on the appearance of the school. The headteacher and governors constantly seek realistic ways of developing the accommodation further. Members of the local community have provided funding for some essential improvements. There are outstanding repairs that need to be undertaken to ensure that all aspects of the accommodation are satisfactory. The school has identified these issues but has been unable to finance the necessary repairs.

56. The level of resources is satisfactory. The limited budget has restricted the purchase of new resources and only those of greatest priority have been purchased. The school has been generously supported by parents, members of the community and the creative talents and goodwill of staff to provide good quality resources which have an impact on pupils' progress in lessons. There is an appropriate number of teachers whose qualifications and experience meet the needs of the school. The quality of teachers' work is enhanced by regular professional development, much of which is provided within the school itself. Support staff are deployed effectively. They are very clear about their own roles and make a very good contribution to the quality of education provided. The headteacher and governors have worked together to develop an effective strategy for appraisal and performance management and are currently making arrangements for the implementation of the new policy.

57. The school has effective procedures for reviewing its work. Pupils' progress and the quality of teaching are both monitored thoroughly and regularly in areas of greatest priority. The headteacher and many teaching staff know the school's strengths and weaknesses well. This knowledge has enabled the school to bring about improvements in the quality of assessment of pupils' work and to teaching. This has helped to raise standards in many subject areas. This has not happened as yet in mathematics where improvements in standards have not kept pace with those of other schools. The procedures for development planning are very good. The development plan is prioritised, identifies resources and is very focused on pupil attainment and progress. The shared commitment to improvement is very good and provides a strong foundation for continuing success.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further raise standards and the quality of education, the governing body, headteacher and staff should:

- ◆ continue with existing plans to further raise standards in mathematics by;
 - *providing an additional scheme for mathematics to support pupils with lower prior attainment;*
 - *further improving resources for teaching and learning in mathematics;*

(paragraphs 3, 22, 27, 32, 77, 81, 84 and 85)

- ◆ review some time allocations to some afternoon lessons by:
 - *reviewing the length of time allocated to foundation subjects in the afternoon to ensure it is appropriate to the age and prior attainment of pupils and further improves their quality of learning.*

(paragraphs 27 and 90)

In addition to the key issues above, the school should include the following less important weakness in its action plan. This is included in paragraphs

- ◆ review the methods by which pupils with higher prior attainment select reading books.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 40 |
| Number of discussions with staff, governors, other adults and pupils | 30 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 53 | 37 | 10 | 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

Pupils on the school's roll

| | Nursery | YR – Y2 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 16 | 77 |
| Number of full-time pupils known to be eligible for free school meals | 0 | 10 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y2 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 2 |
| Number of pupils on the school's special educational needs register | 0 | 7 |

English as an additional language

| | Number of pupils |
|---|------------------|
| Number of pupils with English as an additional language | 0 |

Pupil mobility in the last school year

| | Number of pupils |
|--|------------------|
| Pupils who joined the school other than at the usual time of first admission | 5 |
| Pupils who left the school other than at the usual time of leaving | 1 |

Attendance

Authorised absence

| | % |
|-------------|-----|
| School data | 5.1 |

Unauthorised absence

| | % |
|-------------|-----|
| School data | 0.2 |

| | |
|---------------------------|-----|
| National comparative data | 5.2 |
|---------------------------|-----|

| | |
|---------------------------|-----|
| 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

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2000 | 16 | 13 | 29 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|--|----------|----------------|----------------|--------------------|
| Numbers of pupils at NC level 2 and above | Boys | 12 | 12 | 12 |
| | Girls | 13 | 12 | 12 |
| | Total | 25 | 24 | 24 |
| Percentage of pupils at NC level 2 or above | School | 86 (88) | 83 (88) | 83 (67) |
| | National | 84 (82) | 85 (83) | 90 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------------|--------------------|----------------|
| Numbers of pupils at NC level 2 and above | Boys | 12 | 12 | 13 |
| | Girls | 13 | 12 | 12 |
| | Total | 25 | 24 | 25 |
| Percentage of pupils at NC level 2 or above | School | 86 (88) | 83 (88) | 86 (88) |
| | National | 84 (82) | 88 (86) | 88 (87) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 1 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 56 |
| Any other minority ethnic group | 1 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y2

| | |
|--|--------|
| Total number of qualified teachers (FTE) | 3.5 |
| Number of pupils per qualified teacher | 22 : 1 |
| Average class size | 25.7 |

Education support staff: YR – Y2

| | |
|---|----|
| Total number of education support staff | 7 |
| Total aggregate hours worked per week | 95 |

Qualified teachers and support staff: nursery

| | |
|--|--------|
| Total number of qualified teachers (FTE) | 1 |
| Number of pupils per qualified teacher | 16 : 1 |

| | |
|---|------|
| Total number of education support staff | 1 |
| Total aggregate hours worked per week | 32.5 |

| | |
|--------------------------------|---|
| Number of pupils per FTE adult | 8 |
|--------------------------------|---|

FTE means full-time equivalent.

Financial information

| | |
|--|---------|
| Financial year | 1999/00 |
| | £ |
| Total income | 222,649 |
| Total expenditure | 224,672 |
| Expenditure per pupil | 2,443 |
| Balance brought forward from previous year | 1,340 |
| Balance carried forward to next year | - 683 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 110 |
| Number of questionnaires returned | 58 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 78 | 22 | 0 | 0 | 0 |
| My child is making good progress in school. | 62 | 33 | 0 | 0 | 5 |
| Behaviour in the school is good. | 62 | 38 | 0 | 0 | 0 |
| My child gets the right amount of work to do at home. | 40 | 33 | 3 | 0 | 24 |
| The teaching is good. | 75 | 20 | 0 | 0 | 5 |
| I am kept well informed about how my child is getting on. | 50 | 40 | 10 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 84 | 16 | 0 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 57 | 41 | 0 | 0 | 2 |
| The school works closely with parents. | 64 | 31 | 5 | 0 | 0 |
| The school is well led and managed. | 88 | 9 | 0 | 0 | 3 |
| The school is helping my child become mature and responsible. | 72 | 25 | 0 | 0 | 3 |
| The school provides an interesting range of activities outside lessons. | 29 | 34 | 19 | 2 | 16 |

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

58. Children in the foundation stage are taught in the nursery and in the reception class. Most children who attend part time in the nursery are aged three, whilst most in the reception class are aged four. Nursery children are supported by the nursery nurse whilst a non-teaching assistant supports learning in the reception class. Children's attainment on entry to Year 1 is good.

Personal, social and emotional development

59. Children's personal, social and emotional development is very good. From the time they begin nursery, children are sensitively encouraged to become increasingly independent, for example, in selecting activities, choosing resources and taking responsibility. Children and parents are welcomed each day and children are encouraged to take part in the well organised, wide range of activities provided for them. Children begin each day by finding their name on a card, which they then place in wall pockets, taking responsibility for recording their attendance. They quickly choose an activity, playing independently or with others.

60. Children in both the nursery and the reception class form good relationships with others and show sustained interest and increasing concentration. Staff are well prepared to support learning and to listen to children's views and ideas. The well organised lessons include routines that are quickly learned and make a good contribution to children's sense of security. Teachers and support staff provide good models for children in their personal development. They encourage, question and appreciate children's responses and promote curiosity and investigation. For example, in the nursery, children were encouraged to give extended answers to questions about toys, whilst children in the reception class suggested what happens to the water when clothes are dried outside or in a tumble drier.

Communication, language and literacy

61. Children's communication skills are very good. Through encouragement to talk about matters of immediate interest and their work, children show confidence in speaking. Many of the children talk using well-formed sentences. Their questions and suggestions are responded to by adults, who encourage effective dialogue. From an early stage in the nursery, children quickly learn to take turns when speaking and listening. Role-play is used well to provide opportunities for discussion, such as in the house, where children talk about the washing up. Similarly, in the reception class, children created an imaginary washing machine, which frequently needed repair. Children made telephone calls to the plumber and discussed what they needed to do next. Most children in the nursery recognise their name, with a few recognising the names of other children. Some recognise a few letters of the alphabet, showing very good progress. Children recognise that print tells a story or provides information and most know that pages in a book turn in a left to right direction. Their achievement and progress in early reading is very good.

62. Writing tables are provided in both classes and children are encouraged to record in many ways. Children begin to make their early marks in the nursery, such as in writing their names. In the reception class, a few children write simple sentences, using a well formed, cursive style of handwriting. Most children begin to copy write with increasing control and awareness of letter formation. Children are aware that writing is done for a variety of purposes and is a form of communication. For example, with the help of an adult, they wrap parcels and write addresses. Children's achievement is good.

Mathematical development

63. Children's mathematical development is good. In the nursery they count confidently to five, such as when counting "five little speckled frogs". Several count beyond this, such as when counting eight teddies on a shelf and 11 children in a line. Number songs and rhymes are used effectively to support children's learning. Activities in the classroom are successfully planned and taught to develop children's mathematical language and understanding, such as when one child told the teacher the teddy was heavy. The teacher immediately used the opportunity to suggest that they would weigh teddy next day. Children recognise different shapes, such as a square and a triangle, and show awareness of space by fitting these and other shapes together. Children play with water and sand and recognise that containers hold different amounts. Teachers and staff ask good questions to reinforce children's mathematical understanding, such as asking how children worked out amounts, how many objects they have drawn and questions relating to size. For example, in the reception class, children take hats from the "washer/drier", count them and are then asked to sort them into two sets of cold and warm weather hats. They then play a washing line game, using dice.

Knowledge and understanding of the world

64. Children's knowledge and understanding of the world is good. In the nursery, children make choices about the suitability of materials, such as in adding water to sand to make a sand castle. In the reception class, they recognise similarities and differences in their homes, understand that weather varies and know about the effects of the wind. Children begin to understand common weather symbols and make a simple weather report. Children know that things change over time. They understand that machinery is operated by electricity, such as when they call a "builder" to repair the washing machine. They talk about the need for a new battery and wire during role-play and conduct very realistic telephone calls. Children know that the mouse is used to select icons when using the computer and that a switch operates the tape recorder. They know that information can be found in books, photographs, pictures and computer programs. Children also have increasing awareness of other faiths and cultures, such as through their learning in assemblies about Chinese New Year. Activities are well planned and children are encouraged to explore and investigate. The teacher and other adults skilfully question children to guide them in their reasoning.

Physical development

65. Children's physical development is good. From an early stage children learn about the effect of exercise on their bodies. They show imagination when undertaking music and movement activities and develop good control when balancing and moving across the hall. There are good opportunities provided for children to undertake play with large apparatus, where they climb and move along, under and above equipment. Children listen attentively and show good awareness of space. In classrooms, children play with a good range of manipulative equipment, including construction materials. They make patterns with shapes and use junk materials to make models of various types. Children use pencils and other writing tools, though several are developing an incorrect pencil hold. They are encouraged to select, make and decorate their products with minimum support. There is a limited outdoor play area but staff provide a good range of activities for children to experience, including chalk for floor drawing, bubbles for blowing and washing and hoops and ropes for jumping and skipping. Good use is made of the hall for regular play with large apparatus and wheeled toys.

Creative development

66. Children develop very good creative skills. The school provides a stimulating environment in which creativity, originality and expressiveness are valued. Experiences that stimulate their curiosity are provided and children are encouraged to explore and experiment. Children experiment to make different colours. They observe and represent what they have seen, such as animals, events and places. For example, children have made prints of bricks used in homes in the area and have painted effective scenes of fireworks. They look at the work of famous artists, such as David Hockney, and have discussed their likes and dislikes. A wide range of resources is provided to develop a variety of techniques. Children in the foundation stage are included in whole school projects, such as in sewing and painting pieces for large-scale displays. Good examples are seen in the decoration of the hall curtains to represent the Ark and Red Nose Week. Music is also a strong feature in the school and children quickly learn to play a range of percussion instruments. They sing several songs from memory, showing good awareness of rhythm and mood. Children use their imagination in role-play and when discussing stories. For example, children in the reception class used their imagination to devise their own follow up story about Tattybogle. Children benefit from the involvement of local artists who willingly share their expertise with the school.

67. There has been a marked improvement in the provision for children in the foundation stage since the last inspection. At that time, the school was seen to provide limited opportunities for structured play. Planning and organisation is now very good. Staff have undertaken considerable training to help them to establish a good range of stimulating activities that carefully build upon children's early experiences. Very good systems are being developed and used to assess and monitor children's development.

ENGLISH

68. In the National Curriculum assessments at the end of Key Stage 1 in 2000 pupils' attainment in reading and writing was very good. It was well above the national average and the average for similar schools. The proportion of pupils achieving above average standards was very good and well above the national average. These results reflect a general trend of very good achievement over the last three years, though performance was lower in 1997 in writing. Over the last three years there was a difference between boys' and girls' attainment, with girls achieving better results than boys. The results of 2000 show that both boys and girls achieved very well in reading and writing.

69. Evidence from the current inspection indicates that pupils attain very well and well above average in reading. They attain well and just above average in writing. A significant number of Year 2 pupils achieve very good standards in writing. This does not indicate a decline in writing standards but reflects the current cohort and their prior attainment. The standards show an improvement since the last inspection in all aspects of English.

70. Throughout the school, pupils' speaking and listening skills are very good. Younger pupils talk in clear, well-constructed sentences. They contribute willingly to class and group discussions and are confident when talking to the teacher. Teachers' use of good, open questions encourage pupils to listen attentively and think about their responses. For example, in Year 1 pupils explained the story about the Three Billy Goats Gruff, giving their opinions about their favourite parts. In another lesson, pupils listened carefully and discussed weddings in Australia and contributed well to a discussion about the Hindu festival of Diwali. In a Year 2 lesson about story settings, pupils were asked to devise a set of questions that would help them learn about a story setting. Pupils successfully suggested appropriate questions and responded well to the teacher's encouragement to extend their replies to her questions.

71. Reading skills are very good throughout the school. The youngest children take books home and this is continued throughout the school. Parents are encouraged to read with their children each morning in classes and the library is used well to support pupils' skills of reading for information. At the beginning of Key Stage 1, pupils have acquired an enjoyment of reading, which continues throughout the school. Pupils enjoy shared reading in the literacy hours, where they read expressively. Younger pupils know terms such as author, illustrator, blurb and title. They use the context and their knowledge of common spelling patterns to help them to deduce unfamiliar words and they predict what might happen next in a story. Pupils understand that there are different types of stories, including traditional tales, and know that there are various versions of the same traditional story. Pupils with higher prior attainment state their preference for less predictable stories, as "they are more exciting". By Year 2, pupils have good understanding of stories, confidently answering questions about implicit meanings in stories. They recognise patterns in words and understand that the effective choice of adjectives improves descriptions. By the end of Key Stage 1 pupils' attainment in reading is very good and well above average.

72. Pupils make a good start in using a joined, cursive script, which is established by the time they begin Year 1. A few pupils' handwriting is well advanced for their age. Sentences are usually punctuated appropriately. Those with higher prior attainment include direct speech, which is correctly punctuated. Pupils begin to understand the use of drafting a story and they sequence ideas appropriately. By Year 2, pupils write neatly, using a joined script. Stories have a clear beginning, middle and end and sentences become more elaborate, using an increasing range of vocabulary. In both Years 1 and 2 several pupils do not hold their pencils correctly and they write in an awkward way, although their handwriting is neat.

73. Pupils make very good progress in reading and good progress in writing across the school. They respond well to lessons in English. Pupils with special educational needs make the same very good progress in reading and good progress in writing. Pupils with higher prior attainment make very good progress in English. They read and write fluently by the time they are 7. The literacy hour has been effectively established and lessons are often imaginatively presented. Pupils enjoy reading and writing activities and they have a keen interest in literature. Many discussed their favourite authors with inspectors and a good number stated that they regularly borrow books from the library. Their enjoyment of books is supported well by the shared interest from parents, who regularly read with their children. All pupils develop good study skills, being able to find books and use them efficiently to locate information. Literacy is very effectively promoted by the school across the curriculum.

74. The quality of teaching is very good. Expectations are high. Planning is detailed, with clear objectives and teachers' methods and organisation are consistently effective in stimulating interest and enthusiasm. Very good use is often made of artefacts and other resources to introduce lessons. Teachers have good subject knowledge and use a wide range of effective strategies to ensure all pupils make good progress. Questioning is generally very good. Teachers encourage pupils to listen carefully and good links are often made with other subjects to reinforce learning. They manage lessons well, ensuring that all pupils are included in discussions, answering questions and making suggestions. Good use is often made of information and communication technology to support learning. For example, pupils are encouraged to use the word processor to write their stories and to locate information during topic work. Very good use is made of support staff, who are fully aware of lesson objectives and who have a positive impact on pupils' learning. Those who support pupils with special educational needs ensure their specific needs are met and that progress is recorded.

75. Assessment procedures are very good. Teachers maintain detailed files showing pupils' achievements and their progress is carefully monitored. The school has established a very good system of benchmarking, which helps teachers to plan, monitor and evaluate progress. Various records are kept, such as checklists of pupils' reading diet and their progress in learning letter patterns. Pupils' work is marked sensitively, with

constructive comments being made to help them to improve. Homework is used appropriately to reinforce learning. Pupils are encouraged to choose and change books as often as required, though some of the pupils with advanced reading skills do not select books at appropriate levels for their ability.

76. The subject is led well. There is a consistent approach to teaching literacy and all staff have received good training. Careful analyses are made of pupils' performance to inform priorities for development. For example, the school recently identified the need to improve spelling and is devising benchmarks to more closely monitor progress. Resources are generally adequate. There is a good range of fiction and non-fiction in the school library. The school plans to increase the range of group reading books, especially for pupils with higher and lower prior attainment. There are sufficient computer programs to complement learning and the school plans to increase these once funds are available. The accommodation is satisfactory for the teaching of English.

MATHEMATICS

77. In the National Curriculum assessments in 2000 at the end of Key Stage 1 the percentage of pupils attaining satisfactory results was broadly in line with the national average. The percentage of pupils attaining the higher level 3 was good and above the national average. Boys' and girls' performance was similar. In comparison with similar schools, pupils' performance in 2000 was below average. Taking the years 1998 to 2000 together, pupils' performance in mathematics was below the national average for their age group. There was a considerable deterioration in standards in 1999, which the school identified as being caused by inappropriate expectations of what pupils might achieve. The trend since 1996 differs in relation to the rate of improvement nationally and the school has appropriately devised a strategy to raise standards.

78. At the time of the last inspection standards were satisfactory and in line with the national average in the majority of lessons and the quality of teaching varied from good to unsatisfactory. Standards of attainment have not improved for all groups of pupils since the last inspection but teaching is now always satisfactory and often good or very good.

79. Evidence gained from the current inspection indicates that attainment is satisfactory and in line with the national average by the end of Key Stage 1. The rate of learning is good overall. The youngest pupils use mathematical language such as odd, even and between. They recognise and name a range of shapes such as a rectangle, circle and triangle. They identify the number of sides and corners in each shape. Some younger pupils are beginning to appreciate that subtraction is the reverse of addition. Older Key Stage 1 pupils add together numbers over 10. Pupils with higher prior attainment use mental recall of addition and subtraction facts to count three sets of numbers. They calculate simple problems mentally and determine which mathematical operation to apply. For example,

pupils calculate mentally that three items costing 30p each would cost 90p in total and that they would receive 10p change from £1. Some older pupils understand approximate numbers and explain why 960 is nearer to 1000 than it is to 900.

80. Pupils have a very good attitude towards their work, greatly influenced by the quality of teaching and the ethos of the school. Pupils are attentive, well behaved and work effectively both individually and when working in groups. They participate with interest and enthusiasm and work at a good pace. Pupils with special educational needs learn effectively. Relationships are very good and pupils are encouraged to support and praise one another.

81. The teaching of mathematics is good. Teachers have a good knowledge and understanding of the subject and teach the basic skills well. They encourage and motivate pupils during the brisk mental mathematics sessions. Teachers' planning is good and provides a clear focus on learning objectives in most lessons. Objectives are effectively conveyed to pupils. The plenary sessions provide good opportunities for pupils to reflect on what they have learned. Teachers' planning is most effective where it consistently identifies work for pupils with differing prior attainment. This is always evident in Year 1 and has begun to take place in Year 2 since the beginning of the spring term 2001. Before this time, pupils of average prior attainment were often given the same work to complete as higher attaining pupils.

82. There are high expectations of pupil behaviour in all lessons. Pupils are always well managed and involved with interesting and varied activities. Pupils with special educational needs are effectively supported and are given sensitively devised opportunities to progress. Pupils with higher prior attainment are suitably challenged and receive extension classes to accelerate progress.

83. The subject has a good system for the assessment, analysis, evaluation and recording of pupils' work. The use of an internal, half-termly, benchmarking system and regular discussion between teaching staff has been developed well. Teachers provide feedback to pupils on their performance in mathematics during lessons. This takes place most effectively during group work, where there is a high ratio of adults to pupils, through the very good use of support staff. Most pupils' work is marked and accompanied by encouraging written comments by teachers.

84. The National Numeracy Strategy is implemented well. The teaching approach expected by the strategy has been fully adopted. The subject is effectively led by the subject co-ordinator. A new mathematics and numeracy policy has been developed to reflect the aims of the National Numeracy Strategy. Monitoring and evaluation of the subject has been very thoroughly developed since the last inspection and includes the scrutiny of teachers' planning and pupils' work and extensive classroom observation. Although this has made a significant difference to the quality of provision, it has not, as yet, had an impact on the standards achieved by all pupils. The subject co-ordinator has attended in-service training and has provided extensive staff training within the school to support the development of the numeracy strategy. Most parents consider the arrangements for setting homework to be appropriate. Satisfactory use is made of information and communication technology within lessons. The skills of classroom assistants are always utilised very effectively. They use their initiative to work confidently and skilfully with individuals and groups of pupils under the guidance of teaching staff.

85. The funding available to the subject has been constrained, owing to the restricted budget. This is having an impact on standards and is creating an additional burden of lesson preparation for teaching staff. Resources are limited and the subject requires additional apparatus such as weights. The limited finances that have been made available have been carefully used to support the implementation and evaluation of the numeracy strategy. The accommodation is satisfactory for teaching mathematics.

SCIENCE

86. Due to the organisation of the timetable, only a few science lessons were observed during the inspection. Evidence from these lessons, the scrutiny of work and discussions with teachers and pupils indicates that pupils make good progress and achieve well in relation to their age. Work is of a good standard and above levels expected nationally. Some work is very good and well above average. This broadly reflects results of teacher assessments in 2000, where the numbers achieving higher than average results were well above the national average. The current judgement reflects the cohort and their prior attainment. Standards have improved since the last inspection when they were satisfactory.

87. Younger pupils in Key Stage 1 study materials, as part of a module that links several subjects. “The Iron Man” was used as a focus for developing such investigations as the effect of magnets, methods of making metal sculpture and devising a scrap yard. Pupils learned about different metals, such as aluminium and stainless steel, and recognised the differences in their properties. They recognised the different strengths of magnets and began to understand attraction and repulsion. They understood that some objects are magnetic and others are non-magnetic.

88. Older pupils know about life processes, including growth of the body, circulation and the effect of exercise on pulse rate. They understand about the function and care of teeth. They record their work in different ways, using diagrams and writing simple accounts of their experiments. They understand that keeping fit is important for good health. Pupils talk about their work using scientific language and show that they have good investigative skills. Some readily refer to sources of information, such as reference books, to elaborate on their findings. They have secure understanding of ways in which to locate information, by finding books and using the contents, index and glossary pages.

89. In the lessons seen, pupils responded well. They listened attentively and worked effectively in small groups, sharing resources and ideas. Pupils concentrated and behaved well. They were well supported by the good number of adult helpers who contributed to the lessons. Pupils, including those with special educational needs, make good progress in all aspects of the subject.

90. The quality of teaching in the lessons seen was good. Good subject knowledge and effective planning ensured that pupils investigated and discussed the topic well. Pupils worked at a good pace and the teacher interacted well with all groups. There are high expectations of work and behaviour and pupils are encouraged to develop independence and curiosity. Pupils are managed well, particularly as there are several volunteers who provide guidance for small groups. For example, whilst the teacher highlighted the effect of magnets with one group, other pupils were guided in using hammers and nails to join wood, making models of the Iron Man and making metal sculptures. Pupils with special educational needs are supported well. In one instance, some pupils lost concentration due to the very long period of time allocated to the lesson.

91. Assessment procedures are satisfactory at present and the school is working on developing these further. At present, assessment of knowledge and skills is undertaken at the end of modules. The co-ordinator, who provides good leadership, would like to review assessment to include further focus on investigative and experimental skills. The scheme for science is currently being redrafted, with priority being placed on establishing progression from the foundation stage. All attainment targets have been carefully integrated into modules that have different subject bases and planning is to be reviewed at the end of the term. At present, the co-ordinator has not observed teaching in science, though this is to be planned in line with the school’s priorities for development.

92. Resources, including apparatus for science, are adequate. The school has collected resources for each module and these are stored well in boxes that are readily accessible to all staff. The accommodation is adequate for teaching science, though there is limited space for group investigations.

INFORMATION AND COMMUNICATION TECHNOLOGY

93. At the time of the last inspection pupils’ attainment was satisfactory and in line with national expectations. The quality of teaching varied between good and unsatisfactory. Evidence from the current inspection shows that standards are satisfactory and in line with national expectations. The school has made much progress with improving the quality of equipment, resources and staff confidence and expertise.

Progress since the last inspection has been satisfactory. The implementation of the school's strategy for improvement is just beginning to have an impact on standards.

94. In Year 1 pupils are able to word process, use the mouse and explain the function of the mouse. They explain the use of the space bar, how to delete using the "oops" icon and how to print. Pupils describe how to save material but cannot explain how to retrieve an item. Pupils use the cursor to drag items across the screen. Younger pupils send each other internal e-mails, showing that they understand the process. Older Key Stage 1 pupils know how to switch a computer on and off and how to use a CD-ROM. They save and retrieve items that have been saved previously. Older pupils recognise that a mouse is an instrument of control. Pupils' attitudes are good. They co-operate well, working in pairs using a computer. When working unsupported, some pupils sometimes lose concentration.

95. Very little direct teaching was observed during the period of the inspection. Judgements based on a scrutiny of pupils' work and discussion with pupils indicate that teaching is at least satisfactory and sometimes good. The best classroom practice takes place when the subject is integrated into the main activity within each lesson. This does not always happen. In one classroom, information and communication technology sometimes takes place only when other work has been completed.

96. Pupils' attainment is satisfactory and broadly in line with national expectations. Pupils work at a steady, satisfactory pace. Pupils with special educational needs make satisfactory progress. Pupils with higher prior attainment make good progress. A clear, concise scheme of work is currently being constructed. The new scheme intends to incorporate the revised National Curriculum. It is suitably focused on pupils' attainment and progress. The subject makes a good contribution to pupils' personal and social development. The procedures for assessment are good. Each pupil's progress is recorded and helps to highlight areas for future development.

97. The subject is led effectively. During the last year the staff, led by the subject co-ordinator, have undertaken a very detailed and comprehensive audit of the subject. They have also written a new policy that provides very clear aims, expectations and guidance to staff. Parents are currently considering this document. There has been considerable staff planning time devoted to the subject during the last year. This has resulted in increased expertise and staff confidence for those members of staff who undertook the training. All teachers have a support pack that provides them with guidance.

98. Resources for information and communication technology have been substantially increased recently with the purchase of four new computers. Parents have donated two personal computers. A parent provided a gift of a further four computers, which are not as yet operational. The school is connected to the Internet, has its own web site and there is the provision for e-mail, both for internal and external use. Software resources are steadily being increased. The capacity for improvement in the subject is good. The school is preparing itself effectively to take advantage of this rapidly developing educational opportunity.

RELIGIOUS EDUCATION

99. Judgements are based on one lesson observed during the period of the inspection, school assemblies, the work on display, scrutiny of pupils' work, teachers' planning and discussion with teachers and pupils. The profile of religious education has been raised since the last inspection when it was judged to be satisfactory. The rate of improvement since the last inspection has been good.

100. The standards at the end of Key Stage 1 are good in relation to the expectations outlined in the local educational authority's agreed syllabus for religious education. Pupils, including those with special educational needs, make very good progress.

101. Pupils are aware of different religions. They know that each faith has its own special place of worship. They appreciate that prayer is important to all faiths. Pupils know that whilst there are differences between religions, there are also many similarities. Older pupils know that each religion has its own special symbols and holy writing. They are aware of the respect that religious expectations and traditions need to be given. For example, Year 2 pupils know that the Qur'an must be kept covered up and raised from the surface by being placed on a prayer stand.

102. The quality of teaching is very good. There is a strong emphasis placed on links with literacy. Teachers' knowledge and understanding is very good and work is very well planned. Not all of the work recorded is matched carefully to pupils' differing prior attainment. Pupils are very well managed and the pace of lessons seen was good. Written work is marked effectively with detailed, positive feedback that provides an indication of how pupils might improve. Oral feedback given in lessons is very good, focuses on praise and is delivered with sensitivity.

103. Pupils respond to lessons with enthusiasm. They enjoy the range of opportunities that the subject provides. Pupils are very attentive because the pace of lessons is good and they are actively involved in the development of their work. They work purposefully and co-operatively with other pupils. They demonstrate mutual respect and an appreciation for one another. Pupils' attitudes are very good.

104. The curriculum policy is very clear. The religious education curriculum is broad and balanced and is based on the Calderdale agreed syllabus. The school creates many opportunities to enhance pupils' spiritual, moral, social and cultural development through religious education. Very good practice is seen in lessons and during school assemblies, such as in the celebration of Chinese New Year where pupils reflected on the beliefs and customs of Chinese society. Religious education is used effectively to reinforce the aims of the school.

105. Subject leadership is good. The subject co-ordinator has identified areas for development, including the need to become increasingly involved in the evaluation of teaching. The assessment of pupils' work is at an early stage of development and is to be further improved. Monitoring of the subject currently takes place through the discussion of planning, highlighting the work covered and evaluating success with other teaching staff. Resources are satisfactory. There is a good range of books relating to the different religions included in the scheme. Staff provide many other interesting and stimulating resources themselves. There is currently no religious education software for use with information and communication technology. The accommodation is satisfactory for teaching the subject. The school meets the requirements for collective worship.

ART AND DESIGN

106. The quality of art and design is very good throughout the school. Pupils' work is widely and imaginatively displayed. Examples of work show that a wide range of techniques and experiences are provided, contributing to pupils' very good standards in the subject. All pupils, including those with special educational needs, make very good progress. Standards are much higher than those seen at the time of the last inspection.

107. Younger pupils in the key stage have already learned to use a range of materials and equipment by the time they are five. They confidently select materials and develop designs. The school aims to encourage independence and creativity and this is achieved well in this subject. In Key Stage 1, pupils mix paints and use

their imagination in a variety of ways to produce good paintings, such as winter scenes and portraits. They observe closely, such as in looking at plants and the weather. Pupils learn a range of techniques, such as using chalk, wax and dough to make fish and leaves.

108. In Year 2, pupils study pattern, learning about different ways in which optical illusions are made. They discuss effects such as spinning, elongation, fading, thickening and curved, when looking at a book of patterns. Links with numeracy are made, such as when pupils recognise tessellation and hexagonal shapes. They experiment with pattern, following good discussions about their prior learning. For example, pupils recall types of patterns produced by William Morris as repeating patterns and their previous work in creating patterns with lines, different colours and dots. They copy parts of patterns they like and elaborate these in their own chosen ways.

109. Pupils respond very well. They listen and observe attentively and willingly discuss their ideas. They appreciate the work of others, including that of visitors and famous artists. The wealth of different activities provides a very good stimulus for developing pupils' creativity and appreciation of art.

110. The quality of teaching is very good. Teachers have very good subject knowledge. Lessons are well planned and delivered, promoting interest and enthusiasm. Local artists enhance pupils' skills and knowledge, such as in developing large-scale projects for the school. The hall curtains, enhanced as the Ark and with Red Nose designs are two such projects that enrich the interior of the building. Similarly, pupils and parents have decorated wire coat hanger mobiles to decorate the school hall. Pupils take part in an arts week that is intended to continue each year. In the current year, it is hoped to develop pupils' knowledge of Aboriginal art in Australia and Africa, contributing to pupils' cultural awareness. Chinese New Year and Islamic patterns also provide stimuli for art and design, supporting pupils' cultural and spiritual development. The accommodation is greatly enhanced by displays of pupils' work, including large paintings, individual paintings and designs. Frequently, pupils' work is framed to display it to best effect. Appropriate computer programs are used to complement pupils' skills in art and design.

111. There are no formal procedures for assessing pupils' work, though, if topics have an art focus, pupils are assessed at the end of the module. Resources are good. These are regularly enhanced by buying inexpensive resources from a local centre in a nearby town. Many resources are donated by parents and they are justifiably proud of the school's achievements in the arts. The accommodation is satisfactory for teaching art.

DESIGN AND TECHNOLOGY

112. Standards in design and technology are good and above national expectations by the end of Key Stage 1. Good progress has been made since the last inspection, which identified some unsatisfactory teaching and some underachievement in pupils' performance.

113. In Year 1 pupils show good progress in cutting, joining and finishing tasks using glue and wool to produce a satisfying end product. A group of pupils was observed developing good skills in using tools to cut and then hammer pieces of wood together. They used an appropriate amount of force to drive a nail into the wood. Pupils with special educational needs made very good progress in this lesson. Pupils make good progress in selecting appropriate materials and tools to make a range of products. In Year 2 pupils are given the opportunity to brainstorm their ideas, such as in identifying the properties of boats. They use the outcome to plan the making of a boat, identify the materials needed, describe the construction and evaluate the product

by identifying how it could be further improved. This suitably challenged higher attaining pupils, though it did not enable other pupils to achieve the same success.

114. Pupils have a very good attitude towards design and technology. They are highly motivated by the range of opportunities that the subject provides and through the close links with art and design. Pupils with special educational needs make very good progress. Some with higher prior attainment progress considerably above levels expected for their age.

115. The quality of teaching is very good. Planning, which integrates the subject into the curriculum themes and emphasises the development of shared skills, knowledge and understanding with art and design, is very good. Teacher expectations are high and classroom management is very good. The quality of pupils' learning is good, especially when pupils are clear about the intended outcome and are given the opportunity to practise the skills before making the product. Learning is good because processes are understood and due to the clear and consistent procedures within teachers' planning. Pupils make good progress when they work together in groups. Large models of the Iron Man have been made by groups of pupils who learn effectively through a co-operative approach and develop a shared interest in the final product.

116. The quality and range of learning opportunities is good. They are created through the effective curriculum theme planning which involves all staff. The statutory curriculum is in place and the close links with art and design enhance the richness of pupils' experience. Design and technology makes a very good contribution to pupils' social and cultural development. The curriculum is planned to ensure that it is accessible to all pupils. Work is not always carefully matched to pupils' differing prior attainment in the later part of the key stage.

117. Subject leadership is good and is enhanced by the whole-school structures of shared planning and evaluation of the curriculum themes by all the teaching staff. Satisfactory assessment procedures are in place. Pupils' progress is recorded. Monitoring and evaluation takes place through whole staff discussion. The co-ordinator has not had the opportunity to observe other staff teaching design and technology owing to greater priorities in other areas of the curriculum. The school's aims and values are clearly illustrated through the implementation of the curriculum and within the style of teaching that takes place. The level of resources is good. There is a range of appropriate tools and other equipment. Staff are creative with the type of disposable resources used. Very good use is made of low cost resources acquired locally. The accommodation is satisfactory.

FRENCH

118. The school introduced French as an additional curriculum subject following the new headteacher's appointment. The headteacher teaches the language to all pupils in the school. In the inspection week two lessons were observed in Years 1 and 2 respectively. The school follows a scheme of work developed by a local education authority. The headteacher has adapted it to introduce the language, with Monsieur Lapin, a soft toy, as its central character.

119. Pupils in Year 1 greet and answer the headteacher and Monsieur Lapin, such as in replying to "Qui est la?" with the reply, "C'est moi", along with their name. They recognise and respond to several requests and questions, such as, "Ecoute" and "Regarde". They sing, "Asseyez-vous correctement" together and know common phrases such as "A bientôt". On leaving for lunch, pupils are reminded to stand up and walk quietly, "Levez-vous et marchez en silence".

120. In Year 2, pupils continue to learn a widening range of vocabulary, such as “un chat, un chien” and greet one girl who is celebrating her birthday with “Bonne Anniversaire”. Pupils show the class some French items they have brought from home, including a French dictionary and cards indicating the days of the week in French. Pupils learn that “Ca va?” means, “How are you?” and they give replies such as “Ca va bien”, or “Ca va mal” or “Comme ci, comme ca”.

121. Pupils respond well. Their pronunciation is good and they show enthusiasm. Pupils listen carefully and repeat examples well. They enjoy the style of presentation, using Monsieur Lapin as a puppet and lessons are lively and fun. They make good progress across the school.

122. The quality of teaching is very good. The headteacher develops the themes very effectively and humorously. She uses very good strategies and the pace of lessons is very good. Lessons last for no more than 15 minutes, which is appropriate for pupils’ ages. Information in French is displayed in the school hall and there are several French language books in the school library. The subject contributes well to pupils’ cultural development. Resources are good and the accommodation is satisfactory for teaching the subject.

GEOGRAPHY and HISTORY

123. During the period of the inspection no lesson observations were possible because of the focus on other areas of the curriculum. Judgements are based on the scrutiny of pupils’ work, displays around the school, teachers’ planning and discussions with staff and pupils. The school has prioritised its areas for development. History and geography have not as yet been targeted within this list of priorities. Whole-school improvement has had an impact on aspects of both subjects and there has been a good rate of improvement since the last inspection. Evidence indicates that standards in history and geography are good and above national expectations at the end of Key Stage 1. Pupils, including those with special educational needs, make good progress.

124. Pupils acquire skills and knowledge effectively. In Year 1 pupils know that camels come from hot countries. They know that Africa is hot and that camels live there. They are aware that polar bears come from cold countries and that cold countries can be found in the northern parts of the world. Year 1 pupils know that the United Kingdom is an island and that you need to travel by ferry or air in order to leave it. The work seen shows that pupils work at a good pace and concentrate effectively in order to complete pieces of work. Older pupils talk about places that they have visited and describe ways that these places are similar and different from Hebden Bridge. Year 2 pupils recognise the impact that people have on the environment in terms of litter and discuss the effect that a catastrophe, such as the sinking of an oil tanker, may have on a local environment and wildlife.

125. Year 2 pupils discuss the Stubbings’ history theme with keen interest. They describe their gains in knowledge and understanding. They know that change has made life easier for people and identify improvements such as the development of gas, electricity and appliances in the kitchen. Pupils illustrate their growing appreciation of chronology through the development of transport from people moving around on foot, to riding on horseback, travelling in a carriage, then on a tram and now by car. They recognise that St. George’s Bridge in Hebden Bridge is newer than the Packhorse Bridge and that the building materials provide clues. Some pupils with higher prior attainment added that we could become confused when looking for clues, because old buildings are often renovated. This reflective understanding illustrates a good rate of learning.

126. Pupils respond well. They describe their work in both subjects as being varied and interesting. Year 2 pupils enjoy the work on the Stubbings theme. Relationships are very good. Pupils describe the ways that they work well together. Pupils' personal development is very good.

127. In those aspects seen, the quality of teaching is good. Teachers' knowledge and understanding, supported by effective planning, ensures that good teaching methods are used and that materials are presented in an interesting way that motivate and involve pupils. Expectations of pupils are very good, including pupils with special educational needs. Higher attaining pupils are given very good opportunities to achieve well. The quality of ongoing assessment supports pupils' progress.

128. The history and geography policies provide a clear rationale, aims and guidance for the teaching of the subjects. The detailed schemes of work support learning effectively and encourage a good development of historical and geographical skills and understanding through a wide range of cross-curricular themes. The themes encourage pupils to appreciate the links between different elements of life. Pupils with special educational needs learn effectively and make good progress.

129. The history and geography curriculum is broad and balanced and meets the needs of all pupils, including those with special educational needs and those with higher prior attainment. The curriculum is enriched by visits to places of interest, such as Halifax or Leeds, to view a contrasting locality. Hebden Bridge provides a rich resource that is used extensively, with a focus on the canal, railway and the buildings of the town itself. History and geography make a very good contribution to pupils' spiritual, moral, social and cultural development. The curriculum is planned to ensure that it is equally accessible to all pupils. The systems for the assessment and recording of pupils' progress are good. Pupils are assessed at the end of each theme and judgements are made about levels of attainment, identifying evidence to support judgements.

130. History and geography are effectively led by the subject co-ordinator. The satisfactory monitoring of planning, pupils' work and observation of teaching by the co-ordinator has not been able to take place since 1998, owing to the prioritisation of time for more pressing aspects of school development. The level of resources is limited but satisfactory. There is a limited number of books within the library. A good range of pictures and posters is available as a staff resource. Staff and members of the community are good providers of artefacts. The use of information and communication technology is beginning to increase since the provision of in-service training for staff. The availability of software is still limited. The accommodation is satisfactory.

MUSIC

131. Few lessons were seen during the inspection due to the organisation of the timetable. Evidence from assemblies, lessons seen, music tuition, planning and discussions with teachers and pupils indicate that pupils make good progress in music. At the time of the last inspection most pupils achieved standards appropriate for their age, though some were underachieving. There was insufficient emphasis on listening and appraising. This is no longer evident and the school's strong focus on the arts ensures good breadth and balance in the music curriculum.

132. Throughout the school, pupils sing well. They sing in tune, breathing appropriately and adapting well to the mood. The youngest pupils quickly memorise verses, such as when singing together at assembly. In a Year 2 lesson, pupils rehearsed their Chinese music composition for their class assembly later that week. Pupils showed good understanding of rhythm, composing and performing. They sang "Chinese New Year Is Here Again", playing accompanying percussion instruments well. By the end of Year 2, pupils know the names of instruments, follow a beat and repeat a rhythm accurately.

133. In assembly, pupils sing “Chinatown Dragon” clearly and tunefully. They learn the “Dragon Boat Song” and accompany this with percussion instruments. They sing “Come to our Festival” heartily. Pupils learn that certain notes are prevalent in Chinese music and they experiment with these notes using chime bars. Pupils who receive violin tuition read the music, recognising musical notation. Pupils are encouraged to appreciate and appraise a range of music.

134. The quality of teaching is good overall. Teachers have good subject knowledge and this is reflected in the good range of activities provided. For example, in a study of metals, pupils were asked to appraise the noise made by different machines. The headteacher makes a strong contribution to the school’s music provision. She is an accomplished singer and musician and provides inspiration to staff and pupils alike.

135. Pupils are encouraged to learn about performance. All pupils in Years 1 and 2 are learning about drumming, in a 10 week programme. The arts week is to focus on Aboriginal arts. Pupils have performed a French nativity play produced by the headteacher. They have taken part in a joint musical and a carol service involving massed choirs from the infant and junior schools in the town. The school is also to trial a new musical that is currently being developed. The school welcomes visiting musicians and parents have formed a rock band to accompany a show. The headteacher sings many songs from a wide repertoire to the pupils and good use is made of a wide range of recorded music to widen pupils’ appreciative skills. The school’s notice board advertises local musical events, such as the annual concert in a theatre in Halifax.

136. The music policy is clear and the school plans to rewrite the music scheme within its planned areas for development. Resources for music are generally good. There are good instruments, though the school has identified the need to increase its stock of recorded music, which is presently provided by individual teachers. The accommodation is satisfactory for teaching music.

PHYSICAL EDUCATION

137. Pupils achieve well in physical education. By the time they are 7 pupils’ achievement is good and above average in comparison to schools nationally. All pupils, including those with special educational needs, make good progress. At the time of the last inspection pupils were seen to be achieving satisfactory or better standards.

138. Year 1 pupils were seen learning rugby skills, led by a member of Halifax Blue Sox Rugby League Team. Pupils progressively learned ball control skills, tactics relating to rugby and developed passing skills. Pupils with differing attainment, including those with special educational needs, were sensitively accommodated and encouraged. In Year 2, pupils were seen in a gymnastics lesson, where the aim was to develop ways of travelling and balancing. Pupils applied good physical effort and successfully performed a range of movements. They were co-operative and showed good awareness of space.

139. Pupils respond well to physical education. They listen attentively and behave well. They have good understanding of safety issues, particularly in the limited hall area and show good understanding of rules of the gym. Pupils respond quickly to instructions and collect and replace apparatus sensibly. They work well both individually and as members of a team.

140. The quality of teaching is at least good. There are clear objectives that are explained to pupils. Teachers made good use of strategies such as explanation, instruction and demonstration to highlight skills. There are high expectations of achievement and behaviour. Pupils with special educational needs are well

supported by appropriate intervention from teaching and non-teaching staff. The pace of lessons is generally good, though the rugby coaching was somewhat adversely affected by the way in which passing was taught, where the use of only one ball prolonged the time pupils had to spend waiting for their turn.

141. The scheme of work for physical education has been updated and will be reviewed to incorporate Top Play and Top Start, which have been accepted by the local authority. The newly appointed co-ordinator is enthusiastic and intends to overview planning and the consistency of approach to teaching physical education. At present, there is no formal assessment in physical education. Resources are good. There is a good range of large apparatus and storage has been successfully reorganised. The accommodation is satisfactory for teaching the subject, though there is limited outdoor space for games.