

INSPECTION REPORT

**Slaithwaite CE (Controlled) J & I School
Slaithwaite**

LEA area: Kirklees

Unique Reference Number: 107711

Inspection Number: 187122

Headteacher: Mrs P A Smith

Reporting inspector: Mr C Pickup

Dates of inspection: 4 - 6 October 1999

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and infant
Type of control:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Holme Lane Slaithwaite Huddersfield HD7 5UG
Telephone number:	01484 222586
Fax number:	N/A
Appropriate authority:	Governing body
Name of Chair of Governors:	Mrs Margaret Bagshaw
Date of previous inspection:	March 1996

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M Milwain, Lay Inspector	Art Equal opportunities	Leadership and management Attitudes, behaviour and personal development
B Hopkinson	Mathematics Geography History Religious education	Attendance Curriculum and assessment Pupils' spiritual, moral, social and cultural development
J Henshaw	Special educational needs English Design and technology	Attainment and progress Staffing, accommodation and

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MAIN FINDINGS

What the school does well

- There is a high proportion of good and very good teaching.
- The school provides a good, broad, balanced curriculum for all of its pupils.
- The provision for pupils under five is good.
- Pupils' behaviour, their attitudes and relationships are all strengths of the school.
- Spiritual, moral, social and cultural education are good.
- The headteacher provides good leadership and management for the school.
- Staffing, accommodation and learning resources are good.

Where the school has weaknesses

- I. In a minority of lessons teaching needs to have more pace and should be matched more closely to pupils' abilities to provide them with greater challenge.
- II. In a minority of lessons teachers need to be more precise about what they want the children to know, understand and do.
- III. The headteacher's heavy teaching commitment does not give sufficient time for her to monitor the quality of teaching across the school and set targets for improvement.

The school's strengths outweigh its weaknesses, but the weaknesses will form the basis of the governors' action plan which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has overcome all of the weaknesses recorded in the previous OFSTED inspection report and has made satisfactory progress. It has maintained its very positive ethos. Social, moral, spiritual and cultural development have continued to be strengths. It has produced clear aims that are understood and well supported by parents. Policies and schemes of work have been written for all subjects and these support progression throughout the school. The assessment policy has been reviewed and good practice in assessment is applied throughout the school. The role of curriculum leaders has been developed and they now play a key role in school.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

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

Science

D

D

The table shows that in 1998 standards in English were well below the national average and below those obtained in similar schools. It also shows that standards in science were below the national average and below average for similar schools. Standards in mathematics were in line with the national average and better than those obtained in similar schools.

Standards seen in the inspection, a year after the test results, are higher and show that improvement has taken place in English and science. Thus, standards in English, mathematics and science are now all judged to be in line with the national average. Standards in information technology are also in line with the national expectation. The inspection judgements are in line with the results in the 1999 National Curriculum tests at the end of Key Stage 2, which show improvements in all subjects.

Quality of teaching

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

Teaching is very good in 26 per cent of lessons, good in 40 per cent and satisfactory in 34 per cent. No unsatisfactory teaching was seen. Teaching for the under-fives is very good or good in all lessons. In Key Stage 1 teaching in two fifths of lessons is good. In Key Stage 2 teaching in three quarters of lessons is good.

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

Other aspects of the school

Aspect	Comment
Behaviour	Behaviour is good at all times. Pupils are polite and courteous. They relate to one another well and have positive attitudes towards school. During the inspection there was no evidence of bullying.
Attendance	Satisfactory. In line with the national average.
Ethos*	The school has a positive ethos for learning. Relationships are good and Christian values underpin its work.
Leadership and management	The school is well managed. The headteacher provides strong leadership and is committed to developing high standards.
Curriculum	Good. The school provides a well-planned and structured curriculum for all pupils including those under five. Policies and schemes of work have been put into place for all subjects. The curriculum is backed up by sound systems of assessment.
Pupils with special educational	Pupils receive sound support that is appropriate for their ability and

needs
Spiritual, moral, social &
cultural development

they make satisfactory progress.
Good. Significant improvements have been made in the provision for
pupils' spiritual education since the last inspection.

Staffing, resources and accommodation

Good. The school's experienced staff uses its combined expertise successfully to deliver the curriculum. The school is in good condition and recent building work has enhanced the provision. Resources for teaching and learning are good overall.

Value for money

The school provides satisfactory value for money.

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

· **The parents' views of the school**

What most parents like about the school

- IV. Their children like school (95 per cent).
- V. The school enables pupils to achieve high standards (91 per cent).
- VI. They are satisfied with homework (91 per cent).

What some parents are not happy about

- VII. Some believe that complaints could

The majority of parents believe that the school carries out its responsibilities effectively. A small number who attended the meeting for parents were concerned about bullying but during the inspection there was no evidence to substantiate their concerns. The behaviour of pupils in the playgrounds and at lunch times is good.

·
KEY ISSUES FOR ACTION

In order to raise standards and improve the quality of education, the governors, headteacher and staff should:

- VIII. review the headteacher's heavy teaching commitment to give sufficient time for her to monitor the quality of teaching across the school and set targets for improvement. (see paragraph 62)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- IX. increase the proportion of good teaching by improving satisfactory lessons to make them good. This should be done through:

- X. improving the pace of teaching and learning
- XI. matching work more closely to pupils' abilities to challenge them more.

(see paragraphs 29, 32, 116 & 117)

- XII. ensure that teachers set more precise objectives for teaching and learning by identifying clearly what children need to know, understand and do in each lesson. (see paragraphs 28, 94, 116, 117, 132 & 149)

· **INTRODUCTION**

· **Characteristics of the school**

1. Slaithwaite CE Controlled Primary School serves pupils aged from four to 11 years. It is located in Slaithwaite, a small town on the outskirts of the Metropolitan Borough of Kirklees in West Yorkshire.
2. Numbers of pupils have been uneven in recent years and currently there are 135 on roll. There are boys 80 and 55 girls. The school does not have its own nursery but most children have attended pre-school provision in other places before they start school. Ten pupils were under the age of five at the time of the inspection. Admissions are controlled by the local education authority which admits children to the school in the September and January of the year that they become five. The standard admissions number is 23. On entry into school the attainment of most children is broadly in line with the expectation for their age.
3. Census data indicates that the social mix of the ward which the school serves is similar to the national average. Most pupils are white but a small number come from other ethnic backgrounds. Approximately 20 per cent of pupils are entitled to meals without charge which is slightly higher than the national average. Seventeen per cent of pupils have special educational needs and three pupils have Statements of Special Educational Need, these numbers are broadly in line with the national average.
4. The school's aims are appropriate for a primary school and its development plan has targets which reflect the educational priorities of the school.
5. The last inspection was carried out in March 1996.
- 5.

5. Key indicators

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	9	11	20

5. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	8	4	8
	Girls	10	9	11
	Total	18	13	19
Percentage at NC Level 2 or above	School	95	68	100
	National	80	81	84

5. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	8	7	8
	Girls	10	10	11
	Total	18	17	19
Percentage at NC Level 2 or above	School	95	89	100
	National	81	85	86

Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1998	13	12	25

5. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	10	9
	Girls	6	5	7
	Total	16	15	16
Percentage at NC Level 4 or above	School	59	56	59
	National	65	59	69

5. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9	11	11
	Girls	2	5	4
	Total	11	16	15
Percentage at NC Level 4 or above	School	44	59	56
	National	65	65	72

Attendance

5.	Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised	School	%
		absence	National comparative data	2.8
		Unauthorised	School	0.1
		absence	National comparative data	0.5

5. Exclusions

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

5. Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	26
	Satisfactory or better	100
	Less than satisfactory	0

5. **PART A: ASPECTS OF THE SCHOOL**

5. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

5. **Attainment and progress**

6. On entry to school pupils' attainment is in line with the national average and most pupils achieve the Desirable Outcomes for Learning by the time they are five.
7. In the 1998 National Curriculum tests held the end of Key Stage 1 the proportion of pupils who reached Level 2 or higher in reading was well above the national average but attainment in writing was well below the national average. In mathematics the percentage achieving Level 2 or above was very high compared with the national average. The proportion of higher attaining pupils reaching Level 3 in the 1998 tests was close to the national average in reading, writing and mathematics. In comparison with similar schools the results in reading and mathematics were very high but they were below the average in writing. In science results were higher than the national average and better than those in similar schools.
8. In the 1998 National Curriculum tests held at the end of Key Stage 2 for 11 year olds the percentage of pupils who attained Level 4 or above in English and mathematics was close to the national average. It was also close to the average obtained by similar schools. The percentage of pupils attaining Level 5 was well below the national average in English and close to the national average in mathematics. In science the percentage of pupils attaining Level 4 or above was below the national average and below average for similar schools.
9. Judgements in inspection show that attainment is in line with expectation in information technology and religious education progress. Pupils under five years of age make satisfactory progress. In Key Stage 1 pupils make good progress in art and satisfactory progress in English, mathematics, science, design and technology, information technology, religious education and history. During the period of the inspection insufficient physical education, geography and music were seen to be able to make a judgement on pupils' progress. By the end of the key stage attainment is in line with national average in English, mathematics and science.
10. Judgements in inspection show that as a result of good teaching, standards in English and mathematics have improved since the National Curriculum tests of 1998. By the end of the key stage pupils now attain standards in line with national expectations in English, mathematics, and science. In information technology and religious education attainment is in line with expectation. In Key Stage 2, pupils make satisfactory progress in English, mathematics, science, design and technology, information technology, history, and religious education. They make good progress in art. There was insufficient evidence during the inspection to make secure judgements on attainment in physical education and geography. The inspection judgements are in line with the results in the 1999 National Curriculum tests at the end of Key Stage 2, which show improvements in all subjects.
11. The school's support for pupils with special educational needs reflects the Code of Practice. Appropriate individual educational plans are drawn up and cover the range of needs. Pupils with special educational needs make satisfactory progress and attain standards in line with their prior attainment. Pupils from ethnic minority background are well provided for. They attain standards commensurate with their abilities and they make satisfactory progress in all subjects.

12. Standards in oracy are satisfactory across the school. Pupils of all ages engage in and initiate conversations with adults and peers. Most pupils read accurately and confidently. All pupils show good ability to work collaboratively in lessons. They listen attentively to their teachers and they are keen to answer questions and join in discussions.
13. Standards in literacy and numeracy are satisfactory. The structure of the literacy hour is beginning to have a positive effect on lessons in other subjects. Pupils are provided with good opportunities to practise their literacy skills when they are required to write applications and provide references when applying for jobs in the school shop and school bank. Pupils learn how to apply their numeracy skills in a 'real' situations as they carry out financial transactions in the school shop and bank.
14. Judgements in inspection show that boys and girls achieve equally well and all pupils have equal access to the curriculum.

14. **Attitudes, behaviour and personal development**

15. In both key stages pupils' attitudes to their work are good. They show high levels of concentration and exhibit a strong desire to learn. Pupils are able to talk meaningfully about their work and have positive attitudes to school.
16. There are good relationships between pupils and adults both in lessons and in the playground. Boys and girls join in games and play together amicably. During the inspection no instances of bullying were seen and pupils related harmoniously to each other. All pupils enjoy equality of opportunity and have access to all of the school's activities. The small number of pupils from ethnic minority background are well integrated and racial harmony is good.
17. The school has an effective behaviour policy which is applied consistently in all situations. Behaviour is good in lessons, in the dining room and at break times. Pupils are courteous and polite towards visitors and relate well to adults. During the inspection many pupils initiated conversations with members of the inspection team and were pleased to talk to them about their work and school life.
18. The curriculum enables pupils to learn about other people's faiths and beliefs. In their conduct around school pupils show a respect for other people's feelings and values. This is demonstrated by the way in which pupils show kindness and consideration to others. In the weekly 'Well Done' assembly pupils celebrate the successes of others enthusiastically.
19. Pupils take responsibility for tasks around school. For example, they run the school shop and school savings bank. In order to secure a job as a monitor, pupils in Year 6 have to submit a formal application to the headteacher. This helps to promote pupils' self esteem and makes a significant contribution to their personal development.
20. Since the previous inspection standards of behaviour continue to be good. This is a strength of the school and helps to create a good atmosphere for learning.

20. **Attendance**

21. Registers are kept accurately as required by regulations. As a result of rigorous monitoring by

the school, the attendance figures have shown improvement which brings them in line with the national average. There are clear procedures for dealing with unauthorised absence and late attendance. No instances of lateness were seen during period of the inspection. No pupils have been excluded from school.

21. **QUALITY OF EDUCATION PROVIDED**

21. **Teaching**

22. This is a school where teaching is good. It is a strength that promotes good progress and contributes significantly to the standards that pupils achieve.
23. During the inspection all teaching was judged to be satisfactory or better. There was no unsatisfactory teaching. Teaching in 34 per cent of lessons was satisfactory, 40 per cent was good and 26 per cent very good.
24. Teaching for children under five is good with about a third of lessons judged to be very good. The teacher and nursery nurse make an effective team. Lessons are planned in great detail and have clear objectives for learning. A rich and appropriate curriculum provides pupils with many very good opportunities for learning. Work is challenging and expectations are high. Through good teaching children are given time and opportunity to explore and investigate artefacts, living things, plants and natural objects. During one lesson pupils were designing and preparing their own salads with some wonderfully original combinations of ingredients and dressings. They tasted the food and evaluated the quality of their work by its visual impact, taste and smell. The planning, organisation and provision of ingredients by the teacher and nursery nurse resulted in learning of very high quality taking place.
25. In both key stages, teaching in science is good. In Key Stage 2, teaching in English, mathematics and music is good and in Key Stage 1, teaching is good in art and information technology. The teaching of English, mathematics and religious education is satisfactory in Key Stage 1. In Key Stage 2 teaching of art and information technology is satisfactory. It was not possible to judge teaching in the other subjects in either key stage as insufficient lessons were observed during the inspection.
26. The teaching of the literacy hour is satisfactory. The teaching of the numeracy hour, which was introduced at the beginning of the new school year, is also satisfactory.
27. In the teaching in both key stages there are many strengths in the teaching. Teachers' subject knowledge is secure and they use a good range of effective strategies for teaching and learning. Good use is made of resources to enrich the curriculum. In good lessons, planning is detailed and thorough with clear objectives for learning. In the less successful lessons, learning objectives are not always clear and teachers do not set out precisely what knowledge, skills and understanding they want the pupils to acquire. In all lessons teaching is underpinned by sound curriculum guidelines which make strong links with the Programmes of Study and the attainment targets of the National Curriculum.
28. Brisk pace is a feature of the good and very good lessons. In a mathematics lesson in Key Stage 2, very good, rigorous, direct teaching of mental arithmetic ensured that all pupils made good progress in their knowledge and understanding of number bonds. In all the good lessons seen teachers set tasks of varying difficulty for pupils according to their ability and used questioning skilfully to stretch pupils' thinking. However, these attributes are not present in all lessons.
29. Teaching of information and communication technology in Key Stage 1 is of high quality owing

to teachers' strong subject knowledge and their effective organisational skills. Very good use is made of appropriate software and computer in the information and communication technology suite. Consequently, pupils' knowledge, skills and understanding in information and communication technology are good.

30. Teachers know the pupils well and assessments of pupils' standards and progress are carried out effectively. Pupils with special educational needs are given effective support by teachers and classroom assistants to enable them to make progress that is appropriate in terms of their prior attainment.
31. Classroom organisation is good across the school. Pupils' work builds on their prior learning. In the good lessons teachers set high standards and have high expectations of pupils, but in some lessons there are opportunities for teachers to expect more by increasing the pace of learning and setting more challenging tasks. However, most lessons are challenging with good pace for learning. A good example of this was seen in Key Stage 2 where in an English lesson the teacher used an extract from 'Beat the bully' to teach the rules of punctuation in a lively and challenging session that was well prepared and in which expectations were high. Pupils are keen to join in and eager to answer questions. They work hard on the tasks and achieve good standards. In a music lesson in Key Stage 1, pupils joined in enthusiastically when their teacher taught them how to clap rhythms. They then worked with high levels of concentration to utilise simple symbols to record their compositions. Relationships between teachers and pupils are cordial and contribute to the standards pupils achieve. These good relationships create a supportive climate in which discipline and control are consistent strengths of the teaching in both key stages.
32. Two classes in Key Stage 2 are each taught by two teachers who share responsibility for them. In these classes teachers liaise well and plan together to ensure that there is balanced provision and good progression within the timetable. They use their combined expertise and curricular strengths very effectively to provide well for the pupils in their care. In each class the standard of teaching is good and pupils benefit from the good arrangements that the headteacher and staff have put in place.
32. **The curriculum and assessment**
33. Curricular provision for under-fives is good and provides them with broad and balanced experiences appropriate to their age and ability.
34. In both key stages the curriculum meets fully the requirements for the teaching of the National Curriculum. The school policy for sex education is due to be reviewed. Health education is taught through the general curriculum. The school places strong emphasis on the core subjects and on the development of basic skills. The curriculum is promoting effectively pupils' intellectual, physical and social development. The national literacy hour is being implemented well and the teaching of numeracy, based on the National Numeracy Strategy, is emphasised strongly in both key stages.
35. Policies are in place for all subjects. The school has a long-term curricular plan which divides the year into half-termly units of study based on local education authority models and QCA (Qualifications and Curriculum Authority) schemes of work. This plan is reviewed annually and is used as a basis for teachers' medium-term planning. Medium-term plans identify

learning objectives clearly and link them to the National Curriculum Programmes of Study. These are then translated effectively into weekly plans which are more detailed and identify work activities for different ability groups. Assessment and evaluation are included appropriately within the plans. Weekly planning meetings take place between teachers who share classes; this practice ensures continuity and progression in curricular provision for the pupils in these classes. Planning is detailed and comprehensive but could be further improved by identifying more precisely the learning objectives for different ability groups. Weekly planning is monitored by the headteacher and curriculum co-ordinators.

36. Teachers act as co-ordinators for the core and foundation subjects and monitor teachers' planning in their subject areas. Co-ordinators and other teachers attend in service courses to renew their professional knowledge and to bring new ideas into the school.
37. All pupils including those with special educational needs are given equal access to the curriculum. The headteacher acts as special educational needs co-ordinator, maintains the special educational needs register and keeps pupil records appropriately. Individual educational plans are in place and pupils' progress is regularly assessed and recorded.
38. Homework assignments are given in various subjects of the curriculum and the school has implemented a homework policy and a homework diary.
39. The curriculum is enriched by visitors to school and by visits to places of educational interest. Extra-curricular activities, including football, rugby and cricket enhance and enrich the school's curricular provision.
40. The school's assessment, recording and reporting policy clearly identifies assessment procedures and recording systems. In addition to end-of-key-stage national assessments the school completes a baseline assessment and optional tests at the end of Years 3, 4, and 5. These are monitored by the headteacher and used both to identify strengths and weaknesses and to set targets for pupils' future development. The information on these record sheets relates to learning objectives and specifies levels of attainment. However, the data is not linked to National Curriculum levels.
41. A Record of Achievement is kept for each child, which contains samples of work, certificates and awards.
42. The school has a detailed marking policy. Pupils' work is marked on a regular basis and comments are generally constructive and positive.
43. The annual written report to parents fully meets statutory requirements and opportunities are provided for parents to discuss their children's progress.
43. **Pupils' spiritual, moral, social and cultural development**
44. The school's provision for pupils' spiritual, moral, social and cultural development is good. The caring and supportive ethos which permeates the school reflects the aims and objectives identified in the school policy.
45. Provision for pupils' spiritual development is good. Since the last inspection valuable, regular support for the school has been provided by the diocesan schools' adviser. Staff, including the

headteacher, have also attended training courses.

46. Positive contributions to pupils' spiritual development are made through the daily act of collective worship and in other areas of the curriculum. The daily act of collective worship fully meets statutory requirements and opportunities are provided for pupils to be actively involved through question and answer, music and drama. Pupils are challenged to think about Christian values and to reflect on their own place in the world. The school has close links with the parish church and the vicar is a regular visitor to school. In music, science and history pupils are able to explore meaning and purpose and experience a sense of awe and wonder about the world.
47. The moral development of pupils is good. Pupils are given clear guidance on what is right and wrong. Teaching and support staff provide good role models and contribute to the good standards within the school. Standards of discipline maintained by staff are based on praise and encouragement and on valuing pupils as individuals. Rules of conduct are displayed prominently in all classrooms. Pupils' achievements and positive behaviour are recognised and rewarded in a variety of ways including the celebration of good work and good behaviour in weekly 'Well Done' assemblies.
48. The schools' provision for social development is good. Pupils are encouraged to adopt responsible attitudes to one another and to property. Opportunities are provided within the curriculum for pupils to work collaboratively and pupils respond in a positive manner demonstrating mature and responsible attitudes to one another and to staff. Older pupils are given general monitoring tasks such as preparing the hall for assembly and Year 2 pupils have opportunity to assist in the running of the school shop. Extra-curricular activities further enhance pupils' social development. The school's support of charities encourages pupils to develop caring and considerate attitudes to others and, in particular, to those in need.
49. Pupils' cultural development is good. Through history, art, geography and music pupils learn about their own culture, about life in the past and life in other countries. Visits to museums and places of educational interest help to develop pupils' knowledge and understanding of their own heritage.
50. The religious education, history, art and geography curriculum provide opportunities for pupils to learn about other faiths and help to prepare them for life in the wider society.
50. **Support, guidance and pupils' welfare**
51. The school has effective procedures for promoting good behaviour. All staff have been involved in the development of the behaviour policy. This has resulted in a consistent implementation of the policy throughout the school. Pupils respect the fair and even way in which the policy is applied and, as a result, behaviour is good and pupils comply. The close liaison between the headteacher and her staff and the education welfare officer has led to an improvement in the attendance rate.
52. The use of sound monitoring procedures in both key stages has resulted in all pupils making satisfactory progress. Pupils with special educational needs are well supported and, consequently, these pupils make sound progress towards achieving the targets set for them. All pupils have equal access to every aspect of the life of the school, including extra-curricular

activities.

53. The school's procedures for child protection are secure. There is a suitable policy and a designated teacher for this important area of pupils' welfare. There are two members of staff qualified in first-aid procedures.

54. Pupils' achievements both in and out of school are celebrated at the weekly 'Well Done' assembly. Pupils welcome this opportunity to have their achievements recognised, and are appreciative of the successes of others.

54. **Partnership with parents and the community**

55. Parents are kept informed about the school through a well-presented and informative prospectus. Frequent newsletters keep parents up-to-date on events in school. The governors' report, published annually, meets statutory requirements and provides parents with up-to-date information about the school and its pupils. The range and quality of information provided is one of the factors which contributes to the good relationship between parents and the school.

56. The home/school reading partnership, and the sound use made of homework in both key stages, gives parents good opportunities to become involved in their children's learning. The imminent introduction of homework diaries will strengthen this involvement.

57. The regular visits to school made by the vicar from the parish church contribute to the school's links with the parish. The school joins in Harvest and Christmas services in church and, together with other primary schools, takes part in an annual Christingle service. These events are an important part of the good provision made by the school for pupils' spiritual development.

58. The distribution of Harvest gifts to local senior citizens groups, and visits to school by these groups contribute to the social development of pupils. Pupils also benefit from a range of visiting specialists in the visual and creative arts. A display of large model insects, seen during the inspection, demonstrated the quality of work being produced as a result of such visits, and pupils clearly felt pride in their contribution to the display.

59. The school has continued to maintain and develop effective links with parents since the last inspection.

59. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

59. **Leadership and management**

60. The school is effective in meeting its aims and, in so doing, is providing well for the academic, personal, physical, social, moral, spiritual and cultural education of its pupils. Good leadership is raising standards and sustaining improvement. All pupils have equal access to the full range of opportunities that the school provides and pupils with special educational needs are well catered for. It has made satisfactory improvement since the previous OFSTED inspection and its capacity for continued improvement is good.
- 60.
61. The headteacher has the support of governors, deputy headteacher, staff and parents. There is a strong Christian ethos which promotes high expectations, sound standards of achievement, good behaviour, and cordial relationships. Strong leadership is providing clear educational direction for the school. The headteacher divides her time between her administrative duties and her considerable teaching commitment. Her heavy teaching load reduces her opportunities to work alongside other staff to develop the quality of their practice and to monitor their teaching. This is a balance that needs to be re-evaluated by the governors in the light of the increased needs for monitoring that stem from the new national initiatives. Teaching and curriculum development are monitored, evaluated and supported, and targets are set for improvement.
- 61.
62. A management team underpins the work of the headteacher and increased responsibility has been given to the deputy headteacher and subject co-ordinators. Responsibilities are clearly defined and there is effective delegation. All co-ordinators have subject handbooks to guide their work and they monitor the curriculum by reviewing teachers' planning and, where appropriate, by analysing test and assessment results. Co-ordinators offer advice to colleagues and help teachers to develop and improve their work. Policy documents and curriculum guidelines have been put into place for all subjects of the curriculum
- 62.
63. The governing body carries out its statutory responsibilities in full and all statutory requirements are met. Through the development plan which has been drawn up in consultation with the headteacher, the governors provide a strategic overview for the school to follow. The development plan identifies relevant targets and sets out actions to bring about improvement. The headteacher and governors monitor and evaluate the progress of the plan. Committees are in place for key areas of responsibility and each has appropriate, written terms of reference and delegated powers. Through their meetings and committees, the governors hold the school to account for the educational standards it achieves and the quality of education it provides. They monitor the work of the school through the headteacher's reports; by tracking the progress of the priorities of the school development plan; by visits to the school; and through discussions with parents.
- 63.
64. Link governors are in place for special educational needs, literacy and numeracy. All staff have a shared sense of purpose and the school's aims and policies are reflected in every aspect of its life. There are sound procedures for monitoring, reviewing and evaluating the outcomes of its work and the school is making good progress towards achieving its aims.
64. **Staffing, accommodation and learning resources**
60. Teachers' qualifications are matched well to their roles as subject leaders and this ensures good support for the teaching of the curriculum. Classroom assistants work very effectively under the direction of class teachers and make a significant contribution to the quality of teaching and learning.

61. A staff handbook and in-service training policy for staff development is in place. Teachers attend training and they are given good opportunities to develop their roles as co-ordinators. This has extended their own expertise and has enabled them to familiarise themselves with new initiatives such as the National Literacy and Numeracy Strategies. Arrangements for the appraisal of teachers meets statutory requirements
62. During the past two years much improvement has taken place to the accommodation. The school has recently had its existing space extended through new building work and an additional teaching area has been provided. This useful development has provided the school with a wonderful, bright, spacious, new area that is being used as a suite for the computers and information technology equipment. It makes an excellent addition to the facilities of the school.
63. This new classroom has also provided additional space for early years' pupils. Further improvements have included a security system, re-roofing, a new gas boiler, decoration and carpets to classrooms.
64. Outside, the school field has been drained thus allowing full use to be made of the extensive grounds and woodland areas. There has been additional planting, seating has been added and a wetland area has been created for environmental study.
65. The playgrounds, although small, are enhanced by a fenced area for the under-fives with suitable logs, chains and balance poles to extend their play. Permanent games are embedded in the playground slopes for older pupils and a great deal of thought and effort has gone into developing the grounds to enhance the opportunities for learning.
66. The school is cleaned to a very high standard. Classrooms are well decorated, tidy, airy and welcoming. As the caretaker lives on site there are few problems with vandalism. Resources and equipment are stored suitably so there are no areas of clutter. There is suitable access for the physically disabled.
67. Resources in the school library are well catalogued and new books have been purchased to develop the literacy hour. Resources for pupils under five and in science, information technology, history, music, physical education and religious education are good. They are satisfactory in English, mathematics, design and technology, art and geography. An excellent range of original artefacts is used by the school to enliven the teaching of history and religious education topics. These promote good understanding of the times, cultures and religions which are studied.
68. Pupils welcome visitors to the school and outside agencies have been used within school to promote sport, art and drama.
69. Resources in school reflect the multi-cultural nature of society and embrace other religions and cultures. Pupils have a positive attitude to cultural diversity.
70. There has been a significant improvement since the last inspection report in that suitable accommodation is now available for early years' pupils and is fully utilised.
71. The unsatisfactory accommodation in the quadrangle area has now been converted to teaching space that enhances the provision within the school.

72. Books in the library have been replaced and additional stock added.
77. **The efficiency of the school**
73. The school development plan focuses on improving educational outcomes and relates expenditure to outcomes effectively. Educational developments are supported through careful financial planning and effective use is made of staff, resources and accommodation. Additional funding for special educational needs and other earmarked funding is used effectively and for its intended purpose.
74. Financial planning is based on good use of information. Financial control is efficient. The school uses information technology to manage the administration of its budget. Prudent management of the budget has resulted in a small surplus. The recommendations of the most recent audit have all been acted upon.
75. The school's administrative procedures are unobtrusive and result in efficient day-to-day running and organisation. Administration supports the educational purpose of the school and because it is effective it underpins the work of teachers.
76. Since the previous inspection the school has addressed effectively the key issues of the report in its action plan. Good progress has been made with each key issue and consequently the school has improved. The literacy hour has been put into place effectively and is already making a positive contribution to the further development of standards in English. The numeracy hour was introduced at the beginning of the Autumn Term 1999 and is progressing satisfactorily.
77. Taking into consideration pupils' attainment and progress, the quality of education provided, the effectiveness with which staffing accommodation and resources are used, and the cost effectiveness of spending, the school provides sound value for money.

82. **PART B: CURRICULUM AREAS AND SUBJECTS**

82. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

78. The curriculum for children under the age of five and in the reception year is based on the 'six areas of learning'. It provides pupils with a wide range of experiences and opportunities suitable to their age, capabilities and aptitude. Appropriate provision is made within the curriculum for pupils with special educational need. The youngest children can attend school for the morning only until the spring term, allowing a gradual integration into school life.
79. The attainment of children entering school is in line with the national expectation and the majority achieve the Desirable Outcomes for Learning in most areas by the time they are five years old. Progress of early years' pupils across all the areas of learning is satisfactory at this stage of the school year. Some good progress was observed during the small sample of sessions observed and as provision and teaching is also good it is expected that progress will become consistently good.

Personal and social development

80. Personal and social development is given high priority and pupils respond and interact well both with adults and their peers. Pupils are confident and establish good relationships usually behaving well and sharing resources. If behaviour becomes inappropriate swift, calm and positive intervention allows the child to retain self-esteem and modify behaviour. Pupils quickly learn social skills developing independence and sensitivity to others' feelings. They select their own resources when, for example, they are involved in picture making. They can choose from a selection of papers, or find different tools to make patterns in play dough. Pupils concentrate and sustain involvement in activities, exploring many possibilities and welcoming others to join them. Discussion, stories and 'show and tell' activities allow pupils to express feelings and to respond to experiences.

Language and literacy

81. Staff use every opportunity to develop the pupils' language through planned provision and through direct teaching and modelling. Pupils are encouraged to listen and talk, and language is extended through open and closed questioning. Pupils are confident and eager to talk and usually listen well to staff and to each other. The atmosphere within the unit is calm and conducive to discussion and social interaction. Pupils are able to use technical language appropriate to their activities, for example 'grate,' 'spread' and 'cut' whilst baking. Pupils learn to recognise their own names by finding their own name card for registration and by reading their names on coat pegs or on their bottles of milk. Pupils begin to write their own names on their work and learn to recognise the names of characters from the Oxford Reading Tree (reading scheme). Most of the children could read the words they had been learning. Pupils demonstrated that they could find initial letters of favourite characters in familiar books. These skills are reinforced by suitable games played with an adult or computer programs. There is a book-corner for children to use freely and they change library books every week. Pupils were observed using books for reference to obtain ideas when using clay. They understand where meaning is found and that books are read from left to right. All areas are labelled and pupils begin to recognise words used in the environment. There are opportunities to make marks and write in the role-play areas. The 'doctor's surgery' in place during the inspection period,

provided a wealth of opportunity to develop many areas of learning but particularly language and literacy.

Mathematics

82. Pupils recognise shapes such as circle, square, triangle and stars within the environment and in the equipment provided. Work on shape in the classroom is reinforced by reference to equipment and the activities in the playground. Pupils played a game of 'Simon says' to find shapes in the playground. Provision is made for pupils to experience three-dimensional and two-dimensional shapes in a variety of creative activities such as clay or picture and model making.
83. Pupils are encouraged to compare sizes and quantities. A variety of capacity containers is provided at the water tray. Through practical activities pupils count, compare, sort and begin to use mathematical language such as first and last, bigger and smaller. They know about twins and understand the concepts of older and younger. Pupils can judge space in their physical activities and recognise and recreate patterns such as those which were observed when pupils were making patterns in playdough.

Knowledge and understanding of the world

84. Pupils are encouraged to use all their senses to make sense of their environment. A touch box containing jelly delighted pupils who felt the cold, soft, wobbly substance and then realised it smelt of blackcurrant. Naturally they also had to taste to make sure! They are encouraged to smell, feel and taste ingredients when they are baking and they know the effect of heat on food. For example they know that cakes get bigger and that cheese will melt. Pupils select their own materials and tools, and use them safely. They were observed using knives, a grater, scissors, glue spreaders and paint brushes. The pupils talk happily about their families and past and present events, such as a recent holiday in Greece. They ask questions to gain information. The children understand similarities, differences, patterns and change. Pictures of the natural world are provided for pupils to discuss and question and the school environment provides fields, woodland and a wet-area for the first-hand study of the natural world. Pupils use the computer competently and use headphones and tape recorders to listen to taped stories.

Physical development

85. Provision for physical development is good and there is a suitable, challenging environment in the fenced playground. A number of activities are used in the playground to enhance physical or other areas of development. Permanent log stepping-stones at various heights, balance poles and suspended chains enhance the playground markings of shapes, roadways and number games. 'Ride on' toys, a climbing frame and building blocks are also used to develop appropriate skills. Pupils learn to run, skip, hop and balance with increasing confidence and co-ordination. Opportunities should be created to allow open and free access to outdoor play when appropriate. Fine motor skills are developed through the provision of a variety of materials such as clay, sand, gravel, plasticene and playdough and through construction toys such as Lego or small play people or painting and model making.

Creative development

86. Pupils explore sound through a range of musical instruments, songs and rhymes. There are also opportunities to listen to sound in the environment. Colour is explored in the different colours of water, dough and paints. Pupils respond to what they see, hear, smell, touch and feel through imaginative play, music, stories and art. A display of portraits by famous artists and mirrors for the pupils encourages them to compare features and relate what they see. Clay and other materials encourage pupils to create models and pictures which reflect their world and its meaning.

Teaching

87. Teaching of the under-fives is good overall with some very good features. The teacher and classroom assistant work well together and the quality of teaching support is very good. Planning across the age range is good but more precise objectives for individual pupils or groups within sessions should be established to ensure that the very good assessment procedures in place are well used to inform daily planning. The environment and provision for pupils under five are good and staff are well aware of how children of this age learn. Staff change and enhance the environment frequently to stimulate pupils. The management of pupils and the organisation of the curriculum and school day are very good. The atmosphere is calm; pupils are confident and behave well as their self-esteem is high. Staff relate positively to pupils and encourage them to contribute to their learning.
88. Good progress has been maintained since the previous inspection.

93. ENGLISH, MATHEMATICS AND SCIENCE

93. English

89. On entry, attainment in English is average. Progress is satisfactory and most pupils achieve the Desirable Learning Outcomes by the age of five. Early years' language and literacy work is underpinned by good teaching and organisation.
90. In the 1998 National Curriculum tests in reading held at the end of Key Stage 1, pupils attained standards well above the national average and the results were very high in comparison with similar schools. Inspection evidence indicates that pupils make good progress and at the end of the key stage they achieve high standards in reading.
91. In the 1998 National Curriculum tests for writing held at the end of Key Stage 1 the number of pupils achieving Level 2 or above was well below the national average and below the average for similar schools. However, the percentage of pupils achieving Level 3 for writing was close to the national average.
92. The National Literacy Framework is beginning to have a positive effect on pupils' writing skills. Pupils are judged to be making satisfactory progress and attainment in writing is now judged to be in line with national expectations.
93. During the period of the inspection, standards of speaking and listening were judged to be in line with national expectations.

94. Overall standards in English at the end of the key stage were judged to be average and pupils make satisfactory progress. These inspection judgements are in line with the results in the 1999 National Curriculum tests at the end of Key Stage 2, which show improvements in English.
95. In the 1998 National Curriculum tests in English held at the end of Key Stage 2, the percentage of pupils reaching Level 4 or above was close to the national average and above the average for similar schools. But the percentage of pupils reaching Level 5 was well below the national average. However, in the year since the tests, good teaching and the effects of the introduction of the National Literacy Framework are now enabling pupils to make better progress and standards are moving into line with the national average.
96. Overall standards in English the end of Key Stage 2 are judged to be average and pupils are making satisfactory progress. Progress of pupils with special educational needs is satisfactory in both key stages. Pupils with special educational needs attain appropriately for their abilities.
97. Speaking and listening skills in both Key Stages 1 and 2 are satisfactory and pupils usually listen attentively to their teachers. They contribute to discussion and express opinions. Pupils of all ages are friendly and courteous and talk confidently to visitors. Pupils in Key Stage 1 talk about their books and express preferences, read out work to the class and can relate discussions to previous work. In Key Stage 2 they demonstrate increasing competence in speaking and listening. Pupils read aloud confidently, discuss and evaluate work and make contributions to drama productions and assemblies. In both key stages pupils make good progress.
98. Reading standards are high in both key stages and pupils make good progress.
99. Pupils in Year 1 know and recite the alphabet and recognise or offer words beginning with same sounds. They can read simple words in guided reading and play word games with familiar words. Higher ability pupils read with confidence. They know and can use contents and index and are aware of authors, illustrators and information gained from book covers. They are able to re-tell stories they have read and to predict endings. Pupils in Key Stage 1 show interest and enthusiasm for books and reading. They read regularly at home and enjoy guided reading in school. Many belong to the local library and use the school library.
100. In Key Stage 2 this good start is built upon and children read willingly for both enjoyment and information. They give opinions and express preferences for books and authors. They can analyse themes and understand texts with two simultaneous plots. Pupils explore shades of meaning within poetry and they can detect bias in texts or recognise that punctuation can change meaning or emphasis. Pupils use dictionaries for meaning and spelling and can read aloud confidently. Pupils often choose books to read when work is finished.
101. In both key stages pupils with special educational needs discuss strategies for reading with supporting adults. They make satisfactory progress and reach standards commensurate with their prior attainment.
102. Standards in writing at the end of both key stages are in line with the national average. In Key Stage 1, pupils are encouraged to use a wide range of different forms of writing, including descriptions, instructions, stories, recipes and accounts, write independently using word books to support spelling and they are confident at spelling commonly used words. Pupils are able to write stories independently and higher attainers write longer stories using an appropriate range of punctuation. Presentation, handwriting and spelling are good. When lessons have sharply

focused objectives pupils' attainment is higher. In Key Stage 2, pupils can construct arguments, write reports, poetry or plays. The National literacy hour is providing good opportunities for pupils to develop their story writing skills. Older pupils are aware of correct punctuation but do not use it consistently in their writing. All pupils are able to use a neat cursive script for best pieces of work but the presentation of work in exercise books is variable. Progress in writing is satisfactory in Key Stage 1 and it is good in Key Stage 2 .

103. The teaching of English for pupils under five years is good. A stimulating environment of high quality, good use of classroom support and a range of language development opportunities are enhancing the progress and standards of these pupils at this early stage of schooling.
104. Teaching of English in Key Stage 1 is satisfactory for all pupils including pupils with special educational needs. A range of opportunities for reading and writing are provided through the literacy hour and extended writing sessions. For example one group of pupils were writing their own books from a different viewpoint based on a story they had read together. A starting point framework had been provided for each section of the story. Teachers are becoming confident in teaching within the National Literacy Framework and this is beginning to refine pupils' skills. Better use could be made of the plenary sessions to reinforce teaching points or to check understanding. Organisation and management of pupils is generally good and relationships in classes are good. Lessons are well planned but more precise objectives for lessons and groups would enable resources and activities to be matched more closely to pupils' prior attainment. The pace of lessons is usually appropriate but a greater pace and challenge in some lessons would increase motivation and expectations. The teaching of reading skills is good and teachers in Key Stage 1 make good use of resources particularly classroom support staff.
105. Teaching of English in Key Stage 2 for all pupils, including pupils with special educational needs, is good. The management and organisation of classes is efficient and effective, particularly where classes are large. The strengths in lessons where teaching is judged to be very good include, detailed planning with clear objectives, effective use of direct teaching and open ended questioning, appropriate resources used well and teachers' expectations are high. The literacy hour has given lessons good pace, planning is effective and the resulting work is usually challenging. In one literacy hour lesson pupils shared a text of a play 'Red Riding Hood 2000' and learnt sentence construction and a variety of punctuation. In follow-up activities, writing groups were able to use the punctuation reinforced at the start of the session and write a simple play. The plenary session at the end of the lesson was used for pupils to act out their play. A minority of lessons could be improved by raising the expectations of pupils and increasing the pace of work. In these lessons teachers need to set more precise objectives outlining the knowledge and skills to be taught and gains in understanding to be developed.
106. In both key stages pupils' response to English is good. They are attentive, listen well and they welcome advice from their teacher. They show high levels of interest in the subject and work well, independently and collaboratively. Pupils have good relationships with their classmates and with adults working with them.
107. The curriculum for English contains an appropriate balance between the elements of speaking and listening, reading and writing. Pupils in the early years follow the curriculum for pupils under the age of five and work within the area of language and literacy. Pupils with special educational needs are supported appropriately, in line with their individual education plans. The policy and scheme of work have been written with guidance from the local education authority. A more meaningful and manageable scheme is planned to incorporate the National Literacy Framework. Assessment procedures are in place and pupils' work is moderated carefully. In

Key Stage 2, pupils take the optional national tests in Year 4 and 5 and in Key Stage 1, pupils are assessed by class teachers during the year. Targets are set for older pupils whilst higher attainers set their own targets for the next stages of their learning. Assessment is satisfactory.

108. Books and displays in all parts of the school reflect different cultures and religions. Key Stage 1 classes recently took part in a literacy workshop at a local museum and older pupils have opportunities to work with visiting theatre groups.
109. Co-ordination of English is good. The co-ordinator has attended and provided in-service training for staff and has involved governors in the introduction of the literacy hour. There is a literacy link governor. The co-ordinator has worked hard to build up suitable resources and monitors teaching. The management of the introduction of the National Literacy Strategy has been effective and the literacy hour is in place in all classes.
110. Parents are involved in hearing their children read at home and in supporting any homework which is set. Parents and grandparents are made very welcome in school, where they play educational games with pupils and hear children read.
111. Resources for English are satisfactory and the library has a suitable range of books. Group reading books and big-books have been placed in all classrooms and each year group has suitable resources for the teaching of literacy. Resources, accommodation and staffing for English are satisfactory overall.
116. **Mathematics**
112. Most pupils begin school with levels of numeracy in line with the national average.
113. By the end of Key Stage 1 inspection judgements show that attainment for the majority of pupils is in line with the national average and pupils make satisfactory progress. Pupils are able to sequence and order numbers to 100 and have an understanding of odd and even numbers. They are developing their ability to measure objects using standard and non-standard units of measurement.
114. The 1998 National Curriculum tests held at the end of Key Stage 1 show that all pupils attain the level expected of their age. This result is much better than the national average and better than results in similar schools. The proportion of pupils attaining higher levels is broadly in line with the national average but better than similar schools.
115. By the end of Key Stage 2 inspection judgements show that attainment for the majority of pupils is in line with the national average and progress is satisfactory. Pupils have sound recall of multiplication tables and are competent in the four rules of number. They know and understand equivalent fractions and can explain the meaning of mathematical concepts such as area and volume. They understand the processes involved in the collection of data and are able to talk about different types of graphs.
116. The 1998 National Curriculum tests held at the end of Key Stage 2 show that pupils attainment is broadly in line with the national average but pupils achieved better results than those in similar schools. Higher attainers achieved higher than the national average.
117. When compared to all schools pupils' attainment was in line with the national average and when compared to schools of a similar type attainment was above average.

118. Pupils with special educational needs are given satisfactory levels of support and attain standards which are satisfactory in relation to their prior attainment.
119. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Teachers have very positive attitudes and have worked hard to implement the National Numeracy Strategy. All lessons begin with whole-class teaching involving the development of mental number skills, mathematical concepts and vocabulary. Where teachers have high expectations of their pupils in terms of behaviour and listening skills this is done very effectively with pupils set challenging, time-limited tasks which develop and reinforce knowledge and understanding of number. This is followed by group activities which are generally well matched to pupils' abilities. Lessons end with a short period of whole-class teaching in which mathematical teaching points are reinforced. Planning is comprehensive and based on the National Numeracy Strategy but teachers do not always identify specific learning objectives for the different ability groups. It is necessary to do this in order to make clearer assessments of each pupil's progress.
120. Teachers give full support and encouragement to pupils. Non-teaching staff and parents are used effectively to help develop pupils' learning.
121. The majority of pupils in Key Stage 1 are able to sustain satisfactory levels of concentration. Most pupils listen carefully when others are speaking and are confident and articulate when asking or answering questions. Relationships between pupils are good. They work well together and share resources fairly.
122. Pupils in Key Stage 2 sustain good levels of concentration, particularly when presented with challenging and stimulating activities. They listen attentively and are confident and articulate when speaking about their work. Behaviour is good and pupils demonstrate mature and positive attitudes when working collaboratively.
123. The co-ordinator for mathematics has attended appropriate in-service courses and gives regular support and help to colleagues.
124. The school has a policy statement which is due to be updated in accordance with the National Numeracy Strategy. The school is effectively implementing the National Numeracy Strategy with all teachers following a standardized format for planning and teaching. This is providing structure and progression and continuity in learning. There are regular planning meetings to ensure continuity in teaching and learning in split classes.
125. Teachers assess and record pupils' progress against learning objectives but these are not always linked to National Curriculum levels. The co-ordinator scrutinises teachers' planning and also regularly collects annotated samples of pupils' work in order to monitor continuity and standards.
126. The school has introduced the optional Standard Assessment Tests in Years 3, 4 and 5, the results of which are being analysed and used as a basis for identifying strengths and weaknesses. They are also used to set targets for raising attainment in specific groups of pupils.
127. Teachers mark pupils' work regularly and often provide helpful and constructive comments.

128. The annual written reports to parents conform to statutory requirements.
133. **Science**
129. When pupils enter the school their attainment is broadly average for their age.
130. The school's results in the 1998 National Curriculum tests for seven year olds in Key Stage 1 showed that pupils attained results that were very high compared with the national average and better than results obtained in similar schools. In the same year, the school's results in the 1998 National Curriculum tests for 11 year olds in Key Stage 2 were low compared with the national average and below the results obtained in similar schools.
131. In the year since the 1998 results, judgements in inspection show that attainment in Key Stage 2 has improved as a result of good teaching. The inspection judgements are in line with the results in the 1999 National Curriculum tests at the end of Key Stage 2, which show significant improvements in science.
132. Judgements in inspection, show that at the end of Key Stage 1, most pupils make satisfactory progress and the attainment of most is in line with the national average. In Key Stage 2, pupils are now making satisfactory progress and by the age of 11 their attainment is in line with the national average. Pupils with special educational needs make satisfactory progress and attain standards that are in line with their ability. All pupils have equality of opportunity in science and the performance of girls is similar to that of boys.
133. Teaching has improved since the last inspection and now it is good in both key stages. Teachers' subject knowledge is secure and they make good use of practical and investigative work to capture pupils' interest and to arouse their curiosity. Teachers use a good balance of direct teaching and investigations. Work is generally well matched to pupils' prior attainment. Sound provision is made for pupils with special educational needs and they are well supported in their learning. Teachers' planning is detailed but in a minority of lessons, planning is descriptive and teachers do not identify the objectives for teaching and learning sharply enough. Teachers know individual children well and this knowledge underpins their assessments of pupils' progress and attainment.
134. In each key stage effective teaching provides good opportunities for pupils to engage in investigations and experiments. In one lesson pupils from reception and Year 1, used their sense of 'touch' to investigate 'feely boxes' in which unknown objects had been hidden for them to explore. In Key Stage 1, where pupils were learning about growth and change they were given the challenge of re-arranging the class in order of size to see if the tallest were the oldest. This resulted in some lively discussion as pupils were making predictions and evaluating the results. In Key Stage 2, some good work was taking place in a lesson where pupils were investigating whether 'people with the longest legs can run fastest'. In this lesson very good teaching led pupils to understand 'fair tests' and the importance of identifying the 'variable' factors in experiments. At the end of Key Stage 2, further good investigative work was taking place where older pupils were investigating change in materials by dissolving different substances in water to make suspensions, solutions and saturated solutions. The experiments led to some good scientific thinking and some very good discussion about the variables that had contributed to the different sets of results.
135. In both key stages pupils have very positive attitudes towards science. They enjoy carrying out

investigations and practical work. Pupils work collaboratively in groups. They are good at sharing ideas and their well-developed social skills and good communication skills enhance the quality of their work. They ask questions confidently and they are keen and enthusiastic when making contributions to class discussions. Behaviour is very good and there are cordial relationships at all levels.

136. There is a policy for teaching science and detailed schemes of work for teachers to follow. The science curriculum is based upon the recently issued national guidelines. These ensure that in both key stages pupils enjoy a broad and balanced programme of science teaching. All pupils have equality of access to the science curriculum. Planning is detailed and it covers fully, all of the attainment targets of the National Curriculum. Records of individual pupils are used to report attainment and progress, accurately to parents. Science makes a strong contribution to pupils' spiritual, moral, social and cultural development by developing pupils' awareness of their environment and through encouraging them to use all of their senses to investigate and observe the world around them.
137. The science co-ordinator has a good knowledge and understanding of the subject. She manages the resources and monitors the curriculum and standards by reviewing teachers' planning, observing pupils' work and analysing test results. Her specialist knowledge is used to support the work of her colleagues and she has developed an excellent teachers' reference resource of books and other materials to help teachers teach science. Appropriate arrangements are made for the professional development of staff and resources for science are good.
138. The school grounds have been developed to provide a wide variety of different opportunities for teaching science. They offer several different habitats for plants and animals. A wet land area gives excellent opportunities for pupils to develop investigative skills. An appropriate amount of time is given to science in each key stage and resources are used effectively.

143. **OTHER SUBJECTS OR COURSES**

143. **Information technology**

139. When children enter the school their attainment in information technology is broadly in line with the expectation for their age and they make satisfactory progress. In both key stages pupils continue to make satisfactory progress and by the end of each key stage pupils' attainment is in line with the expectation for their ages. Pupils with special educational needs make satisfactory progress and attain standards that are appropriate for their abilities.
140. In both key stages pupils show positive attitudes to information technology and behaviour is good. Pupils are enthusiastic and work well with others when using information technology equipment. They are keen to speak about their achievements and enjoy using information technology equipment. All pupils have equality of opportunity in terms of access to information technology equipment. Boys and girls perform equally well.
141. The teaching of information technology is good in both key stages. Most teachers have developed their knowledge, skills and understanding of the subject and all have attended in-service training provided by the local education authority and other sessions provided by the school co-ordinator. This in-service training has been valued and has increased teachers'

confidence in using the new computers and the software. Teachers are now familiar with the new CD-ROM computers and provide pupils with appropriate opportunities for using the computers to support and extend their learning in different subjects of the curriculum.

142. The use of national funding to provide sufficient modern computers for a whole class to use at the same time has been a very effective use of resources to promote the teaching of information technology across the school. Since the previous inspection the school has developed a good policy and helpful guidelines for the subject which provide clear aims and which place emphasis on structured progression in the teaching of information technology. Assessments of pupils' attainment and progress are made by individual teachers during lessons.
143. Pupils under five are taught the skills they need to use the computer and other information technology equipment. Learning begins in the reception class where pupils have constant access to computers, and continues through the school. The co-ordinator supports the work of her colleagues well and she makes excellent use of the newly created computer suite which is already having a very positive effect on the teaching of information technology throughout the school. Consequently, all pupils are confident in their use of information technology equipment to extend and increase their learning. When pupils enter Key Stage 1 they are competent in basic computer control and operating skills. They can use a 'mouse' and a keyboard to operate programs. Programs are used to help pupils extend their work and develop their understanding in history, geography, art, mathematics, English and design and technology. In both key stages pupils use computers confidently to handle data and to represent data in graphs and charts.
144. In Key Stage 2, pupils build on their earlier work and make sound progress. Towards the end of the key stage pupils were using a CD-ROM encyclopaedia to increase their knowledge and understanding of history by seeking information about the Victorians and life in Victorian Britain. Word-processing skills are developed in all classes as pupils use the computers to write, edit and present their written work in printed form. Through this work their keyboard, typing and editing skills are practised and improved. Some pupils use the computers to present the findings and for data analysis. A digital camera has been used to provide photographic, computerised images of pupils which are on display.
145. Resources for information technology are good. The school has recently improved its provision for information technology by using the national funding to purchase a good range of modern CD-ROM computers and a good range of programs for each age group. Older computers have been kept to supplement provision and are being used effectively. All classes have access to tape recorders, television, and other resources.
146. Good progress has been made in information technology since the last inspection.

151. **Religious education**

147. In both key stage pupils make satisfactory progress and attainment is in line with the expectation of the agreed syllabus. In Key Stage 1 pupils learn about some of the main characters in the Bible. Through listening to Bible stories such as 'Joseph and the coat of many colours,' pupils are able to reflect on some of the feelings which people experience in life. Pupils are able to reflect on the story and relate some of the emotions experienced by Joseph such as fear worry, sadness, happiness and love, to experiences of their own.

148. In Key Stage 2 pupils are able to look at interpretations of Christianity such as Holman-Hunt's *Light of the World* and debate and discuss their own ideas of what the artist is trying to portray. They are able to produce their own artistic interpretations and write their own accounts of what the concept of heaven means to them.
149. During the course of the inspection only a small number of religious education lessons were seen but in the lessons observed the quality of teaching was satisfactory. Teachers plan carefully and handle the subject matter sensitively allowing pupils to express their thoughts and opinions freely and valuing all contributions equally.
150. Pupils respond well in lessons. They listen attentively and are confident and articulate when responding to questioning. They are able to provide thoughtful and mature answers to challenging questions about issues which affect their daily lives.
151. The school has a policy statement and a scheme of work based on the local education authority agreed syllabus. The scheme provides structure and continuity and where appropriate seeks to bring religious education into other areas of the curriculum. The co-ordinator monitors teachers' planning and attends relevant in-service training. Topic boxes have been developed to support the curriculum and the school makes excellent use of artefacts and display to promote pupils' thinking and learning. The co-ordinator has produced an action plan for the further development of the religious education curriculum within the school. The school has made satisfactory progress since the last inspection.

Art

152. Pupils' attainment on entry to the school is average. Evidence from the small number of lessons observed during inspection shows that in both key stages most pupils make good progress in art. There is evidence to show that some work of very good standard is produced by higher attainers.
153. In the early years and in Key Stage 1 pupils are enthusiastic, share and use resources well and listen carefully to instructions. Pupils in Key Stage 2 behave well and work quietly and independently, although there is little serious evaluation of their own and others' work to help them to improve.
154. Teaching of pupils under the age of five and in Key Stage 1 is good. Pupils in Year 2 can mix their own paints and blend pastels. They know how to lighten and darken colours and recognise light sources in paintings. Pupils in this age group were studying the work of Paul Mondrian. Other groups made their own Van Gogh portraits in paint and pastel. The study of a range of artists and their techniques is extending pupils' knowledge and understanding and are reflected in their work.
155. In Key Stage 2, pupils have linked their art work to history topics on the ancient Egyptians and the Victorians. They consider videos, paintings and relevant artefacts to extend their knowledge. Pupils need to make greater use of new skills acquired. They should be encouraged to evaluate the effectiveness of the skills that they use. There is a need for a greater range of resources to develop pupils' creativity through experimentation. Higher expectations of pupils' achievement within Key Stage 2 is needed to increase motivation and to help them produce consistently good standards of work.
156. Photographic evidence is derived from displays of pupils' work to help assess rates of progress

as pupils move through the school. The range of artwork in current use has been developed by the co-ordinator who strives to raise the status of art. There is a clear art policy and a comprehensive scheme of work has been developed. A range of work has been presented to governors as part of their monitoring role. Assessment of pupils' work in art is carried out appropriately.

157. Art contributes to the spiritual, moral, social and cultural development from a variety of cultures and times. They learn to appreciate and empathise with the cultures they study. Pupils often work in groups to produce pieces of work, learning to collaborate and share. Art work often supports religious education. In the illustrations in Year 6 of "My idea of Heaven" or in Year 3 and 4 of the most "Wonderful thing on Earth" pupils are empowered to reflect on, and express feelings through, art.
158. Co-ordination of the subject is good and the co-ordinator is available to give ideas and advice. She is developing resources for each class and for the central area and intends to extend textile resources. There are selections of picture packs and work by a variety of artists which can be used within classes. Resources for art are adequate but lack variety.
159. Since the previous inspection the school has developed its policy and scheme of work and the role of the co-ordinator is clear. Pupils are now developing their expertise in creating three-dimensional art. This was seen in the large-scale insects, and work done by under-fives; and also in the clay work of pupils in Key Stage 2. Knowledge and understanding have improved.

Design and technology

160. On entry pupils' attainment is in line with expectations for their age. In the very small sample of lessons observed during the inspection, from scrutiny of pupils' work and from conversations with pupils progress across the school is judged to be satisfactory. Progress of pupils with special educational needs is in line with their abilities.
161. Pupils under five years of age design and make their own pizza topping using a range of ingredients and learn to use implements, including knives, safely and correctly. They use talk to plan and evaluate their own work, adapting it when necessary.
162. In Key Stage 1 pupils plan the sequence required for making their own sandwiches and then construct a sandwich following their own picture sequence. They are able to produce computer-generated designs using 'Dazzle' and 'Easel 2' to make their own calendar pictures.
163. Pupils in Key Stage 2 design and make their own photograph frames, by first observing and then discussing commercially made products. They consider factors such as the recipient, cost and stability of materials, and the ease of working within the limits imposed by time and the availability of tools. Pupils evaluate their products and adapt them as necessary. They are aware of the need to work safely with tools. Year 4 and 5 pupils work with clay to design and make Egyptian stela tomb paintings.
164. Older pupils in Key Stage 2 work with outside experts to produce larger-scale, basket-framed models and learn to use a variety of materials and joining skills. Pupils have opportunities to work together to follow and interpret instructions while using construction kits.
165. Pupils' attitudes are good. They show interest in and enthusiasm for their work. They proudly show their finished products and readily discuss the processes involved in making them.

Teachers encourage pupils to work collaboratively. Behaviour is good.

166. Design and technology is planned within the whole-school curriculum to take place in blocks of time across Key Stages 1 and 2. Early years' pupils have regular opportunities to use a variety of tactile materials. They use talk to evaluate their properties and experiment with a variety of tools and media. The school has a design and technology policy and uses the QCA guidelines as its scheme of work thus ensuring progression across the key stages. Photographs are used to assess attainment and progression across the school.
167. The co-ordinator for design and technology is responsible for the planning of the curriculum, resources and assessment. Resources for the subject are adequate and suitably stored.
168. There has been an improvement since the previous inspection report in that the school now follows a scheme of work. Pupils clearly understand the design element in the process and satisfactory progress was observed in the quality of finished items.

The humanities (history and geography)

169. During the course of the inspection insufficient teaching of geography was seen to be able to make a judgement on pupils' progress.
170. Although insufficient history lessons were seen to be able to make a judgement on teaching, evidence gleaned from books, displays and from talking to pupils indicates that pupils make satisfactory progress. In Key Stage 1 pupils learn about famous people of the past such as Florence Nightingale and Louis Braille. Through simple observation of artefacts from the past pupils can make comparisons between the past and the present day.
171. In Key Stage 2 pupils can use information technology, encyclopaedias and history programs to research the Victorians and to build databases. Pupils are able to make comparisons between the Victorian period and present day in terms of schooling, housing and general everyday life. Through books, visits to museums and the observation of artefacts pupils learn about life in ancient Egypt.
172. Since the previous inspection the school has devised policy statements for history and geography. The school used the Kirklees Primary Curriculum Organiser as a basis for its work but is now using the QCA schemes of work as a basis for curricular planning. The school has a long-term curriculum plan which teachers use to produce medium and short-term planning. History and geography is planned in alternate half-termly units. Planning is comprehensive in nature and linked to National Curriculum Programmes of Study.
173. The humanities co-ordinator monitors teachers' planning and has attended relevant in-service courses. The school makes excellent use of visits to museums and of artefacts supplied by museum services to support the history curriculum. Effective use is made of time-lines to develop pupils' sense of chronology. Displays of work and artefacts enable pupils to develop a real sense of history. The school also uses the local environment effectively to support the geography curriculum.

Music

174. During the course of the inspection there was insufficient evidence of the teaching of music in Key Stage 1 to make an overall judgement on progress. However, by the end of the key stage

pupils are able to use their hands and percussion instruments to produce their own compositions. They can use simple notation to write their own score and use it to perform their compositions to the rest of the class. They behave well, have positive attitudes towards the subject and enjoy music.

175. In Key Stage 2 pupils make good progress. They are able to sing in unison and sing songs from memory. Pupils are able to distinguish between high and low notes and accurately reproduce these sounds. Specialist music teachers visit the school to provide guitar, wood-wind and string tuition for small groups of pupils.
176. In both key stages pupils with special educational needs make satisfactory progress.
177. All class music in Key Stage 2 is taught by the co-ordinator and the quality of teaching is good. Lessons are planned well with clear objectives and opportunities are provided for pupils to work together. Good explanations are given and questioning is used effectively to develop pupils' learning and understanding. Pupils listen attentively in lessons and are confident when performing in front of others. When working in groups pupils exhibit mature and responsible attitudes. Pupils respond well and enjoy music lessons. Their behaviour is good.
178. Singing in assemblies is tuneful and opportunities are provided at the beginning and end of collective worship for pupils to listen to and appreciate a wider range of music and the work of different composers. In one assembly during the inspection, older pupils in Victorian dress performed an entertaining, enthusiastic and lively rendering of a medley of Victorian songs. At Christmas and on other occasions the school presents musical productions for parents and others.
179. The school has a policy statement for music and detailed schemes of work. The scheme ensures continuity and progression of skills, knowledge and understanding within curriculum.
180. The co-ordinator offers strong and competent leadership of the subject. She is well organised and has a good understanding of the teaching and development of music at the primary school stage.
181. Resources for music are good. There is a good range of tuned and untuned percussion with some instruments drawn from other parts of the world and from different cultures. They are well kept and easily available to staff and pupils. Since the last inspection the school has made satisfactory progress in music.

Physical education

182. Owing to timetable restraints during the period of the inspection it was not possible to gain enough evidence to judge attainment, progress, teaching or response in this subject.
183. However, the school covers all the areas of activity including swimming and all pupils are able to swim a minimum of 25 metres by the end of Key Stage 2. Pupils in Years 4 - 6 are able to participate in weekly swimming lessons. There is a clear policy outlining aims. Careful half-termly planning ensures that curricular provision is balanced and that there is a measure of flexibility to take account of poor weather. The hall is always available when outside games are not possible. The policy contains advice as to suitable clothing, equal opportunities, first aid, health and safety.
184. Pupils' work is assessed and a statement regarding physical education is made on their Records of Achievement.
185. The school promotes positive attitudes within and towards sporting activities. This positive attitude was observed during lessons and in games activities in the playground at lunch and play time.
186. A range of sporting activities is available during the year and pupils compete annually in the Colne Valley and local educational authority competitions in football, rounders, cross-country running, swimming and cricket. The school has received financial support from the local rugby club to purchase rugby training from the local educational authority and has worked with Huddersfield Town Football Club to develop football skills. A national athletics coach has worked with pupils to help develop their athletics skills.
187. Early years' pupils have regular access to outside play equipment in their own fenced playground. There are permanent structures within the early years' playground to develop balance and large motor control.
188. The school offers extensive and varied areas for activities in all weathers including the hall, playground and field. Recent drainage of the fields has prepared the area for the planned orienteering course which has been drawn up with the help of the Sea Cadets' leader. Staff are very well qualified and have kept up-to-date with training in a variety of sports. Resources are good overall and equipment is in good order. Staff and pupils participate in fund raising to purchase further equipment for physical education. Since the last inspection satisfactory progress has been made in physical education and all statutory requirements are now met in full.
189. Regular safety checks are undertaken by the co-ordinator and the local educational authority.

194. **PART C: INSPECTION DATA**

194. **SUMMARY OF INSPECTION EVIDENCE**

190. The inspection of Slaithwaite CE (Controlled) Primary School was undertaken by a team of four inspectors, who, over a three day period, completed a total of ten inspector days in the school.

191. For most of the time spent in school inspectors visited classes, talked with individuals and groups of children and evaluated the work they had done. In addition, interviews were held with the headteacher, teachers with curriculum responsibilities, ancillary staff and members of the governing body.

192. Furthermore:

- pupils were heard reading and were questioned on their understanding and knowledge of books in general;
- pupils from each year group were examined in their mathematical knowledge and understanding;
- samples of pupils' work covering the full ability range were scrutinized, in all age groups and in all classes;
- the policy documents of the school and the school development plan were considered;
- minutes of governing body meetings were inspected;
- attendance registers, the records kept on the pupils and teachers' planning documents were inspected; and
- the budget figures were analysed.

• **DATA AND INDICATORS**

• **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with Statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	135	3	21	18

• **Teachers and classes**

• **Qualified teachers (YR - Y6)**

Total number of qualified teachers (full-time equivalent):	5.5
Number of pupils per qualified teacher:	24.5

· **Education support staff (YR - Y6)**

Total number of education support staff:	5
Total aggregate hours worked each week:	30

Average class size

Average class size:	27
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· **Financial data**

Financial year:	1998
	£
Total income	240,648
Total expenditure	221,703
Expenditure per pupil	1,606
Balance brought forward from previous year	13,769
Balance carried forward to next year	13,498

PARENTAL SURVEY

Number of questionnaires sent out: 120
 Number of questionnaires returned: 21

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	48	38	10	5	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	52	33	0	14	0
The school handles complaints from parents well	26	42	16	0	16
The school gives me a clear understanding of what is taught	30	55	5	5	5
The school keeps me well informed about my child(ren)'s progress	29	52	10	10	0
The school enables my child(ren) to achieve a good standard of work	43	48	10	0	0
The school encourages children to get involved in more than just their daily lessons	38	33	19	10	0
I am satisfied with the work that my child(ren) is/are expected to do at home	29	62	5	5	0
The school's values and attitudes have a positive effect on my child(ren)	48	29	19	0	5
The school achieves high standards of good behaviour	30	50	15	0	5
My child(ren) like(s) school	62	33	5	0	0