

INSPECTION REPORT

Hapton C of E and Methodist Primary School
Hapton

LEA area: Lancashire

Unique Reference Number: 119407

Inspection Number: 187863

Headteacher: Rev Blezard

Reporting inspector: Kathryn Taylor
22424

Dates of inspection: 19th - 21st October 1999

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	mixed
School address:	Manchester Road Hapton Burnley Lancashire BB11 5 RF
Telephone number:	01282 771 657
Fax number:	N/A
Appropriate authority:	Lancashire education authority
Name of chair of governors:	Canon James C Duxbury
Date of previous inspection:	May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
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Sarah Drake (Lay Inspector)		Attendance; Support, guidance and pupil welfare; Partnership with parents and the community.
Jo Cheadle Peter Isherwood	English; Information technology; Music; Equal opportunities; Under fives. Science; Physical education; History; Geography; Special educational needs.	Attitudes, behaviour and personal development. Efficiency; Spiritual, moral, social and cultural development.

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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- Teaching and support staff are committed to the school and its pupils. They work effectively as a team to share their expertise.
- The quality of teaching in over 50 per cent of lessons is good, and it is very good in ten per cent of lessons.
- The school achieves very good standards of behaviour and relationships are very positive.
- The provision for pupils' spiritual moral, social and cultural development is good.
- There are good procedures for monitoring pupils' progress and personal development, and for encouraging good behaviour and attendance.
- There are good links with the community.
- The curriculum is good and there is a good range of out-of-school activities.
- The School Development Plan is good and linked to clear educational priorities.
- Co-ordination and provision for children with special educational needs is good.

WHERE THE SCHOOL HAS WEAKNESSES

- I. Pupils do not have enough opportunities in lessons to discuss and develop their own ideas and explain their thinking.
- II. Pupils are not sufficiently challenged to make the best progress in information technology, particularly at Key Stage 2.
- III. Teaching is unsatisfactory in ten per cent of lessons.
- IV. Procedures for child protection and health and safety need to be improved.
- V. This term's timetables in Key Stage 2 allocate too much time to some subjects and not enough to others.
- VI. There are no separate outdoor play facilities for the children under the age of five.
- VII. The quality of end of year reports is inconsistent; comments often describe what is taught rather than what pupils have learned.

The school's weaknesses are outweighed by what it does well. The weaknesses will form the basis of the governor's 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

Pupils throughout the school now make better progress and attain higher standards in design and technology and information technology. At Key Stage 2, progress in English, art and history has improved. The overall quality of teaching has improved. Staff have given good attention to developing the curriculum. There are now policies for all subjects, and detailed schemes of work have been completed for most subjects. Assessment procedures and the use that the school makes of assessment information have been improved and are now good. School development planning has improved and is now good. The provision for pupils' social and cultural development has been extended, and good attention is now given to extending pupils' understanding of a variety of different beliefs and cultural traditions. The school has

made good progress since the last inspection and has the capacity to make further improvements in the future.

STANDARDS IN SUBJECTS

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

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

Similar schools refers to schools with a similar percentage of pupils entitled to free school meals.

The standards achieved in the 1999 National Curriculum tests in English were below average when compared with all schools nationally. Standards in the tests in mathematics and science were well below the average of all schools.

When pupils' results in national tests are compared with those of schools that have a similar number of pupils entitled to free school meals, results are average in English but well below average in mathematics and science. However, the results in 1999 represent a fall in the standards that the school usually achieves. A large proportion of pupils in the Year 6 class in 1999 was identified as having special educational needs. Pupils' results in all three subjects in 1997 and 1998 were higher than in 1999. Inspection evidence shows that the attainment of pupils by the age of 11 is average in English, mathematics and science and pupils make satisfactory progress in all three subjects

QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	good	very good	good
Mathematics	good	very good	good
Science		Good	satisfactory
Information technology		none seen	none seen
Other subjects seen	satisfactory	Good	satisfactory

The quality of teaching in 90 per cent of all lessons is at least satisfactory. In over half of lessons teaching is good and in 10 per cent of lessons it is very good. However, teaching is

unsatisfactory in 10 per cent of lessons.

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	Very good. Most pupils behave very well in class, around the school and in the playground. On the few occasions when pupils misbehave, this is dealt with promptly and effectively.
Attendance	Satisfactory. Most pupils attend regularly, are keen to come to school and arrive on time.
Ethos*	Good. The school's ethos is built on strong Christian values such as respect, tolerance and an appreciation of the contributions that each person makes to the daily life of the school. Staff and pupils are valued. There are very positive relationships, which make for a happy school.
Leadership and management	The headteacher and senior managers have worked diligently to address the weaknesses identified in the last inspection report. Governors take their responsibilities seriously. Most are supportive of the school, interested and involved. Subject co-ordinators carry out their roles effectively.
Curriculum	The curriculum is broad and balanced, covering all subjects of the National Curriculum and religious education. The provision for extra-curricular activities is good.
Staffing, resources and accommodation	There are sufficient teachers and support staff. The accommodation is satisfactory overall, although there is no separate outdoor play space for children under the age of five. There is a good range of resources and a satisfactory quantity although some are old.
Spiritual, moral, social and cultural development	The provision is good. Pupils are taught the difference between right and wrong, and are provided with opportunities to reflect and pray. They develop a good understanding of the different values, beliefs and customs in our society. Pupils' social development is promoted well.
Pupils with special educational needs	The provision for pupils with special educational needs is good. Teachers and support assistants plan appropriate work and support pupils well.
Value for money	Satisfactory.

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

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
<p>VIII. The school keeps parents informed about their children's progress.</p> <p>IX. Staff are approachable and encourage parents to take an active part in the school.</p> <p>X. The school achieves good standards of behaviour.</p>	<p>XI. Some feel that there are occurrences of</p> <p>XII. Some would like children to receive praise or when winning an event on sports day.</p> <p>XIII. Homework is inconsistent; too Stage 2.</p>

Inspection findings in the main support parents' positive views, although the end of year reports could be improved to provide more specific information about pupils' progress. Some pupils attend the school who have special educational needs relating to behaviour. When problems arising from this occur, incidents are dealt with promptly and effectively.

The school has recently introduced a clear homework policy that sets out the expectations for pupils in each key stage. Pupils throughout the school do receive regular rewards for good work and behaviour. Each week at a special assembly rewards and certificates are given. At the school sports day events house points are awarded to winning teams rather than individual pupils.

KEY ISSUES FOR ACTION

To improve standards of work and pupils' learning, the headteacher, staff and governors should:

- Reduce the amount of unsatisfactory teaching;
(Paragraphs: 22, 24, 29, 56, 83, 85, 86, 107, 115, 117)
- Ensure that pupils are provided with more opportunities in lessons to; ask questions, discuss their work, explain and clarify their thoughts and express their opinions, both in the context of whole class teaching and when working in groups;
(Paragraphs: 11, 20, 26, 28, 80, 89, 91)
- Improve pupils' progress in information technology by implementing the school's recently drawn up policy and scheme of work, to ensure that pupils are progressively taught the necessary age-related skills;
(Paragraphs: 11, 12,17, 110, 112, 113)
- Improve the procedures for recording pupils' medical requirements, and any concerns or action taken with regard to issues of child protection, and ensure that regular Health and Safety checks and risk assessments are carried out;
(Paragraphs: 40, 44)
- Ensure that each term, the timetables for Key Stage 2 classes balance the time spent on the core and foundation subjects;
(Paragraphs: 33)

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

*.Work with the local education authority to extend outdoor play facilities for children under the age of five;

(Paragraphs: 62, 70)

*.At both key stages, give more attention to developing pupils' handwriting skills and a cursive script;

(Paragraphs: 82, 83)

*.Improve the end-of-year-reports to parents by ensuring consistent quality between classes, with more detail on attainment and progress than on description of what is taught.

(Paragraph: 50)

INTRODUCTION

Characteristics of the school

1. Hapton Church of England and Methodist Primary School is situated in the village of Hapton, an industrial village between the towns of Accrington and Burnley in Lancashire. The school is maintained by Lancashire Local Education Authority. There are 125 pupils aged between four and eleven on the school roll, which is small for a primary school. There are five classes of pupils arranged in mixed age classes. Children start school in the autumn term of the academic year in which they will be five although, as the term begins in August, a very small minority of children is only three years old when they actually start at the school. The school does not have its own nursery, and draws its pupils from a fairly wide catchment area, which offers varying types of pre-school provision. Some children have no pre-school experience before starting school. Children and their parents are invited into school on a weekly basis for a thirteen-week induction programme before they start school. Pupils' attainment on entry to the school is broadly average, although there are wide variations within each cohort and between different cohorts over time. All pupils attending the school are white, and there are no pupils for whom English is an additional language.

2. Not all pupils attending the school live within the immediate locality; around twenty per cent of pupils are drawn from surrounding areas. Social and economic factors within the locality vary considerably. The proportion of parents in Hapton with higher education qualifications is below the national average. There is also a significant degree of movement of population into and out of the area. The school therefore admits pupils from other schools and areas on a regular basis. Twenty-four per cent of pupils are entitled to free school meals, which is above the national average. There are currently 30 pupils on the register of special educational needs, three of whom have a statement of special educational need. There has been a significant increase since the last inspection in the proportion of pupils on the register of special educational needs and of those with a formal statement. This is due to a change in the population of the school; about half of the pupils on the special needs register have joined the school after attending other schools.

3. Within the context of the school's Christian mission statement, the school aims to:

- *. Develop in children tolerance and understanding, respect for the rights, views and property of others;
- *. Develop a responsible and independent attitude towards work and their role in society; and,
- *. Enable children to achieve their full academic potential, aesthetic appreciation and spiritual awareness.

1. The headteacher, staff and governors have identified in their development plans a number of priorities for the current year, which include:

- *. To further develop the curriculum in the light of the Literacy and Numeracy Strategies;
- *. To improve work in information technology in line with government initiatives;
- *. To further improve the strategic management and monitoring of the school's work;
- *. To maintain teaching staff levels and extend those of support staff as and when finances become available;
- *. To provide pupils with greater awareness and appreciation of the cultural diversity of wider society; and,
- *. Make improvements to the interior decoration and resources.

1.Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	6	11	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	5	5	5
	Girls	9	9	11
	Total	14	14	16
Percentage at NC Level 2 or above	School	82(68)	82(64)	94(64)
	National	82(80)	83 (81)	71(84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	5	5	5
	Girls	9	11	9
	Total	14	16	14
Percentage at NC Level 2 or above	School	82(68)	94(64)	82(68)
	National	82(81)	86(85)	87(86)

¹ Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1999	7	9	16

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	5	5	3
	Girls	5	1	3
	Total	10	6	6
Percentage at NC Level 4 or above	School	63(65)	38(70)	38(83)
	National	70(65)	69(59)	78(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	4	5	5
	Girls	2	3	3
	Total	6	8	8
Percentage at NC Level 4 or above	School	38(65)	50(70)	50(74)
	National	68(65)	69(65)	75(72)

² Percentages in parentheses refer to the year before the latest reporting year

Attendance

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

		%
Authorised Absence	School	5.3
	National comparative data	5.6
Unauthorised Absence	School	0.6
	National comparative data	0.5

Exclusions

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

	Number
Fixed period	3
Permanent	1

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	10
Satisfactory or better	90
Less than satisfactory	10

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

2. When children start school, their levels of attainment are broadly average, although there are wide variations within each cohort and between different cohorts of pupils over time. During their first year at school in the reception class, children who are under the age of five make sound progress in all the areas of learning except in their creative development, where progress is good. By the time they are five, their attainment is average compared with the achievement of children of a similar age.

3. When analysing pupils' results in the end of key stage assessments over time, it is important to note that the number of pupils taking the tests at the school is small. As a result, each pupil's performance can weight the results by up to ten per cent. The size of the cohort also varies considerably each year. This makes comparisons based on the percentage of pupils attaining or exceeding the expected level relatively unreliable in identifying trends in attainment. Furthermore, because of the mobility in population, not all pupils taking the tests have spent all their primary school years in the school, and this is particularly the case with pupils at Key Stage 2.

4. In 1999, the most recent reporting year, in the national tests and tasks at the age of seven, the number of pupils reaching the expected level in reading and writing (82 per cent) and mathematics (94 per cent) was average when compared with the national picture. In science, the number (82 per cent) was below the national average. The percentage achieving the higher level was average in reading and below average in writing, mathematics and science. In the tests at the end of the Key Stage 2, the percentage of pupils achieving the expected level (Level 4) in mathematics and science is well below average at 38 per cent when compared with similar schools and with schools nationally. In English, the percentage attaining or exceeding the expected level is below the national average at 63 per cent, but in line with the results of similar schools. However, in the Year 6 class in 1999, the percentage of pupils on the special educational needs register was above the school average, and this particular group of pupils were identified as a weak cohort in the last inspection report. At that time, when these pupils were aged seven, only half attained the expected level (Level 2) in mathematics and reading in the end of Key Stage 1 tests. By contrast, the proportion attaining or exceeding the expected level (Level 4) in the tests at the end of Key Stage 2 was substantially higher in the previous years of 1997 and 1998. In both of those years, the proportion at least matched the national average and in most instances exceeded it.

5. The school has set realistic targets for improving pupils' results in the Key Stage 2 tests in the future. These targets take into account available assessment data about each particular cohort of pupils. In setting the targets, the school has made good use of data showing pupils' attainments and progress as they move up the school and its own analysis of standardised tests.

6. Inspection findings are that pupils' attainment overall is average by the end of both key stages. This represents an improvement since the last inspection, when standards in information technology and design and technology overall were below average at both key stages, and there was also underachievement in history and art and aspects of English at Key Stage 2. There is insufficient evidence to make a judgment about pupils' overall attainment in music, although the standards in singing are good.

7. Pupils' skills in reading and writing are average and pupils listen well. However, their ability to express opinions, discuss their thoughts and explain their understanding or ideas is limited and pupils tend to make brief spoken contributions, especially in the whole class context. Pupils' skills in recall of number facts are well developed throughout the school. This greatly assists them in calculations and problem solving, which pupils now approach reasonably confidently. However, pupils' ability to explain their methods and thinking is less well developed. Standards in science are average. Standards in information technology are average at the end of Key Stage 1 and broadly average by the end of Key Stage 2, although pupils' attainment is below average in the control aspect of information technology.

8. Pupils of all levels of attainment make sound progress overall through the school. This is an improvement since the last inspection when higher attaining pupils were found to be insufficiently challenged, progress in information technology and design and technology was unsatisfactory throughout the school, and at Key Stage 2 progress in history and art was also unsatisfactory. However, currently at Key Stage 2, although progress is satisfactory overall, there remains a variation in the level of progress pupils within different classes make. Furthermore, the development of pupils speaking and handwriting skills at both key stages needs to be given a consistent and sharper focus, as does the progressive development skills in information technology.

9. There are no significant differences in the progress of boys and girls. Where pupils are grouped in ability groups within classes, there is no evidence that boys or girls are over-represented in any groups. Pupils on the register of special educational needs, including pupils with statements of special educational need, make sound progress in relation to the targets in their individual educational plans, and attain standards that reflect their capabilities.

10. Pupils' consistent progress in the development of reading skills is an improvement since the last inspection. In the reception class, pupils learn to hold a book correctly and to predict what the story may be about from the cover design. By the end of this key stage, lower attaining pupils make good attempts to read unfamiliar words, while higher attaining pupils read with very good expression and confidently talk about books they have read and authors that they like. Progress in reading throughout Key Stage 2 is sound, so that the majority of pupils read fluently with good levels understanding by the end of this key stage.

11. Pupils make sound progress overall in writing. In Key Stage 1, they learn to identify spelling patterns in words, to write stories and factual accounts. There is evidence of writing in different styles and for different purposes at Key Stage 2. However, the range needs to be consistently practised and to be extended to include factual accounts, persuasive and instructive writing and more extended story writing. Handwriting skills show signs of some cursive characteristics in Key Stage 1 and is recently being given better attention through Key

Stage 2. However, development of a cursive script is an area for improvement.

12. Pupils make sound progress in mathematics. For example, they develop the skills to interpret charts, tables and graphs of increasing complexity and to calculate and measure accurately. They develop a good understanding of place value and number operations, and can apply this knowledge to problem solving activities satisfactorily. Pupils make satisfactory progress in science at Key Stage 1. They show an increasing understanding of scientific vocabulary, and improve their knowledge of plants and animals and the conditions they need to survive. They gain skills in carrying out simple investigations, and use their existing knowledge to predict what they think might happen. Progress through Key Stage 2 is satisfactory over time, although there is some variation within individual lessons as a result of unsatisfactory teaching.

13. In information technology, progress is satisfactory overall, except in control technology in Key Stage 2 where pupils make insufficient progress. In all other subjects pupils make sound progress overall.

Attitudes, behaviour and personal development

14. Pupils of all ages, including children under the age of five, generally have good attitudes and are interested in their work. This makes a positive contribution to their progress and attainment, and to the day-to-day atmosphere of the school. In lessons, pupils listen attentively to their teachers and respond with enthusiasm. Most pupils, including those with special educational needs, concentrate well on their work. They work well independently and in small groups. As there are a number of pupils who join the school late or stay only for a short period, pupils in some year groups need time to develop the same positive attitudes regarding schoolwork and commitment. Positive role models provided by classmates generally encourage respectful attitudes and better responses to learning.

15. Pupils of all ages generally behave very well. In the meeting for parents before the inspection, some expressed concern over the standards of behaviour at the school, especially in the playground. Inspection findings are that pupils have a very clear understanding of what is right or wrong, and respond very well to school and classroom rules. On the few occasions when behaviour does not meet these expectations, pupils understand and accept that their misdemeanours will be dealt with swiftly and effectively. Very good behaviour is evident in assemblies, around the school and at playtimes. Pupils are very eager to show that they know how to behave well. For example, many pupils automatically take out a book to read when they have completed their work, knowing that they must not disturb others who are still working. Pupils are polite and courteous with visitors. Parents at the meeting commented that pupils have been complimented on their very good behaviour on out-of-school visits.

16. Pupils' personal development is good overall. The school's good ethos is built on a sense of community, which promotes pupils' social progress. Relationships at the school are very positive. Pupils work and play well together. The majority of pupils understand the benefits of working together, and they learn to be tolerant and accepting of each other. However, the way in which pupils respond to challenge varies throughout the school. Some pupils lack the confidence and skills to explain how they are going to tackle a new task or challenge, and some

are used to teachers offering solutions for them. When asked questions, some pupils expect that answers will be structured for them, and say very little or remain silent in anticipation of their teacher's contribution. This is an area for further development, since pupils become over-reliant on the fact that other people will express their thoughts and opinion, and this affects the development of self-esteem and confidence. Pupils are willing to take on responsibilities that are offered to them, such as being monitors in the classroom. Some pupils are responsible for preparing the hall for assembly. The oldest pupils supervise younger pupils as they line up and come into school. They escort injured pupils in from the playground for minor medical treatment. At wet playtimes, some Year 6 pupils also read to children in the reception class.

Attendance

17. Overall levels of pupils' attendance at school are satisfactory, at around the national average. Most pupils arrive punctually and regularly, but there is a very small number whose attendance is poor. Pupils' regular attendance has a positive effect on their standards of work, since they can make uninterrupted progress with no need for repetition.

21. QUALITY OF EDUCATION PROVIDED

Teaching

18. The quality of teaching is good overall which represents an improvement since the last inspection. Teaching is at least satisfactory in 90 per cent of lessons. In just over half of all lessons teaching is good and it is very good in ten per cent. However, teaching is unsatisfactory in ten per cent of all lessons, all at Key Stage 2.

19. Teaching of children under the age of five is good. Lessons are planned well, to incorporate a range of learning experiences and activities. Since the last inspection, there has been good improvement in planning work for children under the age of five, to include imaginative and creative activities in mathematics and language. The role-play area, the Hapton Hospital, allows children to play imaginatively, developing language and number skills. Children are managed firmly but positively, and the teacher has very good relationships with them. Class routines are well established, so that the majority of children respond well to the way their learning is organised. Pupils' personal development is promoted through opportunities to work independently and choose books and activities for themselves. Some children need to be provided with more time and space to work and play on shorter, more practical activities, which will develop their levels of concentration and encourage progress towards appropriate learning outcomes.

20. In Key Stage 1, the quality of teaching overall is good. Planning is very good and includes activities that are well matched to the needs of pupils of different ages and abilities. Time is used very effectively to maximise learning, which encourages pupils to make good progress. There are high expectations of pupils' work and behaviour, and pupils are encouraged to develop independence in learning. In Key Stage 2, teaching is satisfactory overall, with good teaching in half of all lessons. Expectations of pupils are high, and

management of pupils is good in most classes. However, the quality of teaching is variable throughout this key stage and is unsatisfactory in a number of lessons. This occurs because pupils are not well managed, learning intentions are not well matched to the needs of pupils of different prior attainment levels, and there is insufficient teacher intervention to ensure that pupils complete work accurately. In some of these unsatisfactory lessons, planning is too brief to support the teacher.

21. In both key stages, teachers' knowledge of most subjects is at least secure, which enables confident delivery for the most part. The quality of teachers' planning is a strength. Teachers' half-termly plans identify clear learning objectives and show a clear link between teaching, learning and assessment. Teachers know their pupils well. During lessons and over time, teachers make good use of assessment and the information that it provides. This helps them to set appropriate work that matches the specific needs of pupils of different prior attainment levels, and ensures that pupils requiring support receive it when working on tasks. Support staff are deployed well during lessons, and the quality of relationships between them and the class teachers sets a good role model for pupils in most instances.

22. Teacher demonstrations and explanations in most lessons are good. Teachers use questioning well to check and extend pupils' understanding. However, a weakness in teaching across the range of subjects is that teachers give insufficient time to allow, encourage and enable pupils to express their own opinions, to offer extended answers and to discuss their work with other pupils. This has a direct impact on pupils' attainment and is an area requiring improvement.

23. The teaching of mathematics and English is very good in Key Stage 1, and good overall in Key Stage 2. In English, most teachers have high expectations of pupils. They manage pupils well and form very positive relationships with them. Planning for lessons is most often good. Teachers make good use of day-to-day assessment, so that learning intentions are very specific to the needs of the pupils. Teachers provide positive role models for pupils in the way that they read aloud.

24. In mathematics, it is a strength of almost all teaching that teachers know their pupils well. This helps them to set appropriate work for pupils of different levels of prior attainment. Explanations in most lessons are good, and teachers use questioning well to check and extend pupils' understanding. However, more emphasis needs to be placed on encouraging and enabling pupils to talk about their own work and to explaining their thinking. Teachers are making a confident start in approaching and implementing the teaching methods recommended in the Numeracy Strategy. Further training in the introductory mental mathematics session would make teaching more effective.

25. The quality of teaching in science is satisfactory overall. It is good in Key Stage 1, and there are examples of good quality teaching in both key stages. Where teaching is good, teachers use appropriate and precise scientific language. In Key Stage 2, one lesson seen was unsatisfactory because the teacher did not have the full attention of all pupils. As a result, pupils had to wait for long periods to have questions answered, and there was no extension work for the higher attaining pupils.

26. No teaching in music, information technology or geography was seen during the inspection

period. In all other subjects seen, the quality of teaching was satisfactory.

The curriculum and assessment

27. Since the last inspection, the curriculum has been significantly improved and is now good. Staff have worked hard, so that there are now policies for all subjects and detailed schemes of work for most subjects.

28. The curriculum for children under the age of five is soundly based on the official learning outcomes. The classroom is well organised to enable children to use sand, water, a role-play area and computers, and to paint at tables and easels. However, space is limited and there is no direct access to an outdoor play area. This inhibits children's opportunities to regularly use large wheeled toys and play on climbing equipment.

32.

29. All pupils in Key Stages 1 and 2 have access to a broad and balanced curriculum that covers all subjects of the National Curriculum, religious education, sex education and drugs awareness. Strong emphasis is given to the core subjects and to English and mathematics in particular. The school's strategies for teaching literacy and numeracy are satisfactory. Subjects are given appropriate time allocations during the year, although currently in the autumn term in Key Stage 2 too much time is given to mathematics and English. There are currently some opportunities to further pupils' literacy and numeracy skills through other subjects, but this is not a strong feature. Now that schemes of work are in place, all staff need to consider, in their half-termly planning, ways in which pupils' literacy and numeracy skills might be extended through teaching in other subjects.

30. The curriculum is based on a two-year cycle to cater for mixed age classes. Planning for each year builds progressively and continuously on what pupils have previously learned. Teachers' half-termly planning is good. Plans include an outline of topics or work to be covered and also separate plans for each subject. These include clear learning objectives linked to the National Curriculum programmes of study. They are well detailed and include reference to the needs of higher and lower attaining pupils. Subject co-ordinators and the headteacher monitor curriculum plans. There are regular staff meetings to discuss and review how effectively the curriculum is being implemented. The revised whole curriculum is at a relatively early stage of implementation and, as yet, it is too new to have had an impact on improving pupils' levels of attainment by age 11.

31. The provision for out-of-school activities is good. It includes football, rounders, athletics, swimming, choir, recorder, chess, cookery, badminton and table tennis. Visits to places of interest and visitors to the school enhance the curriculum. For example, pupils have opportunities to visit Helmshore Textile Museum, Gawthorpe Hall, Blythe Mills and a local building site. Visitors include dance and theatre groups and representatives of religious organisations.

32. For pupils with special educational needs, the school has maintained the good provision identified in the last inspection report. The special needs register is kept up to date. Provision meets the recommendations of the official Code of Practice. Pupils on the register have full access to all areas of the curriculum, and their progress is reviewed regularly. Pupils' individual education plans identify literacy, numeracy and behavioural needs. However, the targets in some pupils' plans need to be broken down into smaller steps so that their progress

towards them can be more easily measured.

36.

33.Procedures for assessing pupils' attainment and progress and the use that the school makes of assessment have been improved since the last inspection and are now good. There is a clear, detailed assessment policy that highlights the importance of ongoing assessment, the school's legal obligations and its responsibility in reporting to parents. Schemes of work also provide good advice about assessment and make clear the need to link assessment to learning objectives in teaching.

34.The school has a number of procedures to assess pupils' attainment and progress in the longer term. These include baseline assessment on entry to school, assessments at the end of reception class and the 6+ infant screening tests. In Key Stage 2, official tests in English, mathematics and science are used at the end of Years 3, 4 and 5. Reading tests are regularly administered throughout the school. All of these provide an overview of pupils' progress and are an additional and helpful means of enabling the school to set realistic targets for pupils' attainment by the end of each key stage. They also enable the school to target particular groups of pupils requiring additional support.

38. The provision for pupils' spiritual, moral, social and cultural development

35.The last inspection report identified the provision for pupils' cultural and social development as a key issue for improvement. The school has made good progress in addressing this issue, and arrangements for promoting pupils' spiritual, moral, social and cultural development are now consistently good. All areas make positive contributions to pupils' personal development.

36.Provision for pupils' spiritual development is good. Pupils are given opportunities to pray and reflect, both in the daily act of collective worship and when they pray in class, for example at the end of the school day. Teachers encourage pupils to compose their own prayers, and there are a number of good examples of pupils' spontaneous responses. Study of Christianity and other major world faiths ensures that pupils gain appropriate knowledge and insight into different values and beliefs. Assemblies are interesting, well prepared and establish a calm atmosphere for thought and prayer. Music is used well at the beginnings of assemblies to provide opportunities for thought and reflection. More time could be given to allow pupils to reflect on the music and the assembly theme at the end of some assemblies. The curriculum includes opportunities to develop spiritual awareness. In geography for example, pupils study the beauty of God's world. Attractive displays around the school stimulate the imagination and make a positive contribution to spiritual development through the use of colour and the content of pupils' work. Pupils are given opportunities to develop curiosity about the world, for example in religious education when they research prayers used in different faiths.

37.The moral dimension of the pupils' learning is well promoted. All the adults in the school provide good moral leadership and give pupils a clear indication of the difference between right and wrong. The school sets out its values clearly in its mission statement, aims and behaviour policy. There are clear rules to assist pupils to understand what is and is not acceptable behaviour. The use of stickers and house points acts as a positive incentive to encourage pupils to behave well, and pupils are proud to receive the points they have earned.

The school celebrates pupils' efforts and achievements in an end of the week assembly, where certificates are presented for good work, good behaviour and positive acts of caring and concern. Discussions on moral issues take place through the curriculum. In history for example, pupils study the reasons for Henry VIII's disagreements with the Pope. In the personal, health and sex education programme, pupils are given information that emphasises Christian moral principles. The consistent and positive approach to pupils' moral development results in high standards of behaviour and positive attitudes to learning.

38. Pupils' social development is promoted well. Adults in the school act as good role models in the way they relate positively to each other. The atmosphere in school is caring and supportive. There are many opportunities for pupils to work together in class, for example when researching work in religious education and history, or competing in teams in physical education. There are many opportunities in all classes for pupils to carry out duties as monitors, such as supervising younger pupils, serving meals and carrying out general tasks in the classroom. There are some opportunities for pupils to be involved in decision making, for example one pupil suggested producing the successful school newspaper. Nevertheless, these opportunities can be extended further. Pupils develop a sense of identity with the school community through the house system and class groups. The school fully involves the pupils with special educational needs in all activities, which has a positive effect on their self-esteem. A good range of out-of-school activities extends the opportunities for social development, for example when through teams in football or netball. Pupils develop a sense of citizenship when they raise money for a variety of charitable and good causes, for example by taking part in Red Nose Day and celebrating Harvest Festival.

39. The school provides good opportunities for pupils to gain and extend their awareness of their own cultural heritage through visits to local museums and places of interest, and to understand alternative cultures and traditions. The school's mission statement promotes the understanding of Christian traditions, and this is reinforced in acts of collective worship and the syllabus for religious education. In religious education, pupils study Islam and Judaism and in geography they look at the Hindu traditions as part of a study on India. In history, they learn about cultures from the past, including Ancient Greece and the Aztecs. Art and music feature works from European and non-European countries, for example visiting musicians perform music from Brazil and the Caribbean. Pupils study the work of a variety of artists. To give pupils an understanding of the diverse nature of our society, the school has made links with Nelson, another school in the neighbourhood. Most of the pupils in this school are from minority ethnic group backgrounds. Older pupils communicate with pupils in a German school. Out-of-school sporting activities also give pupils the opportunity to meet children from different backgrounds and ethnic groups.

43. Support guidance and welfare

40. The school provides effective support for pupils. Staff know pupils and their family circumstances well and create a welcoming environment. Teachers use the information gained from carefully monitoring the progress of individual pupils to adapt the work that they organise for them. However, although the overall care for pupils is good, the procedures relating to aspects of child protection and health and safety are unsatisfactory.

41. Staff regularly record pupils' progress through both formal and informal assessments. This is an improvement on the practice observed during the last inspection, when higher attaining pupils in particular were not always well supported. The procedures to monitor instances of poor behaviour are good and have also been improved since the last inspection. The great majority of parents and pupils are content that on the few occasions when bad behaviour or bullying does occur, it is dealt with effectively. There are good arrangements to ensure that pupils attend school regularly.

42. Parents are unanimous in their praise for the arrangements to help children settle into school. From the spring half term, parents and pupils attend school on a weekly basis and borrow boxes of activities to use with their children at home. This helps children and parents to get to know the staff and to become familiar with the school's procedures. It also helps to inform parents about how they can help prepare their children for full-time education. Despite the fact that some pupils are only three years old when they start full time education, they settle very well and make good use of all the opportunities offered to them. Parents whose children arrive at the school having already started their education elsewhere are also delighted with the way their children settle into the welcoming, supportive environment. Pupils moving on to secondary school receive appropriate preparation.

43. Procedures for identifying pupils' special educational needs and for monitoring their progress are good. The school receives very good support from visiting specialists and the designated support teacher, and this has a positive effect on the progress of these pupils.

44. On a day-to-day basis, staff oversee pupils' welfare satisfactorily. Supervision in the playground is suitable, and staff pay appropriate attention to matters of health and safety. However, formal procedures, such as the recording of concerns and actions taken in relation to child protection and the recording of individual's medical needs are unsatisfactory and require immediate attention. In addition, the school does not undertake regular risk assessments in order to identify hazards and action taken to control them. During the inspection period, the staff were alerted to one hazard which requires urgent attention.

48. Partnership with parents and the community

45. Since the time of the last inspection, the school has strengthened its partnership with the wider community, and has tried hard to involve more parents in the life of the school and their children's education. The partnership is satisfactory overall.

46. The governors' annual report, most of which is written by the head teacher, is an interesting mix of information and pupils' work. It is easy to read and provides a good flavour of school life in the preceding year. The prospectus is a useful document that now complies with statutory requirements. Letters to parents keep them well informed about school events. The previous report identified that the school did not provide parents with details about what their children will be studying each term. In some classes, this information is now provided and is to be extended throughout the whole school from the spring term. Parents appreciate having an opportunity each term to discuss pupils' work with teachers. While parents are happy with the information provided in their children's end of year reports, the content of these varies from teacher to teacher. In general they do not include sufficient detail about

pupils' attainment and progress, relating more to what they have been studying and their attitude towards the subject.

47. The school is very encouraging of partnership with parents. The induction programme for pupils joining the reception class, set up since the time of the last inspection, is effective in forging relationships with parents before their children start at the school. Letters sent to parents often invite them to help in class or on educational visits. Staff arrange information meetings, for instance about the Literacy Hour, although such meetings are not well attended. A small number of parents provide regular help or organise fund raising events. Parents in general are generous in contributing funds to increase the school's resources. The great majority attends parents' evenings organised to discuss their children's progress or special assemblies and events such as the nativity play. Many parents make a good contribution to their children's learning through regularly hearing their children read at home, and they comments they make in their child's reading records provide a useful link with teachers. Parents are informed at an early stage if the school has any concerns about their child's learning and the child is to be placed on the special needs register. Parents are invited to contribute to annual reviews of statements of special educational need.

48. Pupils' attainment and personal development are enhanced by the good and improved partnerships that the school has built up with the wider community. Good links with the parish council mean that the school has been involved in various village events, particularly those related to environmental work; older pupils have recently taken part in an historical walk around the village. There are also good links with both the Church of England and Methodist communities. Younger pupils have recently visited a nearby building site, which greatly enhanced their work on houses and homes, while older pupils' visit to the local chemical works inspired their creative writing. One class enjoys links with a school in Germany and pupils communicate through letters. Younger pupils are linked to a local school with which they communicate through letters and visits and older pupils have the opportunity to learn Spanish which is taught by a teacher from a local secondary school. These good links with other schools effectively assist in broadening pupils' horizons and awareness of the wider community.

52. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

52. Leadership and management

49. The last inspection report identified weaknesses in some aspects of management. These included school development planning, monitoring and evaluating the effects of teaching, together with the limited role of curriculum co-ordinators. These areas have been given focused attention and good progress has been made in addressing them.

50. The headteacher is committed to the school and is instrumental in setting and maintaining the school's good ethos. He is well respected by the staff and pupils. Since the last inspection, he has worked well with the senior management team, staff and governors to address the weaknesses identified in the last inspection report. The deputy headteacher and early years co-ordinator are members of the senior management team and make an effective contribution to the management of the school, working effectively with the headteacher to plan for the school's future development.

51.The school development plan is now good and is linked to clear educational priorities. Developments are prioritised, costs specified, and criteria for identifying whether they have been successful are clearly identified. Curriculum co-ordinators each have their own subject development plans, which inform whole-school development planning

52.Teaching is now well supported. The quality of teaching is regularly monitored and evaluated by the headteacher and other members of the senior management team. The local authority adviser to the school is also regularly involved in monitoring teaching. As a result of effective monitoring, weaknesses in teaching have been identified and the school is taking appropriate action to improve specific aspects.

53.The school's ethos is built on strong Christian values such as respect, tolerance and an acceptance and an appreciation of the contributions that each person makes to the daily life of the school. Staff and pupils are valued. There are very positive relationships, which makes for a happy school. The school successfully meets its mission statement and stated aims. There is a commitment to raising further pupils' standards of attainment, and the headteacher regularly scrutinises pupils' work.

54.All teachers are responsible for co-ordinating at least one subject, and they carry out these roles effectively. The roles of co-ordinators have been extended since the time of the last inspection. Staff have worked hard to develop policies and schemes of work for subjects so as to support other teachers in their planning and teaching. Co-ordinators now have their own budgets and are responsible for resourcing their subjects. Now that schemes of work are in place, co-ordinators' roles could usefully be extended to include monitoring the impact of the curriculum on the quality of teaching and learning. The co-ordination of provision for pupils with special educational needs is good. The co-ordinator works hard to ensure that all procedures are in place. The school receives good support from the governor with responsibility for special educational needs.

55.The majority of governors are supportive of the school. Since the last inspection, governors' involvement in the school has been extended very well, to include development planning, monitoring of the curriculum and target setting. Appropriate sub-committees meet regularly. A number of governors generously give of their time to the school and are regular and frequent visitors. However, some governors, including the chair of governors, are infrequent visitors to the school for a variety of reasons, including pressure of other commitments. For the most part governors fulfil their statutory responsibilities. Nevertheless, their role needs to be extended in monitoring the effects of spending decisions, health and safety issues and risk assessment.

Staffing, accommodation and learning resources

56.Since the last inspection, the number and range of resources in all subjects has been extended in so far as the budget has allowed. The number of resources is satisfactory overall and there is a good range, although some resources are rather old.

57. Teaching and support staff are committed to the school and its pupils, and work effectively as a team to share their expertise. There is an adequate number of teaching staff to meet the demands of the curriculum and the age range of pupils. As the size of the teaching staff is small, there is a lack of initial teacher qualifications in some subjects. However, staff work well together to share and improve existing expertise. When making appointments, the governors consider carefully the needs of the school and take advice from the local authority representative as to the best candidate to fulfill those needs. Arrangements for staff training are satisfactory. Provision is linked to the educational priorities in the school development plan and arrangements are made for the regular appraisal of teachers. Good arrangements are made for the induction and support of new staff. There are a satisfactory number of experienced support staff. They are fully involved in the life of the school, and their work makes a very positive contribution to pupils' learning. They also play an important role in supporting pupils with special educational needs, which has a positive effect on the progress made by these pupils.

58. The indoor accommodation is satisfactory to meet the demands of the curriculum. The building is of a solid construction and is reasonably well maintained, however, some of the external paintwork is peeling and in need of repainting. There are no pupils in the school with physical disabilities at the present time. The governors recognise that the building would need to be adapted to cater for pupils with physical disabilities. Outdoor facilities are limited. There is no separate play area for the children under the age of five, nor is there a field, which can be used for outdoor games although the school has use of a nearby playing field. The caretaker and cleaning staff work hard to keep the building clean.

59. Resources have been improved and the range extended since the time of the last inspection. The number, range and quality of learning resources is now satisfactory overall. The school library is small and contains a small number of books. However, the school makes good use of the local authority's library services to extend the range of books available to pupils. The school makes good use of the locality and of visits and visitors to support the curriculum.

The efficiency of the school

60. The last inspection identified the need to improve the school development plan to ensure that it identified appropriate priorities, included monitoring and success criteria, was accurately costed and linked the use of the school's resources and reserves closely to the school's educational priorities. The school has made good progress in addressing this issue.

61. The quality of financial planning is satisfactory. The governors plan the budget using the limited funds available. They have used reserves in recent years to maintain current staffing levels. They are aware that this is no longer feasible and are beginning to consider alternative strategies to ensure that they balance the budget. The governors do not have any formal systems for monitoring the effectiveness of their financial decisions.

62.The school makes satisfactory use of the teaching staff. Learning support staff are well deployed to have a positive effect on the progress made both by pupils with special educational needs and others in the groups they support. The accommodation, including the library and shared areas, is used effectively. The resources available to the school are used well. Monies allocated to support pupils with special educational needs and to target the literacy skills of specific groups of pupils are used appropriately. Funds allocated for staff training are used well to ensure that training is linked to the educational priorities on the school development plan.

63.Day-to-day financial control and school administration are very good, which allows the headteacher and staff to concentrate on educational priorities. The school secretary works very hard to ensure that the school achieves value for money from all its suppliers. The internal systems for ordering and receiving goods are of a very high quality and follow recommended practice. The secretary produces regular financial statements and reconciles school figures with those provided by the local authority. The school has addressed the issues raised in the most recent audit report.

64.Taking into account the attainment on entry, the satisfactory progress made through the school, the quality of education and the income per pupil, the school gives satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

65.Children under the age of five are admitted to the reception class at the start of the academic year and are grouped together with some of the pupils in Year 1. In the current year, there are larger numbers of summer-born children under the age of five and a higher proportion of boys than girls. Some children have already attended either nurseries or playgroups before coming to school. The school has good systems to help children settle into school. From the spring half term prior to entry to school, parents and pupils attend school on a weekly basis. They also borrow boxes of activities to use with their children at home. This helps children and parents to get to know the staff and to become familiar with the school's procedures. It also helps to inform parents about how they can help prepare their children for full-time education.

66.The curriculum for children is soundly based on the official learning outcomes. The classroom is well organised to enable children to use sand, water, a role-play area, computers and to paint at tables and easels. However, space is limited and there is no direct access to an outdoor play area. This inhibits children's opportunities to regularly use large wheeled toys, or play on climbing equipment. Trikes and bikes are sometimes used in the school hall, but this is obviously restricted by the need to use this area for other school activities. Some children in the group are at a stage of development where regular physical activities would benefit their overall progress. As yet, their concentration span is short, and they are not ready for extended whole class sessions.

67.Teaching was good overall in lessons seen. This is an improvement since the last inspection, when teaching was judged to be sound. Lessons are planned well, incorporating a range of activities. There has been good improvement in planning to include imaginative and creative activities in mathematics and language since the last inspection. The role-play area, the Hapton Hospital, allows children to play imaginatively, developing language and number skills. Children are managed firmly but positively, and the teacher has very good relationships with them. Class routines are well established, and the majority of children respond well to the way their learning is organised. Their personal development is promoted through opportunities to work independently and choose books and activities for themselves. Some children need time and space to work and play on shorter, more practical activities, which will develop their levels of concentration and encourage progress towards appropriate learning outcomes.

71. Language and Literacy

68.By the age of five, the majority of children have language and literacy skills that are average for their age. Children of all levels of prior attainment make satisfactory progress in their learning. Children are expected to listen carefully to instructions, and they respond positively to the teacher's consistent approach to encouraging good listening skills. While some new children find this difficult to begin with, they quickly learn that listening is important. Children's vocabulary develops as result of quality interaction with adults in the class. In literacy sessions, children are encouraged to improve their spoken contributions,

such as when describing fruit to create captions for classroom display. Many children know the initial letter sounds for fruit names, and the highest attaining children spell the names correctly. Some children know initial blended sounds, such as 'sh-' and that it can be used to begin such words as 'sharp'. Children demonstrate their knowledge of letter sounds and names when they play games of 'hangman' with the teacher. They make appropriate guesses at words, such as, 'I think it's an elephant, because there's an -e- at the start'. At times, children talk about their work and explain what they have made. The teacher encourages them to construct full explanations, which develops their skills in speaking aloud. In reading, higher attaining children read a range of words confidently and make good attempts with unknown words. Lower attaining children correctly use their finger as a guide and make use of pictures to help them tell the story. Many children write their name from memory. The formation of letter shapes however, needs further development. Some children need greater experience of making lines and patterns before they are ready to write letters.

72. **Mathematics**

69. By the age of five, children achieve standards that are average for their age. Most children say the days of the week in their correct order. They learn to count objects in everyday situations and count along with the teacher. Many children count up to 10. Some higher attaining children count backwards from 10. On the computer, children find and match numbers that are the same. Many children know and recognise squares, circles, rectangles and triangles and can name most of the colours. When working with sand and water, children know when a bottle is full and when it is empty. Overall, children make satisfactory progress in their mathematical understanding.

Knowledge and understanding of the world

70. Children make satisfactory progress in their knowledge and understanding of the world and, by the age of five, they achieve standards expected for children of a similar age. During the week of the inspection, work in this aspect of learning was based on the development of historical understanding. Children explain how they have changed since they were born, and talk about the things they can do now that they could not do before. They talk about toys that they used when they were very small, such as furry balls, and make good attempts at explaining why very small children play with soft toys. They know that the activities they do now, such as fishing, would not be appropriate for small babies. They talk about things they will do in the future, such as driving a car, with good awareness of how much time will need to pass to reach this point. Children understand that people and things change over time, and make sensible suggestions about why things grow old and die. Some children know their addresses and talk about the route they take to school. In work about 'Ourselves', they learn that people's bodies are supported by a skeleton and draw pictures of the bones that make up a skeleton.

74.

74. **Creative development**

71. Children achieve average standards in this area by the time they are five. Opportunities to develop creative and imaginative skills through role-play are an improved feature of the provision for children under the age of five since the last inspection. When painting, children learn to observe things such as pieces of fruit closely, to mix colours, and use paintbrushes.

Most children hold a paintbrush accurately. Easels and paints are always available for children to paint freely. Children make models out of junk materials and use a variety of construction kits to build items of their choice. They are introduced to the design, make and evaluate process and make good progress in this aspect of their creative development. Children develop confident keyboard skills and learn how to control a mouse when using simple computer programs for number and language work. Through all these activities, children make good progress in their creative development.

Physical development

72.Children make satisfactory progress in their physical development. By the age of five, they attain standards that would be expected of children of this age. This is an area of improvement since the last inspection. Children do not have access to a separate outdoor play area, so children were not observed using large wheeled toys. However, in physical education lessons in the school hall, children display good balancing skills, walking confidently along a bench. Some higher attaining children turn while travelling along the bench. They move around the hall safely, avoiding other children and making good use of space. Children are provided with opportunities to develop and extend their cutting and sticking skills and to make choices about which types of materials to use. They practise rolling, moulding and shaping with playdough, to make fruit shapes. Children's fine motor skills are varied. Lower attaining children need more practise and experience in following lines and patterns before they are able to correctly form some letter shapes.

73.Resources for children under the age of five are now adequate, which is an improvement since the last inspection. However, the range of resources is better than the number, and some resources are quite old.

ENGLISH, MATHEMATICS AND SCIENCE

77. English

74.In the 1999 national tests at the age of seven, 82 per cent of pupils achieved the expected level (Level 2) or above in reading, which is average when compared with schools nationally and schools whose pupils are from a similar background. Thirty three per cent of pupils achieved the higher level (Level 3) which is average. In the writing tests, 82 per cent of pupils achieved Level 2, which is average when compared with similar schools and schools nationally. However, no pupils reached the higher level (Level 3) in the writing test, which is below the average of all schools and similar schools. Over the past three reporting years, the percentage of pupils achieving the expected level or above in national tests at the end of Key Stage 1 is broadly average although it has varied considerably from one year to the next. This variation can be attributed to the difference in attainment on entry of a particular cohort of pupils in a given year, and the calculation of percentages for a small and varying size of cohort. Inspection findings are that standards that are in line with national expectations by the end of Key Stage 1, and pupils of all abilities, including those with special educational needs, make satisfactory progress throughout the key stage.

75.In the 1999 national tests in English at the end of Key Stage 2, 63 per cent of pupils

achieved the expected level (Level 4) or above, which is below the national average percentage but in line with what pupils in similar schools achieve. One pupil, representing 6 per cent of all pupils in the cohort achieved the higher Level 5, which is well below average. This cohort of pupils, however, was identified as a lower attaining group at the time of the last inspection; their performance in the national tests at the end of Key Stage was well below the national average. The percentage attaining the expected level in the tests in the two preceding years was higher, and at least in line with the national average. Inspection findings are that pupils' attainment by the end of Key Stage 2 is broadly in line with national expectations. Pupils make satisfactory progress through Key Stage 2, but progress is inconsistent across year groups. Progress is adversely affected by the stage at which some pupils enter Key Stage 2, and by the quality of teaching in some year groups.

76. By the end of both key stages, pupils' speaking and listening skills are broadly average, and pupils make satisfactory progress overall. However, pupils do not make enough progress in some aspects of the development of speaking skills. For example, although pupils talk freely and quite confidently in conversational settings, their ability is more limited in explaining opinions or talking about their own understanding and ideas. Even when it is quite clear that pupils understand their work and do have their own opinions, there is a tendency to offer short contributions and allow teachers to extend these ideas. This is a common feature throughout both key stages. Pupils listen well in lessons, both to the teacher and to each other. Listening skills are developed in many lessons. In a history lesson for example, pupils were asked to listen carefully to a description of the most important god of the pagans and draw a picture in response to what they heard.

77. In reading, the majority of pupils achieve average standards by the end of both key stages and make satisfactory progress throughout their time at the school. The more consistent pattern of progress in the development of reading skills in each key stage is an improvement since the last inspection. In the reception class, pupils learn how to hold a book correctly and can predict what the story may be about from the cover design. In Year 1, average and higher attaining pupils confidently read out loud the words of the class book. Pupils of all abilities offer suggestions about how to help yourself when you meet a new word. Pupils of all ages and abilities are capable of predicting what may happen next in a story. The highest attaining pupils in Year 2 read with very good expression. They talk about books they have read and authors that they like. Lower attaining pupils make good attempts with unfamiliar words. In Year 3, higher attaining pupils read with good expression and quickly identify key phrases that set the scene of a story. Lower attaining pupils in this year group read hesitantly, but try to correct themselves when they make mistakes. The majority of pupils in Year 6 read fluently, and most read with good levels of comprehension. Higher attaining pupils reveal their understanding of texts in appropriate comments about the humour of the story line. Pupils of all ages enjoy reading and talk enthusiastically about the books they read.

78. By the end of Key Stage 1, the majority of pupils achieve writing standards that are in line with national expectations. Pupils improve their spelling skills in structured lessons, learning to identify patterns in words. They know that variations of letters can produce the same sound, such as 'ou' and 'ow', and identify features that will help them to choose the correct combination in independent spelling. Pupils rewrite well-known stories, such as the Three Little Pigs, in their own words. They write factual accounts of visits to places, such as the local building site, and write informative pieces about the village in which they live.

Handwriting skills show signs of some cursive characteristics, but this is generally an area for improvement. Pupils make satisfactory progress in writing throughout Key Stage 1.

79. By the end of Key Stage 2, there is more variation in writing attainment, but standards are average overall. Pupils make satisfactory progress through the key stage, although rates of progress are inconsistent in some year groups. In year groups where progress is inconsistent, this is the direct result of unsatisfactory teaching. In Year 6, pupils use correct punctuation for direct speech, and understand the correct tense to use in their writing. They recognise the need to use a variety of verbs for speech, to add interest to their work. The majority of pupils are able to write in a journalistic style. They understand how to use specific language devices that are the characteristic of that style, such as quotations and a mixture of fact and opinion. Although there is evidence of writing in different styles and for different purposes, such as poetry, newspaper writing and some play scripts, the range needs to be further practised and extended to include factual accounts, persuasive and instructive writing and longer stories. Pupils have studied Shakespeare texts in Year 6, but written responses to this work are short and simple. Throughout the key stage pupils' handwriting skills are generally underdeveloped. Not all pupils consistently use a cursive script. In Year 6, pupils are now developing better skills, but in some cases, neatness takes precedence over speed, and this results in unfinished work. In addition, pupils do not use draft books to plan their work and there is, therefore, pressure to be creative and neat for all pieces of work. Pupils' literacy skills make a sound impact on their work in other subjects. There are some opportunities to develop pupils' literacy skills through work in other subjects of the curriculum, although presently these opportunities are not fully exploited.

80. Pupils are generally very responsive in English lessons. They concentrate well and remain on task during lessons. Boys and girls in all year groups work together co-operatively, sharing resources and helping each other. Older children discuss ideas in small groups and listen carefully to each other's contributions. Pupils' social and cultural development is enhanced through English lessons. Pupils learn about their own and other cultures through stories, while current news from other countries is used as a stimulus for work. The ethos for learning in English is good.

81. Teaching is very good in Key Stage 1. Teachers plan activities for age and ability groups that encourage good progress for all pupils. The quality of teaching is good in half of the lessons in Key Stage 2. However, the overall quality of teaching through the key stage is more varied, and teaching is unsatisfactory in a quarter of lessons. In general, teachers have high expectations of pupils. They manage pupils well and form very positive relationships with them. Planning for lessons is often good, and most teachers make good use of day-to-day assessment, so that learning intentions are very specific to the needs of pupils across the range of attainment. Teachers provide positive role models for pupils in the way that they read aloud. In lessons where teaching is unsatisfactory, learning intentions are not well matched to pupils' needs, activities are not interesting for pupils, and teachers do not intervene soon enough to ensure that pupils complete work accurately.

82. The subject is well managed. Development priorities have been clearly identified to encourage improvements in the standards that pupils achieve. The implementation of the National Literacy Strategy has been effectively managed. The co-ordinator has good subject knowledge and offers valuable support to colleagues. She has monitored the delivery of the

literacy strategy in all classes. However, as yet this has not resulted in ensuring that teaching in all classes is at least satisfactory. The school has a small library area with a limited number of books. Nevertheless, there are ample fiction and non-fiction books in classrooms, and very good use is made of book resource boxes from the local education authority. The local library service provides 30 new books for each class every term. Pupils respond very positively to the opportunity to read a good range of fiction books

Mathematics

86.

83.The satisfactory standards in mathematics have been maintained since the time of the last inspection. More attention is now given to work on investigations and problem solving activities, and to ensuring a better match of work to the needs of higher attaining pupils.

84.In the 1999 National Curriculum tests at the end of Key Stage 1, 94 per cent of pupils achieved or exceeded the expected level (Level 2). This is average in national terms and above average when compared with similar schools. Twelve per cent attained the higher level (Level 3), which is below the national average.

85.In 1999, 38 per cent of pupils achieved or exceeded the expected level (Level 4) in the standard assessment tests at the end of Key Stage 2. This percentage is well below average when compared with schools nationally and with schools whose pupils are from similar backgrounds. However, in the Year 6 class in 1999, the percentage of pupils on the special educational needs register was above the school average and this particular cohort were identified as a weak cohort in the last inspection report. The proportion attaining the expected level in 1997 and 1998 was substantially higher, and in both instances was above the national average.

86.Inspection findings are that attainment at the end of both key stages is average, although a larger than average number of pupils in the present Year 6 class is on target to attain or exceed the expected level in the tests at the end of this year. Pupils' skills in recall of number facts are well developed throughout the school, which greatly assists them in calculations and problem solving. Pupils approach problem solving and investigation reasonably confidently, although their ability to explain their methods and thinking is less well developed.

87.By age eleven, most pupils handle data and measurements well and construct and interpret a variety of charts and tables. Pupils identify the properties of shape, draw and measure angles accurately, and calculate the size of missing angles by a process of deduction. They calculate the area and perimeter of regular and simple irregular shapes. Most pupils' understanding of place value is good. They work with relatively large numbers and decimals to two places confidently and accurately. Their skills in problem solving are average. However, they are not confident enough to talk at length about their work, and their ability to explain the methods they use needs to be developed further.

88.Pupils of all attainment levels make sound progress overall as they move up through the school. There is evidence that pupils in Key Stage 1 are currently making good progress in lessons. As pupils move up through the school, they learn to interpret charts, tables and graphs of increasing complexity, and to calculate and measure more accurately. They develop a good understanding of place-value and number operations, and apply this knowledge to problem solving activities satisfactorily. Pupils on the school's register of special educational needs make sound progress as a result of the support given to them by class teachers and support assistants.

89.The majority of pupils have positive attitudes to mathematics, and many say mathematics is one of their favourite subjects. During the week of the inspection, pupils in most classes in

both key stages responded well in lessons. Pupils listen very well, are eager to do their best and to please their teacher. When set to work on tasks, they sustain good levels of concentration, help each other and can be trusted to work without supervision on those occasions when the teacher is working with another group of children. Most pupils approach new concepts and problem solving activities reasonably confidently and independently. Pupils are keen to answer questions, although in general they lack confidence in giving detailed explanations. Behavior in lessons is very good and equipment is treated with care in most lessons.

90. The quality of teaching is good overall and is very good in Key Stage 1. In both key stages, teachers' subject knowledge is at least secure and a number of teachers have good subject knowledge. For the most part, this enables confident delivery. A strength of almost all teaching is that pupil management is good and teachers know their pupils well. This helps them to set appropriate work, which matches the specific needs of pupils of different prior attainment levels and to ensure that when working on tasks, pupils requiring support receive it. During lessons and over time, teachers make good use of assessment and the information that it provides to plan future work. At both key stages, homework is used satisfactorily to support learning.

91. Lesson planning is good, generally setting out clear learning objectives. Demonstrations and explanations are good in most lessons. Teachers use questioning well to check and extend pupils' understanding. However, teachers in all classes need to place more emphasis on encouraging and enabling pupils to talk about their work and to explore and explain their thinking and ideas. In the best lessons, teachers have high expectations of pupils and support them well through the use of praise and encouragement. A key feature of good lessons is their brisk pace.

92. Teachers have made a confident start in implementing the teaching methods recommended in the Numeracy Strategy. Nevertheless, they would benefit from further in-service training that demonstrates techniques and provides ideas for developing and extending pupils' skills in the introductory mental mathematics session. Currently this part of the lesson is too brief in some classes. In general, teachers do not spend enough time exploring the strategies that pupils use in solving problems mentally so that they can develop their range of strategies further.

93. The curriculum is broad and well balanced. There is already in place a detailed scheme of work clearly linked to the National Curriculum programmes of study, supported by a commercial scheme of work. This means that what pupils learn in each year group builds progressively on what they learned previously. Historically, the school has given good attention to developing pupils' mental mathematics and encouraging them to learn multiplication tables. Since the last inspection, staff have taken steps to ensure that more attention is given to problem solving and investigations, though there is scope to extend this even further. There are some good links made between art and mathematics and some good examples of computer programmes being used to support learning. There are opportunities to develop and apply pupils' mathematical skills through other subjects, such as history, geography and science, but these are not fully exploited. Procedures for assessing pupils' progress and the use made of assessment are good.

94. The co-ordinator for mathematics is well qualified. Since joining the school, she has worked effectively to improve the curriculum and resources, to assist teachers in developing and extending their expertise, and in preparing for the implementation of the National Numeracy Strategy. There is a very clear educational direction for developing work in the subject further. The coordinator has been able to monitor teaching in some classes. Time will now need to be given to monitoring and supporting teaching in relation to the Numeracy Strategy and to evaluating its impact on pupils' learning and progress. The number and range of resources is satisfactory, although some are old.

Science

95. Teachers' assessments of pupils' attainment at the end of Key Stage 1 over the last three years show that there is variation in the proportion of pupils attaining or exceeding the expected level at the end of the key stage. This is due to variations in attainment levels on entry to the school and in the size of cohorts, which affects the percentage that each individual child represents. On the basis of the teacher assessments in 1999, 82 per cent gained or exceeded the expected level (Level 2) which is slightly below the national average. No pupil gained the higher level (Level 3), which is below the national average. Inspection evidence is that the attainment of pupils currently in Year 2 is in line with national expectations.

96. The results of the National Curriculum tests at the end of Key Stage 2 show that the proportion of pupils attaining or exceeding the expected level (Level 4) at 38 per cent is well below average when compared with national results and those in similar schools. In the two years prior to 1999 standards at the end of Key Stage 2 were improving, and exceeded the national average in both years. The majority of pupils presently in Year 6 are in line to attain the expected level by the end of the key stage, and a number are likely to exceed this level.

97. Pupils in Key Stage 1 learn to carry out simple investigations. They start to make predictions, for example when suggesting whether an object will float or sink. Higher attaining pupils give clear explanations of what they are doing and why they are doing it. Pupils can identify and name the major body parts. They know the difference between living things, things that have lived and things that have never lived. Pupils know that seeds need water, light and warmth to grow into plants and flowers. When looking at materials, they understand that some materials are natural and others are man-made. They can classify materials according to their texture, for example rough and smooth. Higher attaining pupils distinguish between liquids and solids. Pupils understand that push and pull are forces, and they carry out experiments to see how well model cars travel on different types of surface.

98. All pupils, including those with special educational needs, make satisfactory progress as they move through the key stage. They show an increasing understanding of scientific vocabulary. They improve their knowledge of plants and animals and the conditions they need to survive. They gain skills in carrying out simple investigations, using their existing knowledge to predict what they think might happen.

99. At Key Stage 2, younger pupils develop their scientific skills when they investigate which materials flow easily and what changes occur when you light and extinguish a candle. They develop an increasing knowledge of living things, and identify underground and water habitats

of various creatures. They classify matter into solids, liquids and gases, and understand that matter can change form, for example water can become a solid when it is frozen. By the end of the key stage, the majority carry out experiments stating their aim, methods and predicting the results. They understand the need for a fair test and can explain how to achieve this. Almost all pupils observe and measure carefully when carrying out experiments. Knowledge of living things increases as the pupils move through the key stage. Older pupils know from memory the main parts of a flower. They understand that plants produce their own food and are part of a food chain that includes producers and consumers. Pupils can explain that materials change form and that you can separate some materials by filtering. In work on light, pupils understand and explain well why shadows are different lengths at different times of day. They understand that gravity is a force, and that air resistance can slow parachutes falling to earth.

100. Progress through Key Stage 2 is satisfactory over time, but it is variable in individual lessons and occasionally it is unsatisfactory. In these instances, it is linked to the quality of teaching and the resulting attitudes of the pupils. Work set at appropriate levels and additional support from learning assistants ensures that the pupils with special educational needs make progress in line with the rest of the class.

101. Science makes a satisfactory contribution to pupils' literacy development. Pupils extend their vocabulary and their reading and writing skills through their work in science. Science makes some contribution to pupils' work in mathematics when pupils use calculations and data handling skills to record the results of investigations in graphs and tables.

102. The majority of pupils are interested in science and this has a positive effect on their progress. They listen attentively to teachers in introductory sessions, and are very willing to answer questions, for example identifying electrical items in a lesson in a Year 1 and 2 class. Pupils work well together when given the opportunity to carry out investigations. Pupils chosen as group leaders take their duties seriously, for example when a Year 3 and 4 class were investigating the strongest magnet. Relationships with adults are usually good. There are, however, a small number of pupils in one class who do not respond well in science, and this has an adverse effect on progress. These pupils take a long time to settle, do not give the teacher their full attention, and find it difficult to share books with each other.

103. The quality of teaching in science is satisfactory overall and is good in Key Stage 1. There are examples of good quality teaching in both key stages, but the quality of teaching is unsatisfactory in one class in Key Stage 2. All teachers plan their lessons well with clear learning objectives that are appropriate and related to the National Curriculum Programmes of Study. The majority of teachers manage pupils well and expect high standards. However, in one lesson the teacher did not have the full attention of all pupils when she was talking. In lessons where the quality of teaching is good teachers use appropriate and precise scientific language, for example 'pole' and 'attraction' in a lesson on magnetism and 'appliances', 'gas' and 'electricity' in a lesson on types of fuel power. In the lesson where the quality of teaching is unsatisfactory the pupils had to wait for long periods to have questions answered and there was no extension work for the higher attaining pupils.

104. The subject is well managed by the co-ordinator, who has produced a very good quality scheme of work. This ensures step-by-step development of knowledge and skills as the pupils

move through the school. Procedures for assessing pupils' attainment and the use made of assessment are good. There are satisfactory resources, used effectively by staff to develop pupils' scientific knowledge and understanding. The school has maintained the satisfactory standards in science since the last inspection.

OTHER SUBJECTS OR COURSES

Information technology

105. Since the last inspection, the school has made improvements to the curriculum for information and technology. All pupils now have access to computers in every classroom. There is a good number and range of computer programs to support pupils' learning in mathematics and literacy in particular. Teachers now have better subject knowledge, and some have specific qualifications in information and communication technology. They are more able to support each other, which encourages better planning and more effective use of resources.

106. During the inspection, information technology was not taught in specific lessons, although pupils were seen using computers in most classes. Additional evidence was gained through discussions with pupils and teachers. Inspection findings are that pupils make satisfactory progress through Key Stage 1 and achieve average standards by the age of seven. By the end of Key Stage 2, pupils' attainment is below nationally expected levels as there is no evidence of work in control technology. Pupils make unsatisfactory progress in this aspect of the curriculum through the key stage, although progress in other aspects of information technology is satisfactory.

107. By the end of Key Stage 1, pupils have a clear understanding of the range of equipment used in information and communication technology. They talk about cameras, televisions, radios, telephones and other technological hardware, recognising that these are all methods of communication. When talking about computers, they explain that the mouse controls the movement of the arrow on the screen and state that the mouse buttons are clicked to make actions happen on screen. Pupils in the reception class learn to control the mouse to move objects around the screen. By the end of Year 2, pupils use writing programs to compose stories. They use drawing programs, selecting the colour and technique for drawing. Pupils explain how to correct mistakes in their work by using the delete button or the eraser icon. They describe how to save their work under their own name, giving the drawing a title. Computer programs are used in some mathematics lessons and to support spelling practise in literacy.

108. By the end of Key Stage 2, pupils make use of information and communication technology in a range of activities beyond school. They explain the use of intercom systems, how to programme a video recorder for delayed timing, and how a remote control device works. Although not all pupils own computers, many have access to them outside of school. Some pupils regularly use the Internet and send messages by e-mail. Higher attaining pupils talk about the use of spreadsheets and databases. Two pupils were observed finding interesting facts on the library database. Some pupils recall using Roamers for controlling movement in previous classes, or different schools, but progress in the use of control technology is currently unsatisfactory throughout the key stage. Pupils make better progress in the development of word processing skills, which have been used to create newspapers. They learn to edit work and use the clip and paste technique to relocate text.

109. The school has benefited from the generosity of local businesses and other schools, and now has an adequate number of computers. While the curriculum includes provision for control technology, there is currently no evidence of pupils' work in this area. Extended control activities are planned for later in the year. The subject is adequately managed, but requires more whole-school focus to ensure that the recently drawn up policy and scheme of work are now fully implemented, so that pupils make consistent progress in all aspects of the subject.

Art and design and technology

110. The last inspection report highlighted unsatisfactory progress in art in Key Stage 2 and in design and technology in both key stages. The available evidence shows there has been an improvement since that time. Pupils throughout their time at the school now make satisfactory progress overall in both subjects. Photographic evidence and work on display around the school demonstrates that pupils have the opportunity to work with a variety of materials and develop a range of techniques. In art, for example, some of the pupils in Year 1 contribute to a class display on Hansel and Gretel, paint pictures of skeletons and of themselves which depict clearly what they look like when, for instance, they are feeling angry. In Year 2, pupils use a variety of fabrics and techniques in their impressive and colourful autumn frieze. At Key Stage 2, pupils in the Year 5 and 6 class use a good selection of natural and man-made materials, including dried flowers, grasses and different textured and coloured papers to represent an autumn picture in the style of the artist Guiseppe Arcimboldo. Pupils in the Year 3 and 4 class using wax crayons produce pictures of autumn, which convey well the feeling of wind blowing through the trees. In design and technology, pupils have opportunities to explore products and how they are made. They design and make objects, working in three dimensions, including the use of construction kits. Pupils in every year group have some opportunity throughout the year to work with food.

111. In two out of the three art lessons seen, pupils' progress is at least satisfactory. In a lesson in the Year 1 and 2 class, pupils extended their observational skills when walking around the outside and inside the building to look at the different patterns and shapes of objects they found. Progress in one art lesson is unsatisfactory due to the poor quality of teaching. In a series of design and technology lessons, pupils in the reception and Year 1 class made good progress in designing and making a puppet, and in evaluating both the finished products and the joining techniques they had chosen to use.

112. Pupils' have positive attitudes to their work. They behave and listen well, clearly enjoy their work and sustain good levels of concentration in most instances. In the work displayed around the school, it is evident that pupils take pride in their finished work. There are a number of examples of successful work that required pupils to work collaboratively on a joint project. Pupils appreciate each other's work and take great care with the displays around the school.

113. Teaching in two of the four lessons seen is good, and in one lesson it is very good. In one lesson however the quality of teaching was poor. In most instances, teachers' planning and organisation is good and pupils are managed well. Where teaching is good, teachers develop and extend pupils' artistic skills and techniques, as well as giving them time to practice and

refine their work. Good cross-curricular links are made with other subjects in some lessons. For example, pupils make good gains in mathematical understanding, although occasionally this is at the expense of increasing their own designing and creating skills. Where teaching is poor, the introduction to the lesson and explanation of the task is inadequate and the task presented is prescriptive and undemanding. Teaching was good in the one design and technology lesson seen. The teacher had high expectations of the pupils and gave very good attention to all strands of the process of planning, designing, making, evaluating and refining.

114. The curriculum has been gradually developed, reviewed and refined since the last inspection and is now completed in written form for the first part of the school's two-year cycle. The schemes of work are good in that they are broad and balanced. They provide good guidance to teachers and ensure that pupils in each year group have opportunities to work on all strands of each subject throughout the course of the year. In view of the relatively recent implementation of the new schemes of work, there is the potential for pupils across the school to make improved rates of progress in the future. The curriculum makes a positive contribution to pupils' spiritual, moral, social and cultural development. Pupils have opportunities to express themselves, to reflect on their own work and that of other artists, which contributes to their pupils' spiritual development. Pupils' cultural development is enhanced and extended through the study of art from different cultures. They have opportunities for collaborative work, which contributes to their social development.

115. The coordinator has good subject knowledge as well as an interest in both subjects. She has worked hard since her appointment to revise and amend the policies, draft curriculum guidelines and complete schemes of work for the first cycle. She has a clear vision and about how her role and work in both subjects can be developed in the future.

Geography

116. The school teaches geography and history in blocks of time in both key stages. As a result, no geography lessons were observed and only two lessons of history. In geography, scrutiny of pupils' work and teachers' plans, together with discussions with pupils show that standards are broadly average for pupils' ages at the end of both key stages. This is an improvement since the last inspection, when standards were below those expected. Pupils at both key stages make satisfactory progress.

117. At Key Stage 1, pupils write or draw about journeys they have made and use simple maps and plans. The average and higher attaining pupils use single figure grid references. They develop a sense of direction and become familiar with the four main compass points. In their study of weather, pupils use simple weather recording sheets to indicate sunny, cloudy or windy weather. They have a developing geographical vocabulary. All pupils, including those with special educational needs, make satisfactory progress in their development of geographical skills and knowledge. They are increasingly aware of their own area and areas further afield.

118. At Key Stage 2, pupils, including those with special educational needs, build on the knowledge they have acquired in Key Stage 1 and continue to make satisfactory progress. They become more familiar with their own area, identifying different types of buildings. Their

knowledge of the weather increases, and they use appropriate terms including

moderate, strong and gale when writing about the wind. In their work on contrasting localities, pupils compare and contrast life in Hapton with that of the Indian village of Chembakoli. In physical geography, pupils have particularly good knowledge and understanding of river developments, and they explain erosion and the problems of living on a flood plain.

119. Work in geography makes a satisfactory contribution to pupils' literacy development. Pupils read and write about their own neighbourhood and other parts of the world. Numeracy skills are developed in work on weather, when pupils record rainfall and temperature figures. The subject makes a positive contribution to pupils' spiritual, moral, social and cultural development. Pupils are given opportunities to reflect on the beauty of God's world in their work on the environment. They study the cultures and customs of other countries.

120. There is insufficient evidence to make overall judgements on pupils' attitudes and the quality of teaching. Pupils interviewed during the inspection period, however, showed good attitudes to the subject.

121. There is satisfactory co-ordination of geography. The school makes good use of the local environment to enhance the geography curriculum.

125.

125.

History

122. In history, pupils make satisfactory progress in both key stages and standards are broadly in line with those found nationally for pupils of their age. The school has maintained the satisfactory attainment and progress since the last inspection. At Key Stage 1, pupils develop a sense of time when they look at pictures of themselves as babies and compare them with how they are now. They compare transport in the past with transport today. They learn about famous people from the past, including St. Andrew and Guy Fawkes. All pupils, including those with special educational needs, make satisfactory progress in developing their knowledge of history.

123. All pupils at Key Stage 2, including those with special educational needs, build on the knowledge they have acquired in Key Stage 1 and they continue to make satisfactory progress. Younger pupils in the key stage know where the Vikings came from and show good understanding of Christian beliefs in comparison to those of pagans. As they progress through the key stage, pupils show satisfactory knowledge of a number of historical civilisations, including the Aztecs. They know that the Aztecs had markets and there were slaves and warriors. They identify the differences between poor craft workers and rich people. By the end of the key stage, pupils have knowledge of the Ancient Greeks, the Romans, the Tudors and life in Victorian times. Pupils show satisfactory knowledge of the periods but their understanding of why things happened is not as well developed; for example, some pupils do not fully understand why Henry VIII argued with the Pope.

124. History makes a positive contribution to pupils' literacy development. Pupils read about other times and have some opportunities to write freely. The subject also makes a good contribution to pupils' moral, social and cultural development. Pupils learn about moral and social issues from past times and study earlier cultures.

125. In the two lessons seen, pupils had satisfactory attitudes to history. Most pupils concentrate on their work, although there is an isolated example of off-task behaviour in one of the classes. Pupils promptly follow instructions from the teacher. When given opportunities, they carry out research work, for example in a lesson in a Year 4 and 5 class on the Tudor times. Pupils relate well to each other and to their teachers. While keen to answer questions based on historical fact, pupils are not confident to provide extended answers and to raise questions in the light of their historical knowledge and understanding.

126. The quality of teaching in both history lessons seen was satisfactory. Teachers plan their lessons satisfactorily. They have good subject knowledge, for example when talking about the Vikings to a class of Year 3 and 4 pupils. In one of the history lessons the pupils were given opportunities to develop independent skills by researching Tudor food in rich and poor households. Teachers relate well to their pupils, and this has a positive effect both on the progress made and the development of pupils' self esteem.

127. There is satisfactory co-ordination of the subjects. The history curriculum is enhanced by visits to local museums and period houses.

131.

131. **Music**

128. It was not possible to observe music lessons during the week of the inspection. Pupils were heard singing in assembly and at the end of one English lesson in Year 6. In all instances, pupils' singing is of a good standard. Their singing is tuneful and confident. In the Year 6 session, pupils sang simple songs in a round, and were taught the basics of counterpoint singing. They successfully held a tune and sang with enthusiasm and enjoyment. While progress in singing is judged to be good, it is not possible to judge the overall rates of progress in music, since no evidence was gained relating to the composing aspects of the subject.

129. The school uses a published scheme to support planning in music. The scheme of work for the subject shows the progressive development of skills and knowledge through both key stages. Percussion resources are limited in number and generally old.

Physical education

130. Only three lessons in gymnastics were observed during the inspection period. Pupils made good progress in these lessons. Planning shows that all areas of the physical education curriculum are covered. Swimming is now restricted to pupils in Year 6, although all pupils in Key Stage 2 had swimming lessons until very recently. Evidence indicates that a large majority of the pupils can swim the required 25 metres by the end of Key Stage 2. The school has maintained satisfactory standards since the last inspection.

131. In the lessons seen at Key Stage 1, pupils moved well round the hall. They are inventive in planning different ways of moving. Equipment such as benches is used well, and pupils are able to balance appropriately as they travel. Pupils understand the effects of exercise on the heart. All pupils, including those with special educational needs make good progress in controlling their bodies, understanding the effects of exercise and the safe handling of equipment.

132. In the one lesson seen at Key Stage 2, pupils performed safely, sustaining exercise for long periods. They all make good progress in developing landing techniques. They practice and improve their techniques in jumping using both one and two feet. Pupils use the skills they have developed to take part in team games. All pupils, including those with special educational needs, make good progress in developing and refining their movements.

133. Pupils have good attitudes to physical education and attitudes are very good at times. This has a positive impact on pupils' progress. Pupils dress correctly for their lessons and behave well in the hall. They work hard even when they find tasks difficult. Pupils respond very well when given opportunities to co-operate, for example in putting out equipment or being a member of a team.

134. The quality of teaching was consistently good in the lessons seen and led to good progress being made. Lessons are well planned, with appropriate warming up sessions. In the lesson with the youngest pupils, the teacher explained why it was important to warm up before starting to exercise. Teachers give clear instructions and demonstrate techniques when necessary, as seen for example in a lesson on jumping, when the teacher demonstrated a landing technique. Teachers develop independent learning skills by allowing even the youngest pupils to put out equipment. They relate well to pupils and classes are well controlled. Teachers in all lessons pay due attention to safety.

135. There is sound co-ordination of the subject. The equipment is used well to develop pupils' gymnastic skills. The physical education curriculum is enhanced by a wide range of out-of-school sporting activities, including football coaching by the local football club.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

136. In addition to the preliminary visit, a team of four inspectors including a lay inspector spent the equivalent of 10 inspection days in the school. The team observed 28 lessons, in whole or part. In addition, a sample of all the work completed during the previous academic year by pupils in each year group was scrutinised. Discussions were held with groups of pupils about their work in some subjects. A sample of three pupils from each year was heard to read. The total time for these activities was 39 hours and 10 minutes.

137. Assemblies were attended, and inspectors visited registration periods to see the beginnings of sessions. In addition, pupils' behaviour was observed in the playground, in the hall, and around the school. All inspectors had discussions with individual governors and with groups of governors. The headteacher was interviewed by all team members, and discussions were held with all members of staff about subject and management responsibilities, and about in-service training opportunities. Discussions also took place informally with support staff and parents. Discussions and meetings also took place with the Section 23 inspector, who also joined the team meetings when matters pertinent to both inspections were being considered.

138. The team also scrutinised the minutes of governing body meetings, financial statements, curriculum and other policy documents, teachers' plans, pupils' records, reports and attendance records. Prior to the inspection, a meeting was held for parents to express their views about the school.

139.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	125	3	30	34

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	5.5
Number of pupils per qualified teacher	23

Education support staff (YR- Y6)

Total number of education support staff	3
Total aggregate hours worked each week	60

Financial data

Financial year:	1998
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	£
Total Income	203 901.00
Total Expenditure	202 132.00
Expenditure per pupil	1 555.00
Balance brought forward from previous year	26 499.00
Balance carried forward to next year	5 753.00

PARENTAL SURVEY

Number of questionnaires sent out:

125

Number of questionnaires returned:

43

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	44.2	51.2	0	4.7	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	52.3	45.5	0	2.3	0
The school handles complaints from parents well	28.6	50.0	14.3	7.1	0
The school gives me a clear understanding of what is taught	22.7	56.8	11.4	6.8	2.3
The school keeps me well informed about my child(ren)'s progress	38.1	45.2	11.9	2.4	2.4
The school enables my child(ren) to achieve a good standard of work	42.9	50.0	4.8	2.4	0
The school encourages children to get involved in more than just their daily lessons	44.2	44.2	7.0	2.3	2.3
I am satisfied with the work that my child(ren) is/are expected to do at home	31.0	45.2	4.8	14.3	4.8
The school's values and attitudes have a positive effect on my child(ren)	44.2	39.5	14.0	0	0
The school achieves high standards of good behaviour	37.2	53.5	9.3	0	0
My child(ren) like(s) school	60.0	35.6	0	4.4	0