

INSPECTION REPORT

CENTRAL STREET INFANT AND NURSERY SCHOOL

Hebden Bridge

LEA area: Calderdale

Unique reference number: 107507

Headteacher: Mrs Kay Pogson

Reporting inspector: Mrs Anne Johns
18579

Dates of inspection: 14 –18 February 2000

Inspection number: 189216

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and nursery
School category:	County
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
School address:	Central Street Hebden Bridge West Yorkshire
Postcode:	HX7 6HB
Telephone number:	01422 842784
Appropriate authority:	Governing body
Name of chair of governors:	Mr Fred Bascombe
Date of previous inspection:	9 – 12 September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs Anne Johns	Registered inspector	English Information technology Design and technology Music Art Under-fives Physical education Equal opportunities	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Mr Terry Heppenstall	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs Pat English	Team inspector	Mathematics Science Art Religious education History Geography Special educational needs	How good are the curricular and other opportunities?

The inspection contractor was:

Full Circle
The Brow
35 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

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The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in a former mill town in a well-known tourist area. It is smaller than average in size. There are 95 boys and girls aged three to seven on roll, including 18 full-time equivalent places in the nursery class. Thirty-five children attend part-time in the nursery class. There are four classes, including the nursery. Pupils come from a diverse range of backgrounds and the attainment on entry is wide-ranging. When compared to that in similar schools, overall attainment on entry to the school is slightly below average. There are several higher-attaining children in the school. Several parents have connections with the arts and media. There are currently 13 pupils on the register of special educational needs in reception to Year 2, which is in line with the national average, and four children on the register in the nursery. Four pupils have a Statement of Special Educational Need, including two in the nursery. There are no pupils who speak English as an additional language.

There have been several significant changes since the last inspection. The number of pupils entitled to free school meals is increasing. The total number of pupils entitled to free school meals is broadly in line with the national average, but in the latest cohort of pupils 50 per cent are entitled to free school meals, which is well above the national average. There is a falling role, which is common to the Calderdale area, and there is on-going discussion about the reorganisation of education provision in the area. The school no longer has a deputy headteacher.

HOW GOOD THE SCHOOL IS

Central Street Infant and Nursery School is an effective school. It is effective in achieving standards that are at least satisfactory at the end of Key Stage 1, except in information technology and handwriting. By the end of Key Stage 1, standards are above average in reading and mathematics and above expectations in design and technology and art. Overall, pupils make good progress with their learning. Pupils have very positive attitudes to school. All the teaching is at least satisfactory, with about 60 per cent of good teaching and a significant amount of very good teaching for under-fives. Parents are kept well informed and they give good support to the school. Since the last inspection the school has made a satisfactory improvement. It is well led and managed in a cost-effective way and provides satisfactory value for money.

What the school does well

- The overall leadership and management of the school are good. The headteacher is a very effective manager and is well supported by the governors.
- The standard of teaching is good or better and is a strength of the school.
- Standards of attainment in mathematics, reading, design and technology and art are above average.
- The overall provision for pupils with special educational needs is very good.
- The use and contribution of support staff are very effective.
- The provision for the under-fives is very good.
- Relationships in the school are very good.
- There is very good provision for social and moral education.
- Behaviour in the school is good overall and is very good in lessons.
- Pupils have positive attitudes to their work and very positive attitudes towards school.

What could be improved

- The standard of achievement in information technology and handwriting and the presentation of work particularly at the end of Key Stage 1.
- Schemes of work do not always provide sufficient detail to help ensure progression in pupils' knowledge, skills and understanding.
- Curriculum co-ordinators do not have a strong management role that includes monitoring of the teaching, learning and curriculum.
- The quality of short-term planning is not consistent throughout the school.
- Punctuality is unsatisfactory.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1996. It has faced considerable difficulties since the last inspection; for example, with regard to the falling roll in the area. It has nevertheless made satisfactory improvement overall. Useful policies have been produced for all areas of the curriculum and several schemes of work have been trialled. These have not yet been adapted to suit the individual needs of the school.

The school has introduced new planning structures and an overall curriculum plan. Planning is not always consistent throughout the school and learning objectives are not always sufficiently clear. There are already good exemplars of planning in the school and the school is well placed to make further improvement in this area. Useful assessment procedures have been introduced.

Staff changes have meant that some co-ordinator management roles have only recently been delegated. The co-ordinator role is still not strong enough and does not include sufficient opportunities for monitoring the teaching, learning and curriculum. The last inspection indicated that the deployment of support staff needed to be reviewed. Very good progress has been made in this area and support staff are now very well deployed. Long-term plans to promote improved cost-effectiveness are now in place and have been instrumental in improving the financial situation of the school. Attendance has improved since the last inspection. The standard of handwriting has not improved since the last inspection.

Taking into account the overall improvement made since the last inspection and the good standard of teaching, the school is well placed for further improvement.

STANDARDS

The table shows the standards achieved by seven year olds based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
Reading	A	C	C	A	well above average A above average B average C below average D
Writing	C	E	C	B	

Mathematics	A	B	C	B	well below average	E
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Standards in reading in 1999 were about in line with the national average but well above average compared to similar schools. Current standards in reading are above average. Standards in writing and mathematics were also in line with the national average in 1999, but above average when compared to those in similar schools. Inspection evidence indicates that standards in mathematics, particularly in numeracy, are currently above average.

Standards in writing are broadly average, except in handwriting, which does not always have a consistent form or size and is below average.

Trends over time reflect the changing circumstances of the school and the different number of pupils with special educational needs in each cohort. In 1998, there were a large number of pupils with special educational needs and the standards in writing for that year were well below the national average. The trend of achievement by pupils over the last four years has been up overall, with just a slight dip in mathematics between 1998 and 1999. Current standards indicate further improvement. The school has set realistic targets in English and mathematics and is making good progress towards them.

Opportunities for artwork and design and technology are good and many pupils achieve above average standards in these subjects. The school has effective strategies for teaching the basic skills of literacy and numeracy. Experience in information technology is limited at the end of Key Stage 1 and standards are below expectations. Standards in other subjects are in line with expectations for this age group. In religious education, pupils meet the expectations set out in the locally agreed syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good overall. Pupils are very enthusiastic about coming to school and they have positive attitudes to learning.
Behaviour, in and out of classrooms	Behaviour is good overall, and in lessons it is very good. Pupils are generally courteous, polite and respectful. Behaviour in the under-fives is very good.
Personal development and relationships	Very good relationships exist between all pupils and between pupils and adults.
Attendance	Attendance is satisfactory. The school has worked hard to encourage punctuality, but this is still unsatisfactory.

TEACHING AND LEARNING

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

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

Overall the quality of teaching is good. The teaching observed during the inspection was judged to be good or better in almost 60 per cent of lessons. Ten per cent of lessons were very good, and no lessons were judged to be unsatisfactory. This quality of teaching is now a strength of the school. The teaching of the under-fives was good or better in 75 per cent of lessons, with 25 per cent of very good teaching, mostly in reception. In Key Stage 1 it was good or better in 48 per cent of lessons and satisfactory in 52 per cent. This level of teaching has a positive impact on the progress that the pupils make.

Teachers' general knowledge and understanding of the curriculum and the individual needs of their pupils are good. This enables them to teach the essential basic skills of literacy and numeracy well. The teaching of handwriting is unsatisfactory and presentation is sometimes poor at the end of Key Stage 1. Teachers have appropriate expectations of pupils in most areas of the curriculum. Questions are challenging and succeed in involving all pupils. This also ensures that they work with a high level of interest and concentration. The teaching of pupils with special educational needs is good and includes teaching from support staff and teachers. Teachers manage pupils well and employ support staff very well. Teachers use a variety of teaching methods to make the lessons interesting and promote concentration. There is insufficient teaching of information technology skills at the end of Key Stage 1.

The teaching of the under-fives has thorough organisation and planning which helps to ensure that learning objectives are met. Staff support the children with a high level of care and understanding, which enables the children to feel very secure and to make good progress in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory overall. Statutory requirements are in place. The curriculum for the under-fives in the nursery and reception is very good.
Provision for pupils with special educational needs	There is very good provision throughout the school. The school's procedures and practice are well documented and secure.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' social and moral development is very good. Provision for cultural development is good and for spiritual development it is satisfactory.
How well the school cares for its pupils	The school is a caring community, which provides effective arrangements for ensuring pupil safety. The school has worked hard to achieve good standards of behaviour.

The school strongly promotes links with parents, who have a good overall effect on the school's life and children's learning. School reports do not always provide enough information about what needs to be done to improve. Parents regard the school as being very good and support the view that the school cares effectively for their children. The school offers pupils a range of interesting opportunities involving local artists and authors; for example, during the local 'Carnival Week'.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher provides strong and effective leadership in all aspects of the school's work. Management roles have recently been reorganised. Monitoring has not yet been developed to include sufficient monitoring of the teaching, learning and curriculum.
How well the governors fulfil their responsibilities	The governors provide strong support, with clearly defined roles and responsibilities. They fulfil all their statutory requirements effectively.
The school's evaluation of its performance	Satisfactory overall. The headteacher and governors have a thorough understanding of the school's needs and regularly review the school data and statistics. Co-ordinators do not have a strong enough role with regard to monitoring performance in their subject area.
The strategic use of resources	Good. Financial planning is linked to the need to raise standards and the school evaluates the effectiveness of decisions made. Best value is sought on all purchases.

The skills and experience of teachers and support staff provide well for all pupils. The aims and values of the school are very clearly reflected in the daily work. This shared vision has enabled the school to maintain improvement since the last inspection despite several difficulties. The headteacher and governors are aware of the principles of best value and apply them effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents feel welcome in the school. It is very friendly and welcoming. • The school responds well to suggestions from parents. • Children behave very well in general. There are good management techniques for dealing with any difficult behaviour. • Children are well supported on an individual basis. • Staff know the children very well. • Good leadership and management. 	<ul style="list-style-type: none"> • A few parents commented that they would like procedures at the beginning of the nursery session to be reviewed. • A few parents complained about the pressure placed on them with regard to punctuality.

Inspection findings support the positive views which the parents have of the school. At the pre-inspection meeting and during the inspection several parents confirmed their positive view of the school and the caring, supportive way in which staff dealt with their children. Children and parents receive a warm, caring welcome at the start of the day in the nursery class. Attendance has improved, but punctuality is an issue which still needs to be improved.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The overall standards in reading, writing and mathematics are broadly average at the end of Key Stage 1 when compared with the national test results of other schools. Standards in science in teacher assessments in 1999 were below average, especially with regard to life and living processes where they were well below average.
2. Trends over the past four years reflect the changing cohort of pupils. There was a significant dip in results in 1998 when the cohort included a high proportion of pupils with special educational needs. The standard in mathematics dropped slightly in 1999. Standards in reading and writing show an improvement between 1998 and 1999.
3. Most children enter the school with slightly below average levels of achievement although there is a wide range of ability and experience. There are several higher-attaining pupils. Since the last inspection, there are more pupils with special educational needs and many more pupils entitled to free school meals. In the current reception year, for example, about 50 per cent are entitled to free school meals, which is well above average. There is an increasing number of children with problems related to speech and language. The current entry baseline assessment in reception indicates that standards in most areas are below those in similar schools in the area. During their time in the nursery, pupils make good progress across all areas of learning. This good progress is continued in reception and most children attain standards that are at least in line with the Desirable Learning Outcomes by the time they reach five years of age. Many attain above average standards and make very good progress; for example, they can read with confidence. They recognise the sounds of several letters and most can write their name. Their listening skills are good and they ask appropriate questions. They recognise and write several numerals and can count and add on correctly. In knowledge and understanding of the world, most have a wide knowledge and strong interest in the immediate world. In information technology, over half the children in the nursery can use the computer mouse and all understand how to use the arrow keys. Their personal and social skills are above average. They share very well and show a high level of concern and respect for each other. Creative development is at least in line with the Desirable Learning Outcomes. The children paint and draw with confidence, expression and enjoyment.
4. Attainment in speaking and listening in teacher assessment in 1999 was below average for pupils at the end of Key Stage 1. Inspection evidence indicates that standards are now average. Many pupils ask relevant and searching questions to help clarify their understanding and they speak with confidence and good expression. An example of this was during the visit of a Buddhist monk, when pupils asked searching and interesting questions.
5. When compared to standards in similar schools, the standard in reading is well above average. Standards in writing and mathematics are above average compared to those in similar schools.

6. The school has analysed last year's results and results over time and focused successfully on areas for improvement. Inspection evidence indicates that overall standards in English are broadly average except in reading where they are above average. A significant number of pupils can read fluently and with enjoyment. The content of writing is often interesting and creative, but the standard of handwriting is below average. Letters are not consistent in form and size and there is very little joined handwriting. The standards in mathematics are above average at the end of Key Stage 1, particularly with regard to numeracy. About a third of the class are very quick and accurate with their mental calculations. Standards in science are now in line with national expectations. Pupils can use simple equipment, make comparisons and describe and record their observations.
7. Standards in information technology are below average. Pupils at the end of Key Stage 1 are limited in their experience. They find it difficult to communicate and generate ideas in different ways, or to classify and sort information and present their findings. They have very little experience with control technology. Standards in design and technology are above average. Pupils make careful, strong models with labelled designs and can explain clearly how they have improved them. Standards in art are also above those usually expected for pupils' age. Several pupils express their ideas and feelings with confidence, vibrancy and increasing accuracy. In religious education, standards are broadly in line with the locally agreed syllabus, and in music and physical education they are in line with expectations for this age group. It was not possible to make a firm judgement in history and geography as only one lesson was seen in each subject.
8. Overall, the school has maintained a steady and satisfactory improvement since the last inspection despite several difficult and unsettling factors such as the falling roll and staff redundancies. It has set challenging targets in English and mathematics and succeeded in meeting these targets. The school is in line to meet the current targets set in English and mathematics. It has already identified the need to improve the standard of writing in general, including handwriting. The school has begun to set individual targets for pupils based on the baseline entry assessment. As yet, co-ordinators are not sufficiently involved in this process.
9. Children make good progress in the nursery, very good progress in reception and good progress overall in Key Stage 1, particularly in mathematics and reading. This is due to the good quality teaching. School records show that in relation to prior attainment, pupils with special educational needs make good progress and their achievement is better than would normally be expected. This is mainly due to the very good support that they receive from their teachers and support staff. Higher-attaining pupils are challenged appropriately and they make satisfactory progress.

Pupils' attitudes, values and personal development

10. Evidence from discussions with pupils, various meetings with parents and the parents' questionnaire indicates clearly that the pupils like the school very much and thoroughly enjoy attending school. This is reflected in their good attitudes to work. They can persevere and concentrate well and there is no shortage of volunteers to contribute to class discussions or to answer questions. Good attitudes have been maintained since the previous inspection.
11. Good behaviour has also been maintained since the previous inspection. Although there is a tendency to boisterousness from a small minority of pupils at playtime,

pupils generally meet the clear, high expectations of the staff. Staff deal very well with the few incidents that do occasionally occur. There have been no recent exclusions. The pupils are trustworthy and courteous, for example, the support staff all feel that they are treated with politeness. Furthermore, there is no evidence now, or from the past, of any malicious damage. The pupils' behaviour contributes significantly to the creation of an orderly community which is free from bullying, sexism and racism.

12. Evidence of the pupils' respect for the feelings, values and beliefs of others is limited but it is consistently positive. They are aware of how their behaviour affects others, for example, this is implicit in the codes of conduct which were developed with pupil contributions. Also, the few ethnic minority pupils are fully integrated into the life of the school and great consideration is shown to some pupils with severe disabilities.
13. Pupils' personal development is good overall. Relationships between all parties in the school are very good. The pupils are confident in their dealings with adults and they can co-operate with each other. They are also capable of taking responsibility, for example, by carrying out tasks such as helping with assembly. Older pupils are also expected to help with new starters. However, the range of these opportunities is relatively small.
14. Attendance has improved from unsatisfactory to satisfactory since the previous inspection. Currently, it is slightly below the national average but it has been consistently above this level for several previous years. A relatively high number of pupils with long-term sickness problems have caused the slight decline. Sickness is the main cause of absence. Holidays in term time do occur but they are discouraged and, at present, do not present a serious problem. Unauthorised absence is approximately in line with the national average.
15. Punctuality is unsatisfactory and the problem is recognised by the staff. It is monitored consistently and action is taken. The situation is due mainly to the attitudes of some parents towards the need to attend on time and there is considerable scope for increased parental support on this issue.

HOW WELL ARE PUPILS TAUGHT?

16. Overall, the quality of teaching is good. The teaching observed during the inspection was judged to be good or better in almost 60 per cent of lessons seen, ten per cent of all lessons were very good, and no lessons were judged to be unsatisfactory. The teaching is a strength of the school. The overall quality of the teaching enables pupils to make good progress throughout the school. The school has improved the standard of teaching since the last inspection, which judged that about a third of the teaching was good, but that there was a small amount of unsatisfactory teaching. Most lessons do now have clear objectives and resources are used well. Teachers are quick to intervene when it is necessary.
17. Teachers are very aware of the individual needs of pupils and the work is well matched to their age and ability level. Higher-attaining pupils are well catered for through extension activities. Support staff and parents are used very well to give individual and group support. There is clear communication and liaison between all staff, which helps to ensure that pupils concentrate well and achieve good standards. Teachers use a range of appropriate methods and strategies to develop

pupils' learning. An example of this is in the literacy, numeracy and science lessons, which contained a good mix of class and group work.

18. Teachers are skilled at asking searching, challenging questions which help to maintain the pupils' concentration. Questions are well focused and capture the interest of all pupils. An example of this was in Year 2 literacy lesson based on the book "Ghost Dog". Pupils were engrossed in the story and prompted by the teacher's questioning to ask their own interesting questions. This helps to ensure good quality learning and attainment.
19. The quality of teaching for the under-fives in the nursery and reception class is good overall, with a considerable amount of very good teaching especially in reception. This has a very significant impact on the progress which children make. In lessons observed, 50 per cent of teaching was good or better with 25 per cent being very good. All staff provide a high level of support, care and understanding. They have a thorough knowledge of the needs of young children and plan exciting activities that promote a good level of learning. In the reception class the children were focusing on the story of Elmer the elephant. A range of well-planned stimulating activities arose from this in several areas of the curriculum. The children thoroughly enjoyed what they did, sustained their concentration very well and achieved good standards. Very thorough planning and organisation enabled the teacher to develop and extend the learning where necessary. The planning clearly identifies what the children are to learn and appropriate support and resourcing. There is a good balance in the nursery and in reception between focused group activities and individual choice. Very good classroom management in the reception class ensures that a large space consisting of two classrooms is very well used. There is good use of quality, purposeful play activities to reinforce learning. Examples of this are the well-equipped post office in the nursery and the DIY shop in reception. Thorough planning ensures that these are used well to promote early literacy and numeracy skills. The management of pupils is very good, with clear expectations. Children know exactly what is expected of them and they progress well with their learning. Teachers have high expectations of the children's attainment and behaviour.
20. In Key Stage 1, teaching is good in almost 50 per cent of lessons. In about 50 per cent of lessons observed it was judged to be satisfactory. Teachers display good knowledge and understanding in the teaching of literacy and numeracy and high expectations in these lessons. Pupils concentrate well and they enjoy the challenge of the activities. Planning is not always consistent and the clarity of learning objectives set for the pupils varies. In lessons where the learning objectives are clearly explained to the pupils with a useful plenary session, pupils make good progress. Progress is slower, although still satisfactory, when the planning and the objectives are not so clear. A range of teaching methods is used, and there is often a good pace. Teachers have appropriate expectations of behaviour and attainment. However, expectations of the presentation of written work at the end of Key Stage 1 are not sufficiently high. Pupils are managed well and teachers have a thorough understanding of the individual. They use a range of groupings, which are usually well matched to the lesson's purpose. Pupils with special educational needs are given very good support that results in good progress in relation to prior attainment. In the most effective teaching good examples are used to reinforce the learning. In design and technology, pupils can explain very clearly how they have made and improved their models of vehicles and houses, and how they have made them so strong. The other pupils listen carefully and are able to develop their own ideas. In

a minority of lessons there is only a limited opportunity for pupils to foster independent learning, which limits the progress in these lessons.

21. Teachers have very good relationships with their pupils throughout the school. They use praise well to reward good work and modify behaviour. Instructions are usually clear and teachers listen carefully to pupils' replies and answers. They value the contribution from pupils and successfully develop their self-esteem. This contributes well to promoting a stimulating learning environment where individuals make good progress in their learning. Pupils are managed well with a clear insistence on good behaviour.
22. Teachers have thorough subject knowledge in most areas and the teaching is at least satisfactory in all subjects. The exception to this is information technology at the end of Key Stage 1. There is insufficient teaching of information technology. Pupils lack the skills, knowledge and understanding normally expected at this age. They make unsatisfactory progress in this area of the curriculum. They also make insufficient progress with their handwriting, and their presentation is sometimes unsatisfactory. Teacher expectations are not sufficiently high in these areas. There is insufficient teacher subject knowledge with regard to information and communication technology, which has a detrimental impact on the quality of learning. Teaching in mathematics, art and design and technology is good. Pupils make good progress in these areas and attain above average standards.
23. Written marking is variable in quality and content. There are very few comments which encourage pupils to develop their learning by asking a question or requiring a reply. Teachers are skilled in discussing ongoing results and using this to promote learning; for example, in literacy and numeracy lessons. This enables pupils to develop their ideas and increase their understanding. An example of this was in a story writing session in Year 2. The teacher discussed the pupils' work with them, which improved their imaginative writing and their story writing technique. Homework is used appropriately and effectively to support pupils' progress throughout the school.
24. The teaching for special educational needs is good. Teachers know and understand the pupils well. Considerable effort is expended on raising their self-esteem. In literacy and numeracy the strategies are adjusted to accommodate the pupils. Individual education plans are followed and strategies, as advised, are followed by teachers and support staff. Teachers ensure that support staff are well briefed and use them very well to directly support special educational needs or to support other groups of pupils while teacher gives first-hand support. An example of this was in a mathematics lesson in Year 1. All the staff are very committed to providing good quality teaching for all pupils, including those with special educational needs. Pupils who are gifted and talented are identified as soon as possible. They are provided with extension activities and appropriately challenging tasks. They make satisfactory progress overall. The school succeeds in meeting the needs of the pupils by providing good quality teaching which produces a quality of learning which is at least satisfactory and often good. Consequently, most pupils develop their thinking and ideas and apply a lot of effort to most work. They work at a good pace and concentrate well.

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

25. The curricular provision is very good for children under five in the nursery and reception class, and for pupils in Key Stage 1 it is satisfactory. All pupils have access to a broadly-based and suitably-balanced curriculum that supports their intellectual, physical and personal development and prepares them well for the subsequent stages of education.
26. The curriculum for children under five demonstrates the importance the school places on providing purposeful, practical experiences in all the recommended areas of learning for children of this age. This makes a significant contribution to the good progress most of them make towards achieving the agreed Desirable Learning Outcomes and ensures a smooth transition to the work of the National Curriculum at a time best suited to each child. At Key Stage 1 the range of documented policies represents improvement since the previous inspection and demonstrates the sound breadth of curricular opportunities pupils have. Overall, sound provision is made within policies to meet statutory requirements for subjects of the National Curriculum and to ensure that the provision for religious education complies with the Calderdale Locally Agreed Syllabus. Through a suitable range of policies, good provision is made for pupils' personal and social development and health education that also provides for sex education. These policies ensure that support for pupils in these areas permeates the life and work of the school so that they can make good progress.
27. Overall, the organisation of the curriculum to meet the needs of all pupils in Key Stage 1 is satisfactory. There are particular strengths but some weaknesses. The school has a clear policy and commitment to provide equal opportunity for all pupils to access all subjects and aspects of school life. This makes a major contribution to the progress all pupils make. The balance of the curriculum is well supported by appropriate allocation of time to each subject. The particular use of discretionary time to support English and mathematics illustrates the importance the school places on improving literacy and numeracy skills of pupils throughout the school. The school has introduced effective strategies for literacy and numeracy, which have had a positive effect on learning.
28. In response to the previous inspection, the school has developed a useful whole-school curriculum plan that maps out when Programmes of Study are to be tackled in each year group. However, where there are gaps of two consecutive half terms between visiting subjects the development of understanding and skills becomes fragmented and has a limiting effect on progress. The school has effectively adopted the advice of the national strategies for both literacy and numeracy as schemes of work for English and mathematics. With well-considered adjustments to meet the specific needs of all pupils, the school is well placed to ensure the systematic development of knowledge, skills and understanding in these subjects, which makes a major contribution to pupils' progress. The school is currently using the exemplar schemes of work devised by the Qualification and Curriculum Authority (QCA) to support teachers' planning for science, information technology, and the non-core subjects except art and music. As yet these have not been formally reviewed. However, the co-ordinators have identified the need to do so in order to adapt the advice to best provide for the needs of this particular school. This is particularly so in information technology where progress is currently unsatisfactory. Although knowledge and skills to be taught are identified in the curriculum plan as in other subjects, the cross-curricular nature of the subject has yet to be specifically planned for to ensure that pupils have the continuous opportunity to use and develop skills further as they move through the school.

29. The advice of the locally agreed syllabus for religious education has been used to provide a useful framework to guide when elements of the required curriculum will be taught. This represents some improvement since the previous inspection but the development of a whole-school scheme of work that details the knowledge, skills and understanding to be developed systematically as pupils move through the school is still at an early stage and this has a limiting effect on progress. The schemes of work for art and music are insufficiently developed. The co-ordinators have identified the need to provide clear structured steps of progression through a scheme of work.
30. Very good provision is made for pupils with special educational needs in the under-fives and Key Stage 1. The policy closely follows the requirements and recommendations of the Code of Practice and is used effectively by the governing body to monitor the quality of provision. Through parent and teacher observation and effective analysis of the results of assessment procedures, the identification of pupils experiencing learning difficulties is made at an early stage. This has a significantly positive effect on the progress these pupils make in learning and in developing their confidence. Through consultation involving the special educational needs co-ordinator, the teacher and special needs support staff, appropriate individual education plans (IEP) are prepared and reviewed regularly. These IEPs provide precise and practicable short-term learning targets and useful advice on strategies to support progress. They ensure that pupils, parents and teachers can frequently recognise and enjoy the progress made.
31. The curriculum is enriched by extra-curricular opportunities such as a swimming club and a music group, both of which are open to all pupils. The regular use of the local environment is demonstrated well in history and geography displays throughout the school. Pupils have the opportunity to meet with a range of visitors such as theatre groups, and dancers from other cultures, and to work with local artists and crafts-people; for example, when developing their Millennium tapestry. Good links have been developed with parents and the receiving school. There are good procedures to ensure that children entering school for the first time and those transferring to Key Stage 2 are well supported through opportunities to meet with staff during exchange visits and the good exchange of information. This is particularly so for pupils with special educational needs. With the development of curricular links with the receiving school, the school is well placed to improve the quality of provision for all pupils further.
32. Overall, the provision for pupils' spiritual, moral, social and cultural development is good and makes a significant contribution to personal development. This reflects the findings of the previous inspection.
33. The provision for spiritual development is satisfactory. Pupils are encouraged to share their experiences, ideas and feelings. The teaching and support staff and helpers consistently value these. This support for the self-esteem of all pupils is particularly important to those pupils with special educational needs. In areas such as English, religious education and history, pupils have the opportunity to consider the values, feelings and beliefs of people of other times and places and to make their own responses. This was well illustrated in a discussion with a group of pupils in Year 2 where they sensitively recounted the experience of meditating with a visiting Buddhist monk. Assemblies and daily acts of collective worship provide valuable opportunities for all pupils to experience a sense of 'belonging' and time to

reflect on positive values or dilemmas common to us all. For example, in a whole-school assembly all classes could contribute when considering the wonder of creation and the responsibility we all have for the protection of it. Although assembly themes are planned, there is no practice of planning possible opportunities for reflection across the curriculum and consequently valuable opportunities are often overlooked; for example, in music.

34. Very good provision is made for fostering moral development. The whole-school policy on behaviour and the management of bullying ensures that rules are practicable, rewards and sanctions are appropriate and that teaching and support staff and helpers have a consistent approach and equally high expectations. Throughout the school pupils learn to recognise the differences between right and wrong and the values of honesty and fairness through the personal example of all adults who work with them, by direct teaching and through stories and discussion of issues as they arise. This is well illustrated by the quality of the playground rules developed by the pupils themselves. Pupils are consistently encouraged to consider the effect of what they say or do has on themselves and others. Positive behaviour is always acknowledged promptly and incidents of unacceptable behaviour are managed very well.
35. The school promotes the social development of pupils very well. This has a particularly positive effect on the progress made by the youngest children and those pupils who have special educational needs. All staff demonstrate considerable respect for pupils, raising their self-esteem in all aspects of school life. They are good role models for demonstrating social conventions and how relationships are initiated and sustained over time. This and the sensitive use of direct teaching opportunities make a major contribution to the quality of relationships within the school and pupils' personal development. The balance of whole-class and varied constituents of working groups throughout the day provides good support for the development of inter-personal skills. The development of responsibility is fostered appropriately through a range of opportunities such as helping with class and school routines, accessing and clearing away equipment and befriending children new to the school until they are integrated. An understanding of the responsibility attached to representing the school is promoted well through working alongside visitors, hosting events involving children from other schools and taking part in the local arts festival and tree planting.
36. The provision for cultural development is good overall. Through subjects in the curriculum such as art, English and religious education, pupils' knowledge and understanding of their own culture are soundly developed. For instance, pupils experience traditional stories and poems, and in history and art they learn about the old skills of weaving on which the town flourished. Through religious education and visitors to the school, pupils learn about the Christian influence that permeates British heritage and institutions. Pupils begin to understand the beliefs, values and customs that influence the way people of other cultures live through such visitors as an Indian dance group and a parent who shared with all the pupils in an assembly his experience of visiting East Africa. However, because the scheme of work for religious education is not yet completed and there is insufficient guidance on how the provision for cultural development is to be structured across the curriculum, some opportunities are overlooked.
37. Links with the community are good although they tend to be restricted in scope. Emphasis is given to cultural activities; for example, there is a significant

involvement in the local carnival and arts festival and visitors to the school include theatre groups, dance groups, musicians and artists. Visits are made to local shops and the surrounding area. All these activities enhance the curriculum. The community uses the school and a mother/toddler group meets weekly. Parents appreciate the use of the facilities. Efforts have been made to get sponsorship from local companies but there are no established links with commercial or industrial organisations.

38. Links with other schools are good. There is a close relationship with the receiving junior school and there are effective arrangements for the transfer of pupils. This good relationship is much valued by the junior school head. Pupils about to transfer are not concerned by the prospect. There is co-operation with other infant schools on projects, for example, tapestry making, and there are whole-day visits from other schools of a differing character. This provides important multicultural experiences.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. At the previous inspection, the school was found to be a well-organised and caring environment, with appropriate procedures and provisions for assuring the pupils' well-being. These findings remain broadly true although there are some good features in the overall arrangements for welfare.
40. The procedures for assessing the attainment and progress of pupils are satisfactory. Effective procedures are in place for assessing the attainment of children on entry to the nursery and at the time they are approaching statutory school age in the reception class. Teachers use information from parents, the local authority assessment tests on entry to school and well-focused classroom observations to build up an early years profile for each child which is used to inform planning and set appropriate individual learning targets. Statutory requirements for assessment are met at the end of Key Stage 1. The school has developed sound procedures for assessing attainment and progress in English and mathematics through skills development tests and a standardised reading test. These are suitably used to track progress, to set individual targets for pupils and overall targets for end of key stage statutory test results. Samples of best work are added to collections of pupils' work each half term but the assessment of these is insufficiently detailed and does not always identify what needs to be done to improve. There are no samples of moderated work that clearly demonstrate the agreed National Curriculum level descriptors and this limits the support for teachers when they are making formal assessments, particularly in writing and science. Procedures are in place to assess attainment or progress in subjects where the Qualification and Curriculum Authority exemplar schemes of work have been adopted. However, it is too early to judge how well information from these is used to inform future planning. Information from tests and teacher observations is used well to ensure the early identification of pupils with learning difficulties and to place them suitably on the register of special educational needs. The use of appropriate tests helps staff prepare effective individual education plans.
41. Health and safety arrangements are satisfactory. There is a useful policy and there are appropriate arrangements for annual inspections of the premises and items such as fire extinguishers. The day to day maintenance of standards is informal. Currently, this does not present a major risk since the staff have a conscientious attitude; no significant issues were identified. Child-protection arrangements are also satisfactory. There is a policy, which provides some guidance, and a

designated teacher who has had recent training. The rest of the staff have received no training but they are familiar with the procedure should they have concerns. Supervision arrangements are effective. Lunchtime supervisors are familiar with their responsibilities and they feel confident about their roles.

42. The school has good procedures to monitor and improve attendance. There is a policy which outlines strategies and procedures, and registers, which are monitored weekly satisfy legal requirements,. Particular attention is given to pupils about whom there are concerns. Arrangements for communications with parents are good and they are co-operative in providing information. However, there is no procedure to record temporary absence during the school day and there is no consistently understood procedure if a child is absent without a known cause.
43. Arrangements for monitoring and promoting good behaviour are good. The strategies involve giving emphasis to good behaviour, using rewards and public recognition, and to the creation of an appropriate school environment. Pupils have contributed to class rules and a code of conduct. Sanctions are available for poor behaviour and there is a well-organised system for recording incidents. Consistent arrangements are used at lunchtime. Pupils understand the operation of the behaviour policy and the rewards and sanctions influence them.
44. The staff care about the pupils who, in practice, are given good educational and personal support. Close liaison between staff, the pupils' confidence in their teachers and good contact between the school and parents enhance the arrangements. Furthermore, there is a high level of support in classrooms, which includes significant help from parents. This good all-round level of support helps to develop pupils' self-esteem and raise their level of achievement. The school provides effective support and guidance to enable improvement to take place. Arrangements to monitor academic progress are satisfactory and there are recently introduced procedures to monitor personal development.
45. Reviews of progress for pupils with special educational needs meet requirements and parents are well informed. Statutory requirements with regard to special educational needs are met. Parents of all pupils are informed of their children's progress throughout the year with a written report at the end of the academic year. However, there is inconsistent provision of information given on what the pupil needs to do to improve further.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Evidence from a range of meetings with parents and from the parents' questionnaire indicates a very strong parental satisfaction with the school. Parents are particularly satisfied with the school's welcoming and friendly approach.
47. Overall, the school's links with parents are good. The previous inspection report noted that communications were good and this remains true. There are very regular newsletters which parents find informative. Information is provided about the forthcoming curriculum and there have been meetings on specific curriculum topics. The school prospectus and the governors' annual report to parents are clear and satisfy Department for Education and Employment requirements.
48. Information about pupils' progress is good. The pupils' progress reports are detailed, although they tend to emphasise achievement with few comments about what pupils should know or actions which might lead to improvement. There are

three, well-attended and well-organised parents' meetings; parental convenience is an important factor in the arrangements. Provision for ad-hoc meetings between parents and staff is very good. Staff are very accessible at the start and end of the school day. The parents of pupils with special educational needs take advantage of appropriate arrangements to attend review and similar meetings.

49. Parents have a significant impact on the life of the school and they support it well. For example, there was a high response to the parents' questionnaire and parent-governor vacancies are filled easily. There are about ten regular parent helpers who feel that they are well supported and that they perform a useful function. Many more provide support for specific school events. The parents and friends association is very successful and raises between £2000 and £3000 per year for school use. Ninety nine per cent of home-school agreements have been signed and there is good support by parents for home-reading programmes. Parents support their children's learning well, particularly with regard to reading, which has a positive impact on their learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The leadership and management of the school are good. The headteacher provides strong and effective leadership in all aspects of the school's work. She has a clear, purposeful vision of the direction of the school and is committed to achieving high standards. She has a clear understanding of the school's needs and is aware of what needs to be addressed in order for there to be further improvement. The strong leadership has been very influential in enabling the school to continue to improve during a period of significant change and uncertainty. Despite difficulties such as falling rolls and redundancies, the school has a positive ethos and a strong commitment to providing high-quality education.
51. During recent months the deputy and another member of the senior management team have left the school, and consequently management roles have been reorganised.
52. Two teachers have recently been given an extra management role and they are beginning to develop skills in this area. As co-ordinators, the individual teachers discuss all curricular provision and are developing the role of monitoring their subjects. This was an issue in the last inspection when it was stated that co-ordinators did not have sufficient influence on classroom practice, standards and the quality of education. The role of co-ordinator still has not been developed sufficiently. This is due to the very significant change in subject management roles and the fact that teachers now have more curriculum areas to cover. Since the last inspection co-ordinators have prepared useful and informative policies in their subject areas. However, there is not enough monitoring of teaching, learning and the curriculum by carefully evaluating plans and work on a regular basis. Currently there is no non-contact time available for teachers to observe and spend time in other classes. In subjects where some monitoring has taken place, for example, mathematics and literacy, it has had a positive impact on standards and raising expectations.
53. The headteacher meets regularly with the chair of governors to review the progress on a range of issues. He acts as a 'critical friend' to the headteacher and this is very much appreciated. The chair of governors and other governors are fully aware of the school's aims, values and policies and they support them very well. They are

well informed about what is happening in the school. Several governors work in school on a regular basis. The governors meet regularly as a full governing body or in a committee. The governors fulfil all of their statutory requirements. They monitor at regular intervals the school development plan, school improvement and performance.

54. The school has a clear sense of purpose and direction in meeting its aims, values and policies. The aims are reflected in the day-to-day life of the school. They are clearly understood by staff, parents, governors and pupils. Staff work hard together to fulfil these aims. This is reflected throughout the curriculum and in the very good provision for social and moral development and equal opportunities. The school has a very positive ethos based on high expectations of behaviour, very positive attitudes and very good relationships. It consequently provides a stimulating and caring environment for learning.
55. The management of the provision for special educational needs is good. The co-ordinator is effective in identification procedures, and carries out useful diagnostic work. Pupils are placed appropriately on the register for special educational needs and well-structured individual education plans are developed that include strategies for the approach to problems. Annual and interim reviews are arranged and carried out as required. Outside agency support is managed well.
56. The newly appointed governor for special educational needs has a very clear understanding of the monitoring role, is very supportive of staff and pupils and has proper desire to support parents of the pupils. He is very aware of statutory requirement placed on the governing body. The support staff are well qualified by experience. They are very effectively deployed and very able. They have a thorough understanding of the needs of pupils with special educational needs.
57. The school development plan, which is determined through discussion with staff and governors, is good. It provides useful and clear guidance and includes financial implication. An issue in the last inspection was to ensure that long-term strategic plans were in place. This issue has now been addressed. The headteacher and governors carefully monitor the school development plan and a written review is provided. The financial considerations are reviewed as is the school's progress towards meeting its targets. Another issue in the last inspection was to complete and fully implement curricular policies and schemes of work. Informative policies have been completed and the school has been using exemplar schemes from the QCA in addition to the national literacy and numeracy documentation. The schemes are broad and have yet to be adapted to the specific needs of the school in order to ensure that knowledge, skills and understanding are acquired systematically as pupils move through the school.
58. The implementation of the National Literacy and Numeracy Strategies has been ably led by the co-ordinators with the support of the governors. All classes have daily literacy and numeracy lessons. Staff are committed to their implementation in order to continue to raise standards.
59. The last inspection stated that the school should review efficiency to ensure effective deployment of support staff and that the long-term strategic plan was in place. These requirements have both been met. The school administrator ensures that day to day procedures run smoothly and that the headteacher is well informed. At the time of the last inspection the school was facing a deficit budget. The headteacher and governors have worked hard to improve the financial situation and

have had to make difficult decisions in relation to the staffing ratio. Financial planning is firmly linked to the school development plan and to continued improvement. The governing body receives regular reports on the state of the budget and it analyses these carefully.

60. Resources are used effectively and best value is sought on all purchases. The effective leadership and management have ensured continued improvement in spite of difficulties. The number of pupils with special educational needs is increasing as is the number of pupils entitled to free school meals. The building was intended for many more pupils and is expensive to run, resulting in above-average costs per pupil. When all factors are taken into consideration the school provides satisfactory value for money.

61. Taking into account the way that staff, parents and governors work well together to bring about improvement, the significant amount of good teaching and the school's success in meeting its targets, the capacity for further improvement is judged to be good.
62. The overall quality of the accommodation is good and provides a range of facilities which enable effective delivery of the National Curriculum. The school caretaker maintains the buildings to a very high standard. The nursery and reception areas provide good accommodation, which has a positive impact on the learning experiences of the under-fives. The nursery has its own play area and there are plans to enhance this, as and when funds are available.
63. There is an attractive and spacious hall, which is used well for assemblies, physical education and other activities. There is a library on the first floor that is used by all classes. There is disabled access to the rooms on the first floor by means of a lift. All classes have the use of two classrooms, which provides plenty of space. This accommodation is used well. The school has a playground with a separate area for football but no field. There are plans to improve the grounds when funds are available.
64. Overall resources are adequate in most curriculum areas. The nursery requires some new resources as a few items such as the wooden bricks and sand tray are showing signs of wear. The school has had problems with resources for information technology but resources are now adequate for learning. The resources in religious education are barely adequate. Visitors to the school help to broaden the learning experiences. The local environment is used effectively as a resource for learning.
65. Staff are well deployed and the overall number, qualifications and experience of staff match the demands of the curriculum. However, staff are less secure and confident in their knowledge and teaching of information technology. There is a good system of staff induction, although this is not formalised in a policy statement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. Central Street Infant and Nursery School provides a stimulating and caring environment where children enjoy coming to school, develop positive learning attitudes and make good progress in their learning. The weaknesses identified by the inspection, and identified below, are outweighed by what the school does well. They will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.
 - (1) Raise the standard of achievement in information technology, handwriting and the presentation of work, particularly at the end of Key Stage 1 by:
 - completing or adapting schemes of work to ensure that there is clear guidance for the progression of skills, knowledge and understanding;
 - developing the role of curriculum co-ordinators in order to monitor the teaching, learning and curriculum;
 - improving the quality and consistency of short-term planning.

(2) Continue to improve and encourage the punctuality of pupils.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	49	41	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	Y R – Y 2
Number of pupils on the school's roll (FTE for part-time pupils)	18	77
Number of full-time pupils eligible for free school meals	n/a	24

FTE means full-time equivalent.

Special educational needs	Nursery	Y R – Y2
Number of pupils with statements of special educational needs	2	2
Number of pupils on the school's special educational needs register	4	13

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.9

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	13	13	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	8	11
	Girls	12	12	12
	Total	22	20	23
Percentage of pupils at NC level 2 or above	School	85 (84)	77 (77)	88 (88)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	11	11
	Girls	12	12	11
	Total	22	23	22
Percentage of pupils at NC level 2 or above	School	85 (81)	88 (88)	85 (85)
	National	82 (81)	86 (85)	87 (86)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	1
Black – other	
Indian	1
Pakistani	
Bangladeshi	
Chinese	
White	75
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Y R – Y2

Total number of qualified teachers (FTE)	3.7
Number of pupils per qualified teacher	28.5-1
Average class size	27

Education support staff: YR – Y2

Total number of education support staff	5
Total aggregate hours worked per week	94

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	35

Total number of education support staff	3
Total aggregate hours worked per week	33

Number of pupils per FTE adult	4.5
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	223,267
Total expenditure	226,600
Expenditure per pupil	2,118
Balance brought forward from previous year	9,362
Balance carried forward to next year	6,029

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

125

Number of questionnaires returned

52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	25	4	0	0
My child is making good progress in school.	71	27	2	0	0
Behaviour in the school is good.	56	42	2	0	0
My child gets the right amount of work to do at home.	46	38	0	0	15
The teaching is good.	73	21	2	0	4
I am kept well informed about how my child is getting on.	62	27	12	0	0
I would feel comfortable about approaching the school with questions or a problem.	83	15	2	0	0
The school expects my child to work hard and achieve his or her best.	58	31	0	0	12
The school works closely with parents.	73	25	2	0	0
The school is well led and managed.	75	19	0	0	6
The school is helping my child become mature and responsible.	73	21	2	0	4
The school provides an interesting range of activities outside lessons.	21	50	12	0	17

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

67. Overall provision for the under-fives is very good. Children enter the nursery with wide ranging ability and experience. Overall their attainment on entry is slightly below average, although there are several higher-attaining children. There is an increasing number of children with speech and language difficulties. The children attend the nursery class part-time either in the morning or in the afternoon. At the time of the inspection most children in the reception class were also under five. There is a stimulating learning environment with attractive displays. It is well organised with good provision in the nursery and reception for purposeful play activities, and also structured group sessions where there is often high quality teaching. Very good use is made of the accommodation, particularly in reception, which is a large area with two rooms to organise. The nursery has a separate outdoor play area, which is used well.
68. The staff place an important emphasis on building up the self-esteem and confidence of the children and are very successful in achieving this. The staff are friendly, warm and caring and provide a happy, secure environment which is welcoming to parents and children.
69. The quality of teaching is good overall, with 25 per cent of very good teaching, mainly in reception. Teaching in language and literacy, personal and social education, mathematics and knowledge and understanding of the world is very good. In creative development and physical development it is good. Group and class sessions are very well planned with clear learning objectives, an appropriate pace and high expectations of the children's attainment and behaviour. They are very well suited to the age and ability of the children. The current cohort of children in reception is making very good progress. Teaching is also very successful in personal and social education. Children learn to mix well and they are thoughtful and respectful towards each other. Children with special educational needs are very well integrated and feel valued and secure. There are useful and informative assessment and recording procedures, which are used well to inform future learning, particularly in reception. The attainment and progress of the children are monitored regularly. Staff have a thorough understanding of the Desirable Outcomes of Learning and they know the children very well. The management of the children is very good and every opportunity is used to reinforce the learning. Praise and encouragement are used well to raise self-esteem. Children are happy to come to school and are enthusiastic about all aspects of their learning. The high quality of the teaching has a positive impact on the quality of learning of the children. The very good provision for children with special educational needs has a positive impact on their attainment and progress. Higher-attaining children are encouraged and challenged; for example, in reception some children can already read with good expression.

Personal and social development

70. Children's attainment by the age of five is likely to be above the Desirable Outcomes of Learning and children make very good progress. They develop positive attitudes with the other children and with adults. They have a calm, happy, secure and stimulating start to school life. They quickly learn the routines and learn

what is acceptable. Staff have high expectations and consistently reinforce these high standards. Planning is very good in reception and ensures that all children know what is expected of them. Staff are skilful at giving clear explanations to the children. The children share well and take turns when speaking and using the computer. They quickly learn to be independent, helping to tidy up and clear away. They show a range of feelings in response to the stimulating activities, for example when thinking about Elmer the elephant, and about how everyone is different. They take good care of the equipment and the environment. They are very well behaved and become increasingly thoughtful towards each other. They have a very clear understanding of right and wrong. They develop very positive attitudes to learning and concentrate very well in class and group activities.

Language and literacy

71. By the age of five, attainment is likely to be in line with the Desirable Learning Outcomes for the majority of children and they make good progress. A significant number of children are in line to be above the expected standards and they make very good progress in reception. They listen well and show an increasing enjoyment of books and stories. A few children can already read well. They talk confidently about their experiences and share their thoughts with parents in a school assembly. They make very good use of writing materials in their playing the Post Office in the nursery or in the shop in reception. Many children can write their name in reception and they can identify the initial sounds of words. A significant number can form letters correctly. They develop their skill and confidence very well in independent writing. There is good provision for role-play and for extending speaking and listening skills. Children take their reading books home regularly. Reading records are kept up to date and parents are encouraged to be involved in the learning.

Mathematics

72. In mathematics, attainment is likely to be above the standards expected at five and children make very good progress. They experience a wide range of purposeful activities. Many children can sort accurately and can count to ten and beyond. Several can recognise numbers to ten and can do simple addition problems. Higher-attaining children are well challenged; for example, they can recognise coins to the value of five pence. When using the sand and water trays they develop correct mathematical language and explore weight and capacity. Understanding of shape is developed through a range of building materials. There is a good balance of independent learning and structured class and group teaching sessions.

Knowledge and understanding of the world

73. Attainment is likely to be at least in line with standards expected at five and children make good progress. They talk about themselves and their families. They develop an awareness of their environment through visits; for example to the local post office and shops. They develop an awareness of the past and present by talking about how everyone is different and about changes in their own lives. Many children are skilled at exploring and selecting their own materials; for example, in making masks. They can cut, join and build for a range of purposes. In reception, when designing costumes for Elmer, they generate their own ideas and show an above average knowledge of techniques and ideas for their age. In the nursery, they make buns and ice them, noticing the changes that take place. Information

technology is very well used to support the learning. In the nursery, 50 per cent of children can already use the space bar and return key and about 50 per cent already use the computer mouse with confidence. In reception, children can very clearly state the changes happening when ice melts, and correctly state why it is melting in the classroom.

Creative development

74. Children's attainment is likely to be in line with the Desirable Learning Outcomes by the age of five, and the children make good progress. They experience a range of techniques and use media with increasing skill and confidence. They explore texture and colour through paint, collage, mask making, observational drawings, and modelling materials such as clay and dough. They use brushes and scissors with increasing confidence, and use glue with care. In reception when using "gloop" one child gave an excellent description of the substance saying, "It's both runny and stiff, smooth and changing all the time - it's the water that makes it so". In music and dance they show an increasing ability to observe and listen. They know a wide range of songs and rhymes, which many of them sing tunefully, and with a good sense of rhythm. There is good quality imaginative play in both nursery and reception.

Physical development

75. Children's attainment is likely to be in line with the Desirable Outcomes of Learning by the age of five, and they make satisfactory progress. They develop controlled manipulative skills using construction materials and scissors. They show an increasing awareness of space in the hall and move around in different ways, taking care not to collide with each other. They can change direction when required. In the nursery, children can ride bicycles and other wheeled vehicles with confidence.

ENGLISH

76. National test and assessment data from 1999 indicates that at the end of Key Stage 1, standards in reading were in line with the national average but well above average compared to those in similar schools. In writing, standards were average compared with those in all schools and above average when compared to those in similar schools. The number attaining above average standards in writing was high. Inspection evidence indicates that standards in reading are above average and in line with the national average in writing. Over time results have varied according to the cohort of pupils. In 1998 there was a dip in the standards of writing, which may be explained by the high number of pupils with special educational needs in that cohort. Overall, there is an upward trend in standards, which is confirmed by inspection evidence.
77. Standards in speaking and listening are average at the end of Key Stage 1 and pupils make satisfactory progress. Attainment in 1999 indicated that standards based on teacher assessment were below the national average, but there has been improvement in this area. In 1999 there was also a high proportion of pupils with special educational needs in the cohort. Pupils ask searching questions to clarify their own thinking, and discussion reveals that they listen attentively to each other and to the teacher. There are frequent opportunities for pupils to speak and listen in class. From the early stages in Key Stage 1 they discuss their reading books and make interesting comments. They make relevant contributions to discussion using

- appropriate vocabulary. In a religious education lesson in Year 2, pupils listened intently to a Buddhist monk, asked relevant questions and later could recall the details of what had been said. There are good opportunities for speaking in front of a larger audience, for example, in front of parents in assembly.
78. Standards in reading are above average at the end of Key Stage 1 and pupils make good progress. In Year 2, pupils read accurately a wide range of texts and use a range of strategies to help them tackle new words. They show understanding of the main points in fiction and non-fiction and can use their alphabetical knowledge to locate information. Each class has two extra reading sessions per week, when parents and governors come into school to give extra support. The high priority placed on reading helps to ensure good standards.
79. At the end of Key Stage 2, standards in writing overall are average and satisfactory progress is made. Pupils begin to write confidently for a range of purposes. They have a thorough knowledge of the initial sounds of words, which they use in their independent writing. Spellings are often accurate and most pupils can use a range of spelling strategies. However, there are a significant number of pupils who lack independence and confidence at working out the spellings for themselves, although they can do it when they try. Work is often written in an interesting sequence with creative ideas; for example story writing in Year 2, following the reading of 'Ghost Dog'. Pupils begin to use punctuation, although capital letters are not always in the right place. The standard in handwriting is below average and pupils do not make satisfactory progress in this area. Handwriting does not show sufficiently accurate form and consistent size. Letters are not always clearly shaped and positioned. The presentation of some work is unsatisfactory at the end of Key Stage 1. Examples of work on display show that pupils can produce well-presented work when they are required to do so.
80. Progress in English is satisfactory overall and is good in reading. Pupils enter Key Stage 1 with wide-ranging skills which overall are in line with what is expected of children at five years of age. They acquire a thorough appreciation of books and reading skills are well developed through the literacy project. The literacy hour is used well to develop a range of skills, which are consistently reinforced. Pupils are introduced to a range of texts, which enables appropriate skills to be developed. They gradually read a wider range of books with increasing fluency and expression. Progress in writing is satisfactory overall, except in handwriting, where it is unsatisfactory. Most pupils develop confidence in using a range of strategies. The youngest pupils can use writing to convey meaning. In Year 1, they identify when to use capital letters and full stops. In Year 2 they develop creative and imaginative ideas in their writing. Throughout the school pupils with special educational needs make good progress in English in relation to their targets. Progress is aided by the good support from teachers and support staff. Higher-attaining pupils are appropriately catered for with extension activities and they make satisfactory progress. Progress in reading throughout the school is effectively supported through the home-reading system and the extra class-reading sessions.
81. Pupils have positive attitudes to their learning. They are interested in their work and concentrate well. Relationships are very good and pupils develop their confidence and self-esteem. The older pupils need more confidence and independence in tackling new spellings. Pupils enjoy reading, and speak enthusiastically about books which they have read and enjoyed. Behaviour is good in English lessons. Pupils take turns and respect each other's contributions.

82. The previous inspection found that standards were good in English. The school has maintained the above average standards in reading. Standards in writing have fallen slightly. The previous inspection indicated that little emphasis was given to promoting good handwriting and the presentation of written work was sometimes careless. The school has not made sufficient improvement in this area.
83. Teaching was observed mainly in literacy lessons. The quality of teaching is satisfactory overall; it is good in half the lessons. Teachers have appropriate expectations and provide challenge and pace in the literacy hour. They have good knowledge of the requirements of the literacy programme and work is successfully planned with these requirements. Teachers manage the pupils well and are enthusiastic. Work is well planned to match the attainment levels of the pupils. A variety of teaching strategies is used well in literacy sessions, including skilful questioning which focuses pupils' attention on the learning objective. There are some examples of the literacy hour being adapted to suit the needs of the pupils and thus maximise learning opportunities. There are clear instructions that are understood by the pupils. Resources and time are used effectively. Support staff are very well used to support the learning.
84. Literacy skills are used throughout the curriculum, for example in science, art and history. There is insufficient use of information technology to support literacy, particularly at the end of Key Stage 1. There has been some monitoring of literacy during the past year with informative feedback. The policy provides useful advice. The school makes good use of the National Literacy Guidance, but has not adapted it for the school's own needs and there is no scheme for speaking and listening. This makes it harder for staff to ensure that sufficient progress is taking place and to measure the learning which does take place. Assessment procedures are now in place and are satisfactory overall. Samples of work kept as a record are not annotated to indicate approximate levels of attainment. Planning is not consistent. Some short-term planning does not have clear learning objectives and lacks sufficient detail, which means that some teaching points are missed. In the best examples, lessons are evaluated to inform future learning. Resources for English are satisfactory; available resources are well used. Regular homework, particularly reading, has a positive effect on learning. Displays reflect a range of writing to stimulate interest and provide examples of useful words.

MATHEMATICS

85. The results of statutory tests at the end of Key Stage 1 in 1999 showed that the proportion of pupils achieving the expected Level 2 or above was not significantly different from the national average, although the proportion achieving beyond expectations was above average. In comparison with those schools of similar context, overall results were above average. This broadly reflects the trends over time which show attainment in mathematics over four years to be slightly above average.
86. Inspection evidence indicates that by the end of Key Stage 1 pupils achieve above average levels of attainment overall. The improvement is centred on the minority of pupils currently attaining beyond age-related expectation in numeracy. In the previous inspection particular mention was made of the good standards attained in numeracy.
87. Currently pupils enter the key stage with levels of attainment above age-related expectations, having made good progress from entering the nursery to reaching

statutory school age in the reception class. The pupils currently in Year 2 entered the key stage with attainment in line with age-related expectations. Overall, pupils make good progress.

88. Pupils in the reception class confidently sequence numbers to at least ten and recognise the associated numerals. Through practical experiences they are establishing an understanding of the operations of addition and subtraction and record what is left when, for example, two is taken away from six. Higher-attaining pupils work with numbers up to 20. In purposeful activities pupils recognise repeating patterns and confidently use mathematical vocabulary when comparing measures or, for instance explaining, "A cube is made of squares".
89. Throughout Key Stage 1 pupils make at least satisfactory progress with a significant minority making good progress. Pupils with special educational needs are well supported by being able to enjoy whole-class activities and having direct support from the teacher or support staff as appropriate while working on suitably challenging group activities. Year 1 pupils build on their early experiences. They enjoy whole-class numeracy activities. For example they count on and back from a given number and know and use addition facts related to five and ten, confidently spotting 'number friends' when adding three numbers. Most pupils are able to explain how they arrived at an answer and can understand that their friend may well have chosen a different method. Through practical activities pupils develop a good understanding of comparative measures and two and three-dimensional shapes. For example, pupils are able to name a hexagon from a given list of properties and accurately name the shapes they use when creating repeated patterns.
90. Pupils in Year 2 continue to make appropriate progress through investigating and using number facts daily. When carrying out calculations they know that there are a range of strategies by which to arrive at a right answer. They readily explain their thinking using appropriate mathematical language well. Most pupils are able to add and subtract using two-digit numbers and have a sound working knowledge of multiplication tables of two, five and ten. Higher-attaining pupils find the range of multiples of other numbers up to 10 and use them. For example the properties of 26 are expressed as four times six plus two. Evidence from an examination of pupils' recorded work indicates that most pupils compare, estimate and use standard measures of length, weight and capacity and confidently use their knowledge of coin value in calculating the cost of shopping and change. Their knowledge of shape is extended to recognising basic lines of symmetry. There is insufficient evidence to judge progress in interpreting data from tables. However, opportunities to use information technology are often overlooked.
91. Throughout the school most pupils enjoy mathematics lessons. They are eager to be included in the whole-class sessions. They listen attentively to teachers and each other; for instance, when in Year 1 they had to guess a secret number from listening to the outcome of other pupils' questions. Positive enthusiasm was engendered in a Year 2 session when the whole class was building up multiples of three. However, few pupils understand the importance of presenting their work clearly and neatly.
92. The quality of teaching is never less than good, with 20 per cent of lessons observed judged to be very good. Teaching of this quality makes a major contribution to the attainment of all pupils and represents clear improvement since the previous inspection. This quality of teaching is characterised by several

features common to all. In all lessons clear learning objectives are set which build on prior experience and are shared with the pupils so that they know what they must do. Teachers themselves enjoy the whole-class sessions and their enthusiasm is infectious. Teachers question pupils well providing opportunity for all to contribute ideas as in “What will we get if...?”, and using supplementary questions pertinent to the particular pupil to develop understanding further. Teachers organise the sessions well so that the lesson moves at a good pace, activities are purposeful and appropriately challenge each group. As a result pupils spend the lesson actively engaged in making progress. All teachers use support assistants and helpers well. For example in a Year 1 lesson the support staff, who are clearly briefed about the objectives and strategies to be used, very effectively supported three groups while the teacher provided specific support for pupils experiencing learning difficulties. In all lessons the interaction between pupils and adults is very good and there is a mutual respect which allows children to grow in confidence.

93. The co-ordinator provides effective leadership. The successful institution of the National Numeracy Strategy supports teachers’ short-term planning so that understanding and skills are developed systematically. Suitable adjustments have been introduced to enable the needs of all pupils to be met more successfully. This has had a positive impact on progress, particularly for those pupils who have some degree of learning difficulty and for higher-attaining pupils. However the current policy pre-dates the introduction of the strategy and there is no clear statement about how the strategy is to be used and integrated with the published scheme. This reduces the usefulness of the document as a basis for the monitoring and evaluation of provision. Assessment procedures are satisfactory and a useful record sheet has recently been introduced to track progress and set overall targets. The co-ordinator monitors the teaching, but the strategies in place to support the in-depth monitoring of provision are currently informal. Resources are, overall, satisfactory.

SCIENCE

94. The results of the 1999 teacher assessment indicate that at the end of Key Stage 1 the proportion of pupils attaining Level 2 or above is below average when compared with the national interpretation of teacher assessments. The proportion of pupils attaining Level 3 is also below average when compared with the national interpretation of teacher assessments.
95. Inspection evidence indicates that by the end of Key Stage 1, pupils achieve standards in line with age-related expectations. There is a possible explanation for this discrepancy. Since the last teacher assessment in 1999, the school has adopted the exemplar schemes of work developed by the Qualification and Curriculum Authority, which has provided clearer guidance for progression of skills. The school has also taken steps to improve assessment procedures since last year. At the previous inspection the standard of attainment was judged to be average when compared with national expectations.
96. The current entrants to Key Stage 1 have an appropriate knowledge and understanding of the world and pupils make generally sound progress as they move through the key stage.
97. Pupils in the reception class have a good experience of investigating properties of materials and cause and effect. For instance they observe and can explain the

effect of freezing water. "If you fill the glove with water and put it in the fridge it goes hard." The same group of children can explain that the bath is filling up with water because the ice is melting and "You can make it melt by holding it in your hand but it makes your hand cold". Similarly children can recall the ingredients required for making elephant biscuits and describing the effect of mixing them and applying heat.

98. Pupils in Year 1 build on their early experiences well. They sort materials into those that are natural and those that are man-made. They investigate those suited for building houses. Pupils use their senses to identify basic qualities of materials such as wood, plastic, paper, metal and fabric. Through practical investigations they are introduced to predicting the outcome of an investigation, and carry out tasks which introduce the idea of a fair test. Most pupils are able to explain what has happened and record their activity in pictures and simple sentences. They know that some materials repel water better than others and can sort items for magnetic and non-magnetic properties. Pupils make appropriate observations of common vegetables and record what they see. In a project on toys they investigate the effect of forces that cause objects to move.
99. Pupils in Year 2 investigate physical processes such as lighting a bulb through a simple circuit and investigate products that use electricity. They extend their experience of materials and devise activities to investigate the effect of bending, squeezing and stretching. They know that some changes in state can be reversed and others are permanent. For example when heating water the resulting vapour can be condensed relatively quickly by cooling but the effect of heat on an egg cannot be reversed.
100. Pupils' attitudes to learning are positive throughout the school and their response in lessons is good. They are anxious to be involved in investigations. This was well illustrated in a lesson in Year 1 where pupils were testing a range of materials to find the most suitable to make a waterproof coat. Pupils are interested and stimulated by the activity and especially enjoy the practical session. They share equipment responsibly and wait patiently to take turns.
101. Science supports literacy skills well. Throughout the school pupils listen well and are encouraged to share their ideas and articulate their findings in plenary sessions. However, opportunities to use information technology and to directly teach presentation skills are too often overlooked, particularly at the end of the key stage.
102. The quality of teaching is satisfactory and promotes sound progress. Teachers identify clear learning objectives that are shared with the pupils. They devise suitable activities to support the learning through first-hand experiences. Teachers use appropriate questioning to move learning forward. For instance, "Why do we use one spoonful of water at a time?" fosters the understanding of the need for a fair test. "What do you think will happen when...?" prompts pupils to hypothesise. Teachers relate well with pupils. They have appropriate expectations with regard to behaviour in practical situations and manage inappropriate behaviour very successfully.
103. The provision for science is managed satisfactorily overall. The co-ordinator has introduced the exemplar scheme of work developed by the Qualification and Curriculum Authority. This has provided teachers with useful guidance with which to prepare short-term plans. A procedure has been introduced to record the

attainment of pupils in each unit of work but it is too early to judge its effectiveness. To date the initiative has not been fully evaluated but the systematic approach to developing understanding and skills is having a positive impact on the confidence of teachers and the progress made by pupils. The co-ordinator has already identified some areas where adjustment is needed to best fit the needs of the school. The co-ordinator has managed available funding well to provide standard classroom equipment and usefully organised centrally stored equipment. Currently the strategies for monitoring teaching and learning in the subject are underdeveloped. This limits the ability of the co-ordinator and governors to evaluate the quality of provision for this subject.

ART

104. Only one lesson was observed during the inspection. From the range of thoughtfully displayed work evidence indicates that pupils make good progress and many attain beyond expectations for pupils of this age. A similar judgement was made at the time of the previous inspection.
105. In reception children have a wealth of experience using paint, fabrics and malleable materials in their creative work. In Year 1 they extend their experience using their ability to mix colours to create secondary colours and shades when painting hydrangeas from direct observation. From direct observations made on field trips in the locality or at home pupils record what they see in their paintings of a quiet garden, the canal, the market car park or the toyshop. They develop skills associated with weaving both on a large and small scale. By the end of the key stage pupils create patterns and develop printing techniques. They have the opportunity to become familiar with the styles and techniques of established artists such as Klee, Hockney and Monet and to use these when creating their own pictures and patterns. Pupils have frequent opportunities to meet with local artists and crafts people and are able to work alongside them; for instance, in the development and completion of their Millennium tapestry. Appropriate use is made of computer software as an alternative approach to painting. Pupils with special educational needs make progress similar to that of all pupils.
106. The subject makes a good contribution to pupils' skills in literacy. For example in the one lesson observed pupils had the opportunity to look at and handle samples of fabric work created by a local artist and with sensitive support from the teacher many were able to express their thoughts and ideas on the colours, feel, mood and techniques. Opportunities are consistently taken to establish subject specific vocabulary and, where appropriate, art is used to support other subjects; for instance pictures associated with the birth stories of Jesus and events such as the feeding of the 5000.
107. It is inappropriate to make overall judgements on pupils' attitudes, although in the lesson observed they were judged to be satisfactory. Pupils listened attentively to the teacher and demonstrated great respect when handling the samples of the weaver's work.
108. Insufficient lessons were observed to make an overall judgement on teaching. However in the lesson seen it was judged to be satisfactory. The learning objectives were clearly identified. The resources were very good and used well to

achieve the objectives. Questions were well chosen to stimulate ideas and provide the opportunity for all pupils to make some response.

109. The management of the subject is to be taken over by a relatively new member of staff later this year. The teacher has already begun to recognise the strengths and identify areas for development so the school is well placed to improve further. The current policy is a useful tool by which to monitor provision but as yet there are insufficient strategies in place to facilitate effective monitoring to support future planning. Since the previous inspection art has been included in a curriculum framework that gives broad guidance on when aspects of the subject will be taught. However there is, as yet, no whole-school scheme of work to ensure that knowledge, skills and understanding are acquired systematically as pupils move through the school.

DESIGN AND TECHNOLOGY

110. Standards in design and technology are above average at the end of Key Stage 1 and pupils make good progress. This judgement is based on the observation of one lesson, analysis of work and discussion and demonstration with pupils. The last inspection judged attainment to be in line with national expectations with satisfactory progress. The school has made good improvement in this area due to high quality teaching and keen interest and motivation from pupils.
111. In reception, pupils use a wide range of construction equipment to make strong models. They can explain what they have made and which materials they used. In Year 1, pupils work at an above average level. They make sturdy houses that include the use of frames. They talk about their structure with confidence and explain how it has been improved, for example by the addition of a chimney or a rainwater down-pipe. They make sensible judgements about the finished product.
112. In Year 2, pupils make labelled sketches to show the detail in their vehicles. They make good suggestions about how to improve their models. They carefully plan the order of their work and chose suitable techniques to finish or improve their models. They use tools with care and accuracy. They can cut and shape the components with reasonable accuracy. Their vehicles are very similar to the original design. They can explain clearly how they have strengthened their models and all the models work well with a good use of axles and wheels.
113. Pupils have very positive attitudes in design and technology. They share equipment well and take turns when necessary. Their behaviour is good and they respect and value each other's work. They are eager to discuss their models and demonstrate how they work.
114. Teaching in the lesson observed was good. Pupils are encouraged to be independent by selecting their own materials, for example. The lesson had a good pace and the teacher had high expectations, which resulted in good quality work from the pupils. The co-ordinator is interested and enthusiastic about the subject and gives good informal support to colleagues. A useful policy provides clear guidance and in addition the QCA scheme is used to inform planning. The management of the subject is good with clear guidance and support.

GEOGRAPHY

115. Only one lesson was observed during the inspection. However, an examination of pupils' work and planning documentation, indicates that pupils make broadly satisfactory progress and their attainment is in line with age-related expectations.
116. On entry to Key Stage 1 pupils have a good knowledge of their home and school environments and how they get to school. They explore the features of the school building and grounds and can explain in simple terms how to get from one part of the building or grounds to another. Through field studies they explore the main features of the town, such as the railway station, canal and market. Observations of weather and seasonal changes are made and a frieze about the clothes we need for winter illustrates well the developing awareness that such changes affect people. In Year 1, pupils make quite detailed observations of the locality through the Barnaby Bear project. From the diaries of his adventures as the guest of each child, physical environmental and human features of the local area are recorded and discussed. Pupils are introduced to making maps to show routes from home to school and plans of specific sites. Through a topic on homes pupils use secondary sources of evidence to find out about homes in other countries and how the design is affected by climate, or physical features as in the case of Hong Kong boat people or nomadic tribes. By the end of the key stage pupils are developing mapping skills and are aware of their own region and its place in relation to the United Kingdom. They can locate the main cities in Britain. On a map of the world they can recognise the British Isles and know its position in relation to other major countries. Most pupils understand the differences in lifestyle imposed by specific environments as, for example, between living on a remote Scottish island and in a big city or in Hebden Bridge. Pupils are very aware of the positive and negative effects of human activity on the environment and the effects of changes that have taken place in their own locality over time.
117. Pupils with special educational needs are well supported. The mainly oral and practical nature of the lessons enables them to take a full part in lessons and to make sound progress.
118. It is inappropriate to make overall judgements on pupils' attitudes to geography or the quality of teaching. However in the one lesson observed both were judged to be satisfactory.
119. Currently there is no co-ordinator appointed for this subject but the co-ordinator designate already has a very clear understanding of the strengths of the subject and the areas for development. A suitable policy is in place and recently the exemplar scheme of work developed by the Qualification and Curriculum Authority has been adopted to support teachers' medium-term planning. However, where there are more than two half terms between visits to the subject, pupils' learning becomes fragmented and has a limiting effect on progress. The co-ordinator has already identified the need to review the scheme to make adjustments to best fit the particular needs of the school. This represents an improvement in planning strategies since the previous inspection. Currently the provision for this subject is not monitored systematically. This has a limiting effect on planning to raise standards. Overall resources are satisfactory. The school has identified the need to improve the range of maps.

HISTORY

120. Only one lesson was observed during the inspection. Evidence from this, the scrutiny of pupils' work and planning documentation indicates that pupils make satisfactory progress and their attainment is not significantly different from that expected of pupils of this age.
121. On entry to Key Stage 1 pupils have an appropriate understanding of chronology from their own experience of growing from babyhood. In Year 1 pupils extend their understanding that changes take place over time when looking at photographs of the old Central Street School and the difference between it and the school as they know it. Through direct observation and using secondary sources of evidence pupils are aware of the changes that have taken place in house designs. When placing sets of kitchen utensils in chronological order pupils explain the evidence for their choices very confidently. In Year 2 pupils trace the development of forms of transport from hot air balloons to the present day and in recording their work investigate the cause and effect. They learn about famous characters in history, the specific events they were involved in, for example Guy Fawkes, and know that such people had a significant impact on society. Pupils with special educational needs make sound progress. Support is well planned and as many of the lessons are predominately oral and practical in nature these pupils can be fully involved.
122. It is inappropriate to make an overall judgement on pupils' attitudes to the subject or on teaching. However in the lesson that was observed pupils showed great interest in the artefacts and were eager to examine them and exchange ideas and opinions. They handled resources responsibly and co-operated well with each other. The teaching in the observed lesson was judged to be satisfactory. The learning objectives for the lesson were clearly identified. The good range of resources was well organised and the support staff were well briefed. The teacher used questions well to assess understanding and extend pupils' learning.
123. The management of the subject is satisfactory. An appropriate policy is in place and recently the exemplar scheme of work developed by the Qualification and Curriculum Authority has been instituted. This represents an improvement since the previous inspection. The scheme is to be reviewed in order to make any necessary adjustments to best meet the needs of the school. Currently there are insufficient strategies in place to enable the co-ordinator to effectively monitor the provision for this subject and this has a limiting effect on planning to raise attainment. Resources are generally satisfactory and good use is made of educational visits to provide pupils with good examples of primary and secondary sources of evidence.

INFORMATION TECHNOLOGY

124. Standards are below those expected at the end of Key Stage 1, and progress is unsatisfactory. The previous inspection did not make judgements on standards or the quality of teaching and learning in information technology. This was due to the early timing of the inspection in the autumn term. The school has identified the need for improvement in information technology in the school development plan. There have been significant delays in installing the hardware for the national Grid for Learning pilot scheme, which has delayed work and training.
125. There were limited opportunities to observe older pupils working with information technology during the inspection. Pupils in the early stages of Key Stage 1 can explain accurately what the space bar is and can use arrow keys with confidence. They use the computer mouse with increasing control. At the end of Key Stage 1,

pupils can use a keyboard and mouse to carry out simple word processing. Their skills are at an early level of development and they lack confidence when applying their skills. They cannot generate and communicate their ideas confidently and they find it difficult to retrieve and store work with help. They find it difficult to confidently sort and classify their information and present their findings. There are too few opportunities to use control devices. Long-term planning indicates opportunities for the range of information technology, but there is insufficient guidance to enable staff and pupils to work with confidence.

126. Progress is unsatisfactory. Children enter school with good experience in information technology. They can use the computer mouse and arrow keys with confidence. They make satisfactory progress in the early stages of Key Stage 1 but this is not maintained. There is now sufficient computer hardware, but it is under-used by the older pupils and consequently they make insufficient progress. They lack planned opportunities to develop important skills. Pupils with special educational needs and more able pupils do not make sufficient progress and the latter lack challenges. Two older, more able pupils working on a CD-ROM of a challenging level were enjoying it as a game, but were unable to explain what they were doing or why.
127. Pupils are interested in computers and they enjoy working on them. They work well together and sustain their interest and concentration. They behave sensibly and take turns when required.
128. The quality of teaching overall is unsatisfactory. This is due to a lack of confidence, knowledge and understanding in the subject, especially in communicating and handling information. There are not enough planned opportunities for pupils to use information technology in other subjects and particularly to support learning in English, mathematics and science. Assessment and the recording of pupils' achievements are at an early stage and are not used consistently to inform planning.
129. The school recognises the need for urgent improvement in this area. An informative policy has been developed and also a draft scheme. The school has been trialling the QCA exemplar scheme. This has not yet been adapted to the individual needs of the school to ensure the provision of very clear steps in the progression of skills, knowledge and understanding. The co-ordinator has already taken some positive action in completing an audit of equipment and producing an action plan. There has been very little monitoring of the curriculum as other subject areas such as mathematics have taken precedence.

MUSIC

130. The majority of pupils at the end of Key Stage 1 attain standards that are broadly expected for their age and they make satisfactory progress. The school has maintained the standards in music since the last inspection when it was judged to be satisfactory.
131. In Years 1 and 2, pupils learn a variety of songs and hymns that they sing with enthusiasm. Their awareness of rhythm and composition is satisfactory. They imitate rhythm patterns by clapping or tapping. Older pupils play simple untuned percussion instruments with good control. Pupils do not have experience of using information technology to support their work. There are few planned opportunities

to listen to and appraise music by famous composers. Although music is used when pupils enter and leave the hall, the opportunity to develop their knowledge and enjoyment of different music is not used to the full.

132. Pupils have positive attitudes to music and participate with enthusiasm. They enjoy their lessons and are keen to participate in musical games, songs and activities. Lessons generally move at a good pace and meet the needs of all levels of attainment. High standards of behaviour are expected and achieved, and pupils are taught to handle instruments carefully.
133. Specialist teaching is currently provided for music. The standard of teaching that was observed in a short class lesson with each class was good. Lesson planning identified clear learning objectives. There is an informative policy but currently no scheme in use to support the learning. There is an after-school music club which is very popular. The school occasionally has visits from musicians including those from other cultures and this enhances the musical provision in the school.

PHYSICAL EDUCATION

134. Attainment at the end of Key Stage 1 is broadly in line with the levels expected of pupils aged seven. They can perform simple warm-up and cooling down activities. In their development of games skills, most can move in different directions and show satisfactory levels of skill when throwing and catching balls. They can work effectively with a partner in controlling a ball in different ways.
135. Pupils make satisfactory progress through Key Stage 1. Some opportunities for appraising their own performance and that of others is missed, which limits progress in some areas. Pupils develop the skill of using all the space available and the need to be aware of others. Pupils with special educational needs make satisfactory progress, as do higher-attaining pupils. They develop their control skills; for example, with footwork.
136. Pupils' attitudes to the subject are generally good. They behave well and follow instructions carefully. This has a positive effect upon their learning because they then try to do their best work. Relationships between teachers and pupils, and between pupils themselves, are good. This is demonstrated by the way in which they try to please by doing their best. They can work co-operatively in pairs.
137. Teaching is satisfactory and pupils are managed well. Most lesson plans contain clear learning objectives, but longer-term planning is less secure. Current long term planning does not ensure a progressive experience for pupils as they move through the school. The school plans to adopt the QCA scheme when it is published. Most lessons did not include sufficient opportunities for pupils to observe, refine and evaluate what they were doing. Sufficient attention is paid to the need to warm up and cool down. Pupils are made aware of safety factors. Most staff dress appropriately with a change of footwear.
138. There is a weekly after-school swimming club which is organised by parents and is very popular. In the summer the school held a "Day of Dance" which enhanced the curriculum in this area.

RELIGIOUS EDUCATION

139. At the end of the key stage, pupils attain standards that are in line with those expected in the locally agreed syllabus for religious education. Most pupils make satisfactory progress as they move through the key stage.
140. On entry to the key stage pupils have an appropriate awareness that groups have expectations of how members will behave towards one another and that within groups special occasions are celebrated regularly and in particular ways. They are aware of the special relationships within their families and within school.
141. In Year 1, pupils are introduced to stories from both the Old and New Testaments. They know the traditional creation story and the story of Noah and why God sent the great flood. Pupils recognise that God made a promise to Noah after the flood and that making a promise is a very serious undertaking. Pupils are aware that other traditions have alternative accounts of creation but that each expresses the wonder of creation and the special responsibility we have to care for the world in which we live. They know the birth stories about Jesus and recognise that Christians regard Him as special. Throughout the year the main celebrations of the

major faiths represented in our society are celebrated so that pupils begin to understand the richness and diversity of beliefs, customs and values

142. By the end of the key stage most pupils know the stories related to the main events of Jesus' life and from these recognise the major festivals kept by Christians. They know an appropriate number of stories told by and about Jesus that illustrate the nature of God; for instance, in the story of the prodigal son and how God wants His followers to live. However a small minority of pupils have a limited knowledge of these stories and an understanding of Christianity that is below expectations for pupils of this age. Pupils begin to develop an understanding of the beliefs, values and customs of other major faiths. This was very well illustrated in a discussion with a group of pupils after a visit by a Buddhist monk. Pupils understand that the Buddha is not a god and that "Buddhism is a way of life". They know that Buddhists are working towards perfection and understand the importance that is attached to meditation and respect for all living things. By the end of the key stage they are aware that most faiths have special festivals to celebrate special events such as Eid and Hanukkah, and that they have special places of worship and customs, such as when the followers of Islam remove their shoes, to demonstrate respect.
143. Pupils with special educational needs are well supported and the mainly oral nature of lessons enables them to take a full part and make satisfactory progress.
144. Pupils demonstrate good attitudes to the subject. They listen attentively and respond eagerly to opportunities to answer questions or offer ideas and opinions. They settle quickly to tasks and older pupils showed considerable respect during the meditation led by the Buddhist monk.
145. The quality of teaching is satisfactory overall. Lessons have clearly identified learning objectives related to the agreed syllabus. Teachers personally demonstrate respect for the faith being studied and are able to create a quiet, reflective atmosphere that is conducive to learning. Teachers use good techniques when telling stories so that pupils' attention is captured and held. Good questioning skills are used to probe and extend pupils' understanding.
146. The management of the subject is satisfactory overall. In response to the previous inspection a curriculum framework has been developed to guide which aspect of the syllabus will be covered. Insufficient progress has been made in developing a whole-school scheme of work that details how the required knowledge, skills and understanding are to be progressively developed as pupils move through the school. Where teachers are individually interpreting the syllabus, pupils' learning experience is fragmented and this has a negative impact on attainment and progress. However such a scheme is, currently, in the early stages of development and the school is well placed to improve the provision further. The co-ordinator has made good use of available funding to improve the stock of books, but artefacts related to other faiths are in need of augmenting. There are insufficient procedures in place through which the co-ordinator can effectively monitor the provision for this subject and plan improvement.