

INSPECTION REPORT

LUDDENDENFOOT JUNIOR AND INFANT SCHOOL

Luddendenfoot, Halifax

LEA area: Calderdale

Unique reference number: 107516

Head teacher: Mrs K Brierley

Reporting inspector: Mr D Hardman
17794

Dates of inspection: 3 – 6 July 2000

Inspection number: 190138

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Burnley Road Luddendenfoot Halifax West Yorkshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs K Bell
Date of previous inspection:	October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr D Hardman	Registered inspector	Science	Characteristics of the school.
		Information technology	Standards and the school's results
		Religious education	Teaching
		Special educational needs	Leadership and management
		Equal opportunities	
Mr A Anderson	Lay inspector		Pupils' attitudes, values and personal development
			Staffing, accommodation and resources
			Links with the community
			The school's care for the pupils
			Partnership with parents
Mr J Hicks	Team inspector	English	Curricular opportunities
		History	Pupils' spiritual, moral, social and cultural development
		Design and technology	
		Under fives	
Mr A Scott	Team inspector	Mathematics	Assessment
		Geography	
		Physical education	
		Art	
		Music	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Luddendenfoot Junior and Infant School is a small school situated on the outskirts of Halifax. The school serves a wide geographical area. There is a broad social mixture in the school. Many pupils' attainment on entry to the school is below the national average although the full ability range is represented. There are 59 boys and 57 girls currently on roll. There is a high rate of pupil mobility, for example, nearly fifty per cent of the pupils in Year 6 joined the class during Key Stage 2. There are no pupils who have English as an additional language and very few from ethnic minorities. Approximately twenty four per cent of pupils are eligible for free school meals, which is broadly in line with the national average. Thirty three per cent of pupils have been identified as having special educational needs, which is above the national average. Two point five per cent have statements of special educational need, which is also above the national average.

HOW GOOD THE SCHOOL IS

Luddendenfoot Junior and Infant School is a developing school with significant strengths. Good leadership and management by the head teacher and governors are having a positive impact on pupils' learning. Relationships in the school are very good and make a significant contribution to the teamwork of all staff and the positive ethos in the school. The quality of teaching throughout the school has improved since the last inspection. Despite pupils' below average attainment by the end of Key Stage 2 in English and mathematics, the school is providing sound value for money.

What the school does well

- Leadership and management by the head teacher and governors are good.
- The provision for pupils with special educational needs is very good and they make good progress.
- The use of the new resources for information technology, particularly in Key Stage 2, is good and having a positive impact on pupils' attainment.
- Relationships are very good and support pupils' good attitudes and behaviour.
- The provision for pupils' moral, social and cultural development is good.
- The links with the parents are very good.
- The provision of extra-curricular activities is very good.

What could be improved

- Standards in English and mathematics by the end of Key Stage 2.
- The use of assessment to plan activities that match pupils' abilities more closely.
- The school's accommodation.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been satisfactory progress in dealing with the issues identified in the previous inspection in 1996. There are good schemes in place for English, mathematics and science. Curriculum planning has improved. There are clear learning intentions which are frequently shared with pupils. Teachers' planning now includes the identification of assessment opportunities that help to establish the effectiveness of the planned curriculum. Raising pupils' attainment in information technology has been successful and the use of the new technology, improved staff understanding and effective teaching mean that the school is in a good position to continue this improvement. Although there is now a scheme of work for design and technology, resources have improved, staff training has been undertaken and the subject is taught more directly, standards have not yet improved by the end of Key Stage 2. The school has recognised this and has appointed a design and technology specialist for the present teaching vacancy. There are satisfactory

procedures to assess and monitor pupils' progress and a variety of assessments are carried out regularly. Although there are elements of good practice in school, assessments are not used consistently to guide teachers' planning and match the work to pupils' prior attainment, particularly for the more able pupils in Key Stage 2.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests. However, the number of pupils taking the National Curriculum tests in 1999 was less than 10 and therefore figures are not given because individuals could be identified and comparisons nationally or with similar schools are not statistically valid.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	D	D	N/A	N/A
mathematics	D	E	N/A	N/A
science	E	E	N/A	N/A

<i>Key</i>	
well above average	A
above average	B
average	C
below average	D
well below average	E

The results of the inspection show that, by the age of eleven, standards in English and mathematics are below the level expected for 11 year olds. The standards in English and mathematics have fallen since the previous inspection. However, these findings reflect what the school expected because of the high number of pupils, thirty nine per cent, with special educational needs in the present Year 6. Another contributory factor to these results is that nearly fifty per cent of the pupils in Year 6 joined the class during Key Stage 2 and so did not benefit from the education provided by the school in Key Stage 1. Also, the impact of the school's implementation of the National Literacy and Numeracy Strategies has not had time to make a significant impact on pupils' attainment. The trend of pupils' attainment over time is above the improving national trend because of better teaching and clear direction for future improvement set by the head teacher, with good support from staff and governors. This is shown by the fact that in science, information technology and religious education pupils' standards match those expected of pupils of this age. The school is well set to continue to improve standards, meet its targets and implement the proposed new curriculum in September.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to the school and their work. The majority listen attentively, concentrate well and try hard to do their best.
Behaviour, in and out of classrooms	Behaviour is good in lessons and at other times. Pupils are polite and courteous towards one another and adults. There has been one fixed term exclusion during the last year.
Personal development and relationships	Pupils' personal development and their relationships with others are good. They have a sense of responsibility for their actions, are mature and willing to take on responsibility. As a result, there is a good school ethos.
Attendance	Attendance is satisfactory and at the national average.

The school has made great efforts in recent years to improve pupils' behaviour. The pupils' response to the school's behaviour policy is good and they are responding well to the trust and respect they are shown. Pupils' good attitudes result from the school's positive ethos that encourages very good relationships with each other and with staff.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Not applicable.	Satisfactory often good.	Satisfactory often 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.

Twenty nine lessons or parts of lessons were seen. Teaching was satisfactory or better in all lessons, it was good in 41 per cent and very good in a further 10 per cent of lessons. Teaching has improved since the previous inspection. The head teacher is implementing the school policy for observing and improving teaching and it is being used effectively to raise the quality of all teachers' performance. There was no unsatisfactory teaching seen during the inspection. Teaching was satisfactory, often good and occasionally very good throughout the school. Good teaching was seen in every class. The quality of teaching and the teamwork of all staff throughout the school make a positive contribution to pupils' learning. The teaching of literacy and numeracy is satisfactory for all pupils. Teachers' planning is variable across the school and, although it shows assessment opportunities, it does not consistently show how the results of assessments will be used to guide future planning and challenge all pupils, particularly the more able in Key Stage 2. Teachers make good use of the National Literacy and Numeracy Strategies, although sometimes introductions to lessons are too long. Teachers have high expectations that pupils will behave well and try hard. They also make good use of homework to support pupils' learning in lessons. In both key stages, pupils with special educational needs are taught well and they make good progress towards the targets in their individual education plans. Teachers make good use of support staff and other adults to work with pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a curriculum that meets both statutory requirements and the needs of its pupils. The provision for children under five is satisfactory except for the lack of a separate outside play area or large soft equipment for physical development. There is a very good range of extra-curricular activities that enhance the good provision made for pupils' personal development.
Provision for pupils with special educational needs	The school makes very good provision for pupils with special educational needs. Carefully planned work enables many of these pupils to achieve the targets set in their individual education plans.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The provision for pupils' moral, social and cultural development is good. Pupils are taught to care for each other and property, to respect the views and values held by others. The provision for pupils' spiritual development is satisfactory. Collective worship, religious education and curriculum studies enable pupils to reflect on values, beliefs and personal experiences.
How well the school cares for its pupils	Pupils are looked after well. The school's behaviour policy is effective in promoting pupils' personal development.

The school has formed an effective partnership with most parents, which makes a good contribution to pupils' learning both at home and in school. The school has very good procedures in place to check and promote pupils' attendance and behaviour. These are effective and pupils' behaviour has improved since the last inspection. The quality of information in teachers' annual reports to parents on pupils' attainment and progress is good. Procedures for child protection and to ensure pupils' welfare are good. The procedures for tracking and supporting pupils' personal development are good. Staff know pupils well and very good relationships between them make a positive contribution to the ethos in the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher provides good leadership and management and gives a clear educational direction for the school. The head teacher is leading the process of developing teaching and learning across the school. This is having a positive impact on the quality of teaching throughout the school.
How well the governors fulfil their responsibilities	Governors fulfil all of their statutory responsibilities well. Through their commitment, they help give direction to the work of the school. They make sure that the school is always striving for improvement.
The school's evaluation of its performance	A clear understanding of the school's strengths and weaknesses helps the head teacher and governors to continue to improve the quality of teaching and raise standards. Staff have worked hard to implement recent initiatives, for example, the increased use of the new resources for information technology is having a positive impact on pupils' learning and attainment.
The strategic use of resources	The school has sufficient staff to meet the needs of the National Curriculum and they are well deployed throughout the school. The provision of support staff is good and they make a good contribution to pupils' learning. The accommodation is very well maintained. Resources to support pupils' learning are satisfactory.

The good strategic management of the school is evident in the way that literacy, numeracy and information technology have been given priority for development in recent years. Decisions about the curriculum, teachers' planning and assessments are constantly reviewed to see if they are effective in improving standards. For example, the head teacher is aware that the assessments of pupils' attainment are not consistently used to guide teachers' planning and set challenging tasks for all pupils. The head teacher, governors and the administrative officer keep a close eye on spending and follow the principles of best value to ensure that pupils have sufficient resources to help them learn. Co-ordinators are just beginning to develop their role to observe the teaching of their subjects. Specific grants are used well for their designated purpose. Parents' views are sought regularly, they play an important part in the discussions to set targets for pupils agreed during a consultation meeting. Although the accommodation is well used and maintained, lack of storage, the very small library, inadequate facilities for children under five, the disabled and for staff mean that the school's accommodation is unsatisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school• Their children are making good progress• Teaching is good• They feel they can go to the school with any questions or problems• The school expects children to work hard• The school helps children to become more mature and responsible• The school is well led and managed	<ul style="list-style-type: none">• The information on their child's progress• The way the school works with parents

Only a small number of parents attended the meeting or returned the questionnaires. The inspection findings confirm the positive views expressed by parents about the school. Inspection findings do not support the two negative views expressed by a minority of parents. Parents have plenty of opportunities to discuss their children's work at open evenings, which are held regularly, and at the beginning and end of the school day when teachers are readily available. The school also provides opportunities for parents to attend curriculum evenings, help with activities in school and contribute to school life through the activities provided by the Parents, Friends and Teachers Association.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 The school admits children at the start of the school year in which they reach their fifth birthday. At the time of this inspection there were only two pupils aged under five in this class and, since they could easily be identified, no comment is made on their attainment. No mention of the curriculum for children under five was made at the last inspection so no judgement on improvement is possible. The curriculum for under fives is well planned to meet the needs of children of this age and is supported by detailed documentation. Learning targets are clear and those for children with special educational needs are often good. The school's records and observations during lessons indicate that children's attainment by the time they reach statutory school age is below that expected of children of similar age. Speaking and listening skills are particularly poor. This general level of attainment is a deterioration since the last inspection when it was considered to be broadly average but with a wide range of abilities

2 By the end of Key Stage 1, pupils' attainment in English is at the level expected for their age. This is similar to the findings of the last inspection. In the 1999 National Curriculum tests, pupils' attainment in reading was above the national average but below the average in writing. The proportion of pupils reaching the higher levels was below the national average in reading and writing. Pupils' performance in the reading tests was well above average in comparison with similar schools. Their performance in the writing tests was close to the average for similar schools. Teacher assessments of pupils' attainment in speaking and listening were well below the level expected for pupils' age.

3 By the end of Key Stage 2, pupils' attainment in English is below the level expected for their age. Although there has been positive progress in raising attainment in English by the end of Key Stage 1, this has still not yet lifted attainment at the end of Key Stage 2 sufficiently. The standards in English in Key Stage 2 have fallen since the previous inspection. However, these findings reflect what the school expected because of the high number of pupils, thirty nine per cent, with special educational needs in the present Year 6. Another contributory factor to these findings is that nearly fifty per cent of the pupils in Year 6 joined the class during Key Stage 2 and so did not benefit from the education provided by the school in Key Stage 1. Also, the impact of the school's implementation of the National Literacy Strategy has not yet had time to make a significant impact on pupils' attainment by the end of Key Stage 2. The trend over time is one of improvement until 1999. The 1999 results cannot be compared with national or similar schools because the number of pupils taking the tests last year was less than 10 which means comparisons are statistically unreliable. The school is setting realistic targets for improvement in English.

4 By the end of Key Stage 1 pupils' speaking skills are broadly similar to those expected for their age but their listening skills are less well developed. In Key Stage 1, pupils develop in confidence and by the end of the key stage they are eager to contribute verbally. They ask thoughtful questions such as, "Why do spiders spin webs?" and "What do they eat?". By the end of Key Stage 2 pupils' speaking and listening skills are below the level expected for their age, they are much less willing to contribute orally in lessons. Many pupils do not have a wide vocabulary or secure command of grammar. Although teachers try to involve all pupils, including the reluctant ones, in answering questions, many do not speak clearly or loudly enough and often show little awareness of their listeners.

5 By the end of Key Stage 1, pupils have made good progress in developing their reading skills, although average and below average readers have not yet mastered all the strategies fully. They regularly read to their teachers individually and in groups and are given opportunities to read silently for their own pleasure. By the end of Key Stage 2, the more able pupils are eager, competent, fluent readers with well developed library and information retrieval skills. The majority of pupils have learned many of the same

skills but do not all use them effectively enough to achieve fluency. Too many pupils, especially boys, demonstrate a lack of interest in reading and this lack of motivation restricts their progress.

6 Pupils' standards in writing at the end of Key Stage 1 are satisfactory but there is a particular weakness in spelling. During the key stage pupils undertake regular handwriting practice and so they make good progress and move from a basic print to a neat, joined style. The more able pupils use punctuation correctly and their spelling is satisfactory. Pupils use language imaginatively at times in their stories and poems. By the end of Key Stage 2, most pupils have developed a regular, fluent, joined and legible style of writing. However, only a minority of pupils use punctuation correctly and consistently. Spelling continues to be a weakness and several common words are regularly spelt incorrectly. Although grammar is taught throughout the key stage some pupils do not fully understand it or use it naturally in their free writing. Teachers use pupils' literacy skills in other subjects effectively, for example, the recording of experiments in science, written descriptions of different faiths in religious education and in editing poems by using computers. The school has set realistic targets for improvement in English in future years.

7 By the end of Key Stage 1, standards of work in mathematics are broadly at the level expected for their age. This is an improvement from the National Curriculum test results of 1999 which showed that pupils' attainment in mathematics was well below the national average and also well below that of similar schools. The proportion reaching the higher levels was also well below the national average. The good progress of most pupils is due mainly to good teaching, which has strengthened pupils' abilities in number and measurement, although some pupils are still uncertain about how to apply their knowledge in real situations. Standards show little improvement since the last inspection, but the pupils' results are at least in line with improving national trends. By the end of Key Stage 2, pupils' attainment is below that expected for their age. However, these findings reflect what the school expected because of the high number of pupils, thirty nine per cent, with special educational needs in the present Year 6. The 1999 results for Key Stage 2, cannot be compared with national or similar schools because the number of pupils taking the tests last year was less than 10 which means comparisons are statistically unreliable. The school has set realistic targets for improvement in mathematics in future years. Pupils use their numeracy skills appropriately in some other subjects such as science by, for example, working out the strength of forces and accurately recording results of scientific experiments.

8 By the end of Key Stage 1, pupils' attainment in science is at the level expected for their age. In the 1999 teacher assessments in science, pupils' attainment was above the national average, although the number of pupils reaching the higher levels was well below the national average. By the end of Key Stage 2, pupils' attainment is at the level expected for their age. The 1999 results for Key Stage 2 cannot be compared with national or similar schools because the number of pupils taking the tests last year was less than 10 which means comparisons are statistically unreliable. The school has done well to maintain the standards found in the last inspection because of the high number of pupils with special educational needs in the present Year 6. During the inspection, there was no significant variation noted in the attainment of boys and girls. The head teacher and science co-ordinator are aware of the need to observe the teaching of science and have good plans in place for this to be undertaken in the near future. As a result, there is a good capacity for improvement.

9 The upward trend in pupils' attainment over time is above the improving national trend. The school is improving standards and setting realistic targets to improve further. Pupils with special educational needs make good progress in their learning, particularly in their literacy and numeracy skills. The school makes effective use of assessment data in the reception class to set targets for individual pupils. Regular school-based subject tests and national test data are used to identify pupils with special educational needs who are then set challenging targets in their individual education plans. Pupils with special educational needs meet the targets set out in their individual education plans.

10 By the end of both key stages, pupils attain standards in information technology that are at the level expected for their age. The school has made considerable improvements to its curriculum over the past three years. Information technology is valued as an essential part of the curriculum. Pupils in Key Stage 1 make good progress in developing their skills and knowledge. They use their keyboard skills to produce short pieces of text on the screen, use the mouse and understand the use of the cursor and of several of the screen icons when amending their work. In discussion, pupils in Year 2 identified ways in which they use technology to make objects, like the screen turtle, move and draw shapes.

11 Pupils in Key Stage 2 build effectively on their skills and knowledge. In discussions, pupils explained how to load and save their work. They are confident when using computers and understand how to bring up the various menus available, for example, when using text in an art program to make special cards. Pupils use computers to support their work in other subjects such as English and science. For example, they use the Internet for research and the digital camera to use photographs in their multi media presentations.

12 By the end of both key stages, pupils' attainment in religious education is at the level expected in the Agreed Syllabus. Pupils in Years 1 and 2 gained much from a visit to the local church where they identified church artefacts, such as the chalice and the font. They understand the importance of religious festivals, for example, the baptism ceremony. By the end of the key stage, pupils consolidate their learning about Christianity through stories from the Bible and from discussions. They know that the Bible is an important book to Christians and the significance of Christmas and birthdays. By the end of Key Stage 2, pupils understand the importance of religion to different people and they relate well to stories through discussions and writing about their own life experiences and present day issues. They discuss the Ten Commandments and draw up their own class rules that help everyone live together co-operatively. Pupils study world faiths and understand the significance of the Torah in Judaism and the Five Pillars in Muslim beliefs. All pupils, including those with special educational needs, make satisfactory progress in religious education.

13 By the end of both key stages, pupils' attainment in art and geography is at the level expected for their age. Pupils' attainment by the end of Key Stage 1 matches that expected for their age in design but it is below expected levels at the end of Key Stage 2. By the end of the key stage pupils are insufficiently challenged, for example when they design and make slippers using permanent joining techniques. Design and evaluation activities are at a very low level and most are simply annotated drawings. Pupils do not have a satisfactory level of skills and so seek help from their teacher too frequently. The standard of finished product is below the level expected by the end of Key Stage 2. There was insufficient evidence to make secure judgements on pupils' attainment at the end of either key stage in history, physical education or music.

Pupils' attitudes, values and personal development

14 Pupils' attitudes to their work, their behaviour and their personal development are good. Relationships in the school are very good. This is an improvement since the last inspection. The teaching and non-teaching staff, parents and the pupils themselves have high expectations of the standards of behaviour that are acceptable in the school. The majority of parents believe the school consistently maintains high standards of behaviour.

15 Pupils' attitudes towards learning in the school are good. Some are very good. The majority of pupils consistently demonstrate positive attitudes to their work. They are confident, motivated, enthusiastic and eager to learn. Pupils of all ages quickly settle down diligently in class, are capable of maintaining sustained periods of concentration and stay on task. Pupils are interested in their lessons and a large number of them take part in the wide and varied range of extra-curricular activities that the school offers.

16 Behaviour is good. At times, for example, in whole school assemblies, it is very good. The majority of pupils behave well and act in a mature and responsible manner at all times. Behaviour in the classrooms is consistently good and there is no disruption to learning. The combination of high standards in pupils' personal discipline, and consistently good class management, has a positive impact on the standards of attainment achieved. Pupils move around the school in a quiet and orderly manner. Behaviour at breaks and lunchtime is very good. There were no obvious signs of any bullying or isolation of individual pupils. There has been one fixed term exclusion in the last year.

17 Relationships in the school are very good. Pupils relate very well to their teachers, to other adults whom they come into contact with, and also to one another. Pupils of all ages are polite, courteous and welcoming to one another and adults, including visitors to the school. They collaborate well, share resources, take turns and listen to each other. All pupils consistently show respect for their teachers, each other and the environment. During assemblies pupils show appropriate respect for the occasion, willingly joining in hymn singing and prayers. There is no deliberate damage to resources or school property and there is a remarkable absence of litter around the school site.

18 Pupils' personal development is good. They learn a good range of social skills that help them to develop into well-rounded individuals. Pupils support local and national charities and make appropriate visits into the community including residential trips. Pupils respond well to the opportunities provided for taking responsibility for their own work in the classrooms but these opportunities are limited. In some lessons, when not subject to direct teaching, pupils were observed working independently and staying on task, however, there was little evidence of pupils acting on their own initiative. Where opportunities for taking responsibilities around the school are offered, for example, acting as school councillors, pupils respond in a mature and sensible manner.

19 Levels of attendance are satisfactory and at the national average. There is a low level of unauthorised absence. Pupils enjoy coming to school and most parents are supportive in maintaining good attendance levels. The main reason for authorised absence is parents withdrawing their children for annual holidays during term time. Pupils come to school on time and lessons, assemblies, breaks and other activities start and finish promptly.

HOW WELL ARE PUPILS TAUGHT?

20 Twenty nine lessons or parts of lessons were seen. Teaching was satisfactory or better in all lessons, it was good in 41 per cent and very good in a further 10 per cent of lessons. Teaching has improved since the previous inspection. The head teacher is implementing the school policy for observing, evaluating and improving teaching. It is being used effectively to raise the quality of all teachers' performance. There was no unsatisfactory teaching seen during the inspection. Good teaching was seen in every class. The quality of teaching and the teamwork of all staff throughout the school make a positive contribution to pupils' learning. The teaching of literacy and numeracy is satisfactory for all pupils. Teachers make good use of the National Literacy and Numeracy Strategies, although sometimes introductions to lessons are too long. Teachers have high expectations that pupils will behave well and try hard. They also make good use of homework to support pupils' learning in lessons. In both key stages, pupils with special educational needs are taught well and they make good progress towards the targets in their individual education plans. Teachers make good use of support staff and other adults to work with pupils. With the support of subject co-ordinators, particularly in English and information technology, the quality of teaching is improving throughout the school.

21 Although some teachers plan activities that challenge all pupils in their class this is not consistent across the school, particularly in English and mathematics in Key Stage 2. The school has placed great emphasis on raising the attainment of less able and average pupils, which is successfully improving their learning. However, the results of assessments are not always used effectively to guide

teachers' planning and to set challenging activities for more able pupils, often because all pupils start lessons from the same point and more able pupils are given extension tasks if there is time, instead of more challenging work at the start of the lesson. There is evidence of some good, thoughtful marking to guide pupils, however, this is not consistent throughout the school and, in some classes, there are too few comments that pinpoint areas for development. The scrutiny of pupils' previous work in mathematics shows that many of the exercises are the same for all pupils. The school is aware of the need to set more challenging activities for the higher attaining pupils to extend their learning even further.

22 The teaching of basic skills in English and mathematics is satisfactory in both key stages. Teachers' planning is clearly linked to the requirements of the National Literacy and Numeracy Strategies. However, teachers in both key stages do not always maintain the right balance between whole class teaching and group work. Pupils become bored when introductory sessions are too long and they do not have sufficient time to practise their skills during the remainder of the lesson. For example, a Key Stage 2 class examining the writing style of an author lost interest and became listless and disengaged from the task after half an hour of introduction. In both key stages, pupils learn more effectively when lessons are well planned to provide a suitable challenge for different ability groups. Learning is enhanced when pupils are given a deadline to work to and tasks are organised to challenge different ability groups in classes.

23 The pace of most lessons is satisfactory, pupils have very good relationships with teachers and adults in the classroom and this has helped to improve the quality of pupils' learning. Teachers' expectations of pupils' behaviour and effort are high and they are expected to do their best. This was seen in a Year 6 science lesson, when pupils learned about mini beasts and used the school grounds well to carefully find different creatures and examine the habitat where they were found. They were very attentive to an interesting introduction, showed care and consideration when collecting specimens and accurately sketched the creatures, thereby combining the skills in science with observational drawing.

24 Teachers in Key Stage 1 have a satisfactory knowledge and understanding of the subjects of the National Curriculum, it is good in Key Stage 2. In both key stages, they use subject based language to develop the pupils' knowledge and understanding of the particular subject. This was particularly evident in English, science, mathematics, history and music where specific technical language was used well. For example, in a Year 3/4 science lesson pupils understand the effect of a switch in an electric circuit and relate their use well when devising a game with wires that complete a circuit and ring the buzzer when the wires touch. Teachers have a good knowledge and understanding of the teaching of English and mathematics and they sometimes use good observational assessment of pupils to build upon the areas that the pupils need to develop. For example, in an English lesson in Year 1/2 the teacher effectively used chosen questions to check that pupils understood the concept of selecting information from non fiction books to research information on their mini beast project. The teacher kept all pupils interested and enthusiastic in the session and used good examples of different questions that needed to be asked to find out more about their creature.

25 Teachers know and manage their pupils well and provide good support for different activities. The very good relationships between staff and pupils create a secure climate in which to learn. Teachers respond well to the needs of pupils, including those with special educational needs and they intervene sensitively to offer support and encouragement. Teachers make daily informal assessments during lessons on which to base their future planning. Although in some classes these are often very perceptive, there are no consistent methods adopted that fulfil the need to include the results of assessments in planning, in order to ensure that all pupils are fully challenged. Most teachers include positive comments when marking but do not consistently provide precise comments on what pupils need to do in order to improve. This makes it more difficult for some teachers to assess how well pupils are learning from their mistakes. The use of homework is good, it is given on a regular basis to support pupils' learning.

26 Teaching for pupils with special educational needs is good. All staff have a very positive attitude towards these pupils and know their strengths and areas for development well. Teachers use daily

observational assessment to provide work that matches the requirements of pupils with special educational needs. There are good communications between teachers and support staff and this enables support staff to help pupils towards the targets identified in their individual education plans. As a result of good teaching, pupils with special educational needs make good progress. There are very good strategies used to ensure that pupils make good progress. For example, in English in Year 1/2 careful questioning by the teacher makes sure that sentences are not just read but understood by the pupils. Pupils respond very enthusiastically to this individual help, they use their skills to identify and build words that are new to them from the text and show obvious pleasure when successful.

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

27 The school's curriculum covers all of the requirements of the National Curriculum and effectively promotes pupils' intellectual, physical and moral development. Some of the weaknesses in design and technology noted in the last report still exist and standards of attainment at the end of Key Stage 2 are still below the level expected for the pupils' age. The school has been successful in introducing a policy and scheme of work which support the teaching of design and technology. Sufficient time has been allocated for the subject but there is little evidence that staff confidence is always high enough. This results in the quality of teaching and learning varying widely between classes.

28 Clear, effective sex education and drugs awareness policies have been approved by the governors. There are progressive schemes of work, which start in the reception class and run throughout the school. Sex education and awareness of drugs is taught in science and religious education lessons and good use is made of the school nurse to add special expertise and knowledge. The National Literacy and Numeracy Strategies provide a detailed, supportive structure for teaching English and mathematics in the school but this has not yet had time to raise pupils' attainment by the end of Key Stage 2. The adoption of an agreed policy has resulted in improvements in handwriting and presentation throughout the school.

29 The school's provision for extra-curricular activities to support learning is very good and is a strength. This is particularly remarkable given the small number of teaching staff available and the need to work very closely with supportive parents and helpers. Lunchtime clubs exist for chess, singing and homework and there are after-school clubs for football, computers, wildlife, French, drama and swimming. Other clubs and activities such as athletics take place on a seasonal basis. These extra-curricular activities enhance the all-round development of pupils and effectively support work done in music, physical education, information technology, English and science. The drama club enables pupils to explore their emotions and feelings and helps their moral and social development. For example, groups of pupils use mime and facial expressions to express sadness, worry or excitement under the skilful guidance of a teacher. Extra-curricular sports clubs help pupils learn to obey rules, support each other and accept winning and losing with good grace which aids their moral development. Social and cultural development are supported well by learning a foreign language. Pupils in the wildlife club develop a better understanding of the links between man and nature and deal with moral issues such as land usage. Pupils at the upper end of Key Stage 2 take part in an annual residential trip to Cumbria. This is a valuable social opportunity to spend time away from home and makes an important contribution to their physical development as well as broadening their knowledge and understanding of natural science, history and geography.

30 The school successfully encourages a wide range of visitors who add greatly to pupils' knowledge and experience. The school has an "artist in residence" who has worked with pupils to produce a delicate and sensitive composite work displayed in the school hall. Visits from theatre groups and musicians such as Raymond Otto ensure that pupils engage in a very wide range of social and cultural activities. Pupils learn about "Hope Community Village" in India and develop an understanding of the moral aspects of helping others in practical ways. This is further developed by pupils supporting the work

of the Heart Foundation and raising money for the Mozambique disaster fund. Further encouragement is found in the excellent “Champion Fundraisers” profiles prominently displayed in the entrance hall.

31 There is a good level of interaction with the local community. The school has strong links with a local special school from which pupils come to visit on a weekly basis. Pupils also go out into the community to make closer contact, for example, a Key Stage 1 class visited the local church and produced an attractive book illustrating their experience. Information is passed to the school from the feeder playgroups and nursery school so that transfer is smooth. Year 6 pupils visit their secondary school in the summer term, which greatly aids their successful transition to a different phase in their education. Groups of pupils sing and play instruments in the town and local residents attend plays and perform in concerts such as the one held in “The Square Chapel”. The vicar visits regularly and pupils displayed awe and wonder when he played a tune on a hosepipe in a thought-provoking assembly on valuing our own talents and helping others develop theirs. Pupils are well taught to use the Internet to extend their learning environment.

32 Planning and assessment were key issues for action at the time of the last inspection. The school has successfully introduced new policies and schemes of work for all subjects, which provide the necessary structure to promote a continuous and progressive curriculum. Planning has been reviewed and is now satisfactory in all subjects and includes the regular planning of opportunities to assess pupils’ learning and understanding. However, the results of these assessments are not used consistently throughout the school to guide future planning. As a result, lessons do not always build on previous teaching and learning which results in some tasks and materials not being well matched to pupils’ abilities and needs. This is particularly true of the higher attaining pupils in Key Stage 2.

33 The school makes very good provision for pupils with special educational needs and fully meets the requirements of the Code of Practice. The local education authority only provides help to pupils on Stage 5 of the special needs register. The school does a great deal to meet the needs of these pupils from its own teaching resources and makes particularly good provision for pupils with dyslexia so that they make good progress. The work for pupils with special educational needs is carefully planned so that many of them meet the targets set out in their individual education plans.

34 The school makes good provision for the personal development of its pupils. It makes satisfactory provision for their spiritual development and good provision for their social, moral and cultural development. There is no planned programme to promote this but the positive ethos of the school is directed at supporting pupils in a positive way.

35 The school uses assemblies and religious education lessons successfully to promote spiritual development. For example, a Key Stage 1 lesson on “Special Books” introduces the idea of the Bible being a special, precious book and links this to a class visit to the local church. Assemblies are effectively used to give pupils valuable opportunities to reflect on their own lives and some of the difficulties they may face in the future. One such assembly allowed pupils to understand and reflect on the principle that sharing someone else’s troubles can help them to cope better.

36 Provision for moral and social development is good. The school has high expectations for pupils’ behaviour and a well-organised structure to promote and support them. Teachers know their pupils well, successfully promote very good personal relationships and are good role models. School rules are prominently displayed on classroom walls and the pupils are fully aware of the reasons for following their guidance. There is a good system for rewarding good work and behaviour. For example, there is an achievement book and presentation assemblies are regularly held. The school involves parents in the process by sending a praising letter home. In lessons, pupils respect their teachers and enjoy very good relationships with them so that there is a very positive classroom ethos. Pupils’ views and privacy are respected by their teachers and valued by their classmates so that they discuss difficult issues with increasing confidence. For example, a pupil in Key Stage 2 admitted to a fear of small spaces and was

supported by pupils in the same working group and so felt more relaxed about it. Pupils learn to collaborate well on a number of tasks and usually listen attentively to the contributions of other pupils. They understand the need to look after resources and treat materials with care, including sharing with other pupils doing the same tasks. Even the youngest pupils are trusted to get on with their tasks as in a Key Stage 1 class where they work together happily and constructively with a minimum of supervision. Pupils are given responsibilities around the school such as taking messages, delivering registers and acting as monitors.

37 Provision for cultural development is good. Pupils undertake detailed studies of their own local environment and its cultural traditions. Groups take part in local festivals where they play music and perform. Pupils learn about other countries, such as India, and demonstrate in their writing and discussions that they have a good understanding of life and conditions there. They use Indian hand painting to provide a link with the assembly theme of “Helping Hands” and understand they have a valuable helping role themselves. The use of art and music to contribute to pupils’ awareness and knowledge of other cultures is being developed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38 The school effectively supports its pupils and the staff strive hard to promote their welfare. The head teacher places a high priority on pastoral care and provides very good leadership in this aspect. The teaching staff are very approachable and totally supportive. The non-teaching staff are dedicated, committed and provide very good support for both teachers and pupils. All staff, teaching and non-teaching, have a very good understanding of the school’s pastoral and welfare procedures and implement them conscientiously and consistently. Good provision is made for medical and first aid requirements and arrangements for dealing with routine matters such as minor accidents are very good. Pupils are supervised well at separate key stage morning breaks by conscientious, alert and vigilant teachers. Lunchtime supervision is undertaken by experienced and efficient supervisors and the standard of care is high.

39 The school makes very good use of external support agencies and internal support staff. Non-teaching support assistants and parent helpers are deployed effectively and used well to support pupils and teachers. Support for pupils with special educational needs is very good, which has a positive effect on their attainment and the progress they make. Child protection procedures are securely in place and there is very good awareness throughout the school. There are very good procedures for health and safety. These are well known and understood by all staff who consistently demonstrate safe working practice in lessons. The governing body and the head teacher take their health and safety responsibilities very seriously and all the required safety inspections and checks, including assessment of risks, are regularly carried out and properly recorded. One accommodation related health and safety issue was brought to the attention of the head teacher during the inspection.

40 The school has very effective procedures in place to promote and monitor discipline and good behaviour. The positive behaviour policy is supported by a school code of conduct, which is agreed and signed by parents and pupils. All staff have high expectations of behaviour and discipline is administered consistently and well. Consistently good pupil control and management was observed in lessons. This has a positive impact on the standards of behaviour and learning maintained in the school. Attendance is monitored rigorously. Absence is meticulously recorded, immediately followed up and appropriate action taken. Parents are invited to explain absences on the same day as they occur. Good attendance is encouraged and the general ethos of the school and the positive attitudes of the staff ensure that pupils are happy to come to school.

41 The head teacher, class teachers and the support staff know the pupils extremely well and have a very good understanding of their individual personal needs. Monitoring of pupils’ academic and personal development is satisfactory and the school has sound procedures for assessing pupils’ progress. It has

recently expanded its national testing at the end of Years 2 and 6 in English, mathematics and science to bring in similar testing in the rest of Key Stage 2. In this way, teachers can track pupils' development very specifically from year to year. The school is keen to assess pupils as soon as possible after entry to the school and also has a good early screening programme to check for learning problems. Teachers also conduct annual reading tests and will soon introduce twice yearly tests to provide a good measure of pupils' progress during each year. Teachers are beginning to use regular assessment tests which accompany the new national schemes of work and these will prove valuable once they are fully operational. The school maintains a portfolio of pupils' work mainly in English, mathematics, science and information technology which is useful as a guide to link pupils' work to national expected levels.

42 Teachers do not make effective use of assessment. The school has recently introduced a system of evaluation of progress in lessons; although some are detailed with individual pupils' performances noted, most evaluations are too broad to be helpful. Furthermore, there is too little evidence yet that such information is being systematically used to guide teachers in their planning. Too often, teachers provide the same curricular diet for all pupils and do not use knowledge of prior learning to match the challenge of work to pupils' abilities. Each term, teachers agree targets with pupils and their parents and this is good practice. However, the targets set are mostly too general to have a real impact. For example, teachers specify "spelling" or "extending information technology skills further" without giving any precise indication of the problem. Teachers provide suitable details in very good annual reports to parents. Record keeping is being developed, although some teachers only keep notes of test results without defining progress in skills development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43 Relationships between the school and parents are very good. The school enjoys the active support of the majority of parents. There are a good number of committed parents who regularly help in the classrooms and accompany the children on school trips. Parental involvement in their children's work at home is good and there is strong support for home reading and homework. There is an active parent teacher association, which organises events and raises funds for the school. Parents have helped to improve the school environment, for example, by assisting with decoration. Although the vast majority of parents feel comfortable about approaching the school with problems or complaints, a small minority did not agree that the school works closely with them. Inspection evidence did not support these parents' views. Parents have been consulted on appropriate matters, the school staff are very approachable and parents were regularly observed talking to class teachers at the start and close of the school day.

44 Day-to-day communication between the school and home is very good. The school sends out regular newsletters and letters home about specific events and activities. Newsletters at the start of each term include curriculum information about subjects and topics that will be taught. The school entrance, with a parents' notice board, is very welcoming with a good range of information about school and wider educational matters. The school publishes a detailed and comprehensive prospectus that contains all the essential information. The governors hold an annual meeting with parents and publish an informative annual report. Parents are given a very good annual progress report and offered opportunities to attend meetings to discuss their children's work and progress with their teachers. Reports consistently indicate what pupils can and cannot do, the progress being made, where pupils are finding difficulties and point out areas for improvement. A minority of parents indicated that they were not given enough information about how their children are getting on. Inspection evidence did not support these parents' views. The school's work is considerably enriched by its links with parents and these links have a positive impact on pupils' academic achievement and personal development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45 The head teacher provides good leadership and management and gives a clear educational direction for the school. There has been satisfactory progress in dealing with the issues identified in the

previous inspection. There are good schemes in place for English, mathematics and science. Curriculum planning has been improved and clear learning objectives are given that are frequently shared with pupils. Teachers' planning now includes the identification of assessment opportunities that help to establish the effectiveness of the planned curriculum. Raising pupils' attainment in information technology has been successful and the use of the new technology, improved staff understanding and effective teaching mean that the school is in a good position to continue this improvement. Although there is now a scheme of work for design and technology, resources have been improved, staff training has been undertaken and the subject is taught more directly, standards have not yet improved by the end of Key Stage 2. The school has recognised this and has appointed a design and technology specialist for the present teaching vacancy. There are satisfactory procedures to assess and monitor pupils' progress and a variety of national and local assessments are carried out regularly. Although there are elements of good practice in school, assessments are not used consistently to guide teachers' planning and match the work to pupils' prior attainment, particularly for the higher attaining pupils in Key Stage 2. With their current level of involvement and commitment, the governors, in partnership with the head teacher and staff, are well placed to plan and implement further improvements. However, there is currently a vacancy for a head teacher, consequently the potential for improvement in the future is very dependent on this appointment by the governors.

46 The head teacher's scrutiny and evaluation of the school when appointed gave a clear and realistic understanding of the school's strengths and weaknesses. Although not an issue in the previous inspection, a top priority was to improve pupils' behaviour, the strategies used have been largely successful and the majority of pupils now behave well. The head teacher ensured that all staff had training in the implementation of the National Literacy and Numeracy Strategies as well as in the use of computers. Teaching has been observed by the head teacher and support given where needed, which has resulted in an improvement in the quality of teaching since the last inspection. Audits of resources have been undertaken, new schemes of work have been written, for example, for information technology, and they are having a positive impact on pupils' attainment and learning. As a result, there is good staff morale and co-ordinators are beginning to fulfil their management roles more effectively. Some of these improvements are still at an early stage of development, for example the use of assessments and the implementation of the design and technology scheme of work, but they are improving the quality of pupils' learning.

47 All staff have a shared commitment to raise standards. They have succeeded in creating a learning environment where relationships are very good and pupils feel secure and valued. A positive ethos reflects the school's commitment to improve educational standards and provide equal opportunity for all pupils. The governors are involved with the management of the school and are committed to improving the school building and raising standards. They are kept well informed by the head teacher and have a good committee structure to enable them to support the head teacher and to meet their statutory responsibilities. There are named link governors in place for literacy, numeracy and special educational needs who visit regularly and support the work in school. For example, a governor sent an e-mail to a class requesting a suitable time for a visit and received a reply from the pupils.

48 The school fulfils all legal requirements for special educational needs and the co-ordinator handles the work very efficiently and effectively. Good policies and procedures aimed at ensuring support are in place. For those pupils who are on the school register there are clear, well defined targets to help them overcome their difficulties. The register is well organised and up-to-date and any changes in the circumstances of pupils are noted and, if necessary, acted upon. Individual education plans are in place for those pupils who require them and parents are involved in the review of their children's progress. The school liaises very well with outside agencies when necessary. The support for pupils with special educational needs is effective, as a result, they make good progress.

49 The school development plan is an effective management tool, which clearly identifies the priorities and targets to be tackled and guides the work of the school. It provides a baseline against which future development can be measured and is having a positive effect on the future direction of the school. Educational and financial planning are clearly cross-referenced. The head teacher has an excellent working relationship with the secretary. This is a crucial partnership in managing and monitoring the school's finances and ensuring the principles of best value are followed. The school knows its strengths and areas for development and has a good grasp on how to improve. A number of minor health and safety issues were raised with the head teacher during the inspection and rectifying action has already been initiated.

50 The school has sufficient teaching staff to meet the needs of the National Curriculum and they are well deployed throughout the school. All staff are very dedicated and they provide valuable support to the head teacher and to the pupils at the school. The school has adopted the local authority guidelines on staff appraisal and procedures for appraising staff are in place. Co-ordinators have been appointed and are beginning to develop their roles to monitor teaching and the delivery of their subjects. For example, the English co-ordinator has checked and reviewed the implementation of the Literacy Strategy. The head teacher is leading the way with staff discussions and evaluation to identify the training which support staff need to improve further their contribution to pupils' learning. Good job descriptions are in place and there are effective procedures for the induction of staff that are new to the school.

51 The accommodation is unsatisfactory. There are sufficient classrooms, which are adequate in size. However, there are no spare rooms for shared practical work or, for example, music lessons. The hall is large enough for assemblies but too small for physical education lessons. Although there is a small resources room, accessed through a classroom, the shortage of storage space results in large pieces of apparatus, being stored around the edges of the hall, effectively reducing the space available for practical use. The library is very small and inconveniently positioned off the main hall. The special educational needs withdrawal room is very small and located on the lower ground floor behind the dining area. Access to this room for children with physical disabilities is difficult. However, the school makes best use of the available accommodation and the environment is enhanced by attractive displays of the pupils' work. The school is kept very clean and is well decorated, mainly on a self-help basis.

52 Access into and throughout the school for pupils with physical difficulties is unsatisfactory. There is no disabled toilet provision. The staff room is too small for the number of teachers and toilet provision for staff is unsatisfactory. There is no toilet provision for pupils on the lower ground floor. The hard surface playground is small and limits outdoor activities. There is no separate safe and secure play area for children under the age of five. The sports field is situated on a steep slope that renders it virtually unusable for serious sporting activities. The school is developing a useful environmental area, which makes a very positive contribution to pupils' scientific studies.

53 The resources to support pupils' learning are satisfactory. There is an adequate range of classroom resources and centralised resources are stored well and are accessible. The small library makes the storage and display of books difficult but the books that are dispersed around the school are well matched to the age, ability and subject interest of the classes. Learning resources for design and technology have improved since the last inspection, when they were judged to be unsatisfactory, and now, for example, each classroom has a full tool kit. There is a satisfactory range of fitted and portable resources for physical education but the internal and external areas for physical education have a limiting effect on what can be taught and achieved. Geography resources are unsatisfactory. There are few library resources and a shortage of maps and software. Staff make the best use of the resources they have, for example, the recently acquired computers, Internet link and new programs are effectively improving pupils' learning in information technology.

54 The head teacher, well supported by the governors, has been the driving force behind the school's recent improvements. Co-ordinators are only just beginning to develop their role to observe the teaching of

their subjects. Educational priorities are supported through the school's financial planning. There have been satisfactory improvements since the last inspection, although some aspects of the issues raised in the last inspection have not yet been fully implemented. As with many small schools, the cost of educating each pupil is above the national average. There is good leadership by the head teacher and governors, very good financial management and very good relationships in school. Despite pupils' below average attainment by the end of Key Stage 2 in English and mathematics, the school is providing sound value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55 In order to further improve the quality of education, standards and progress in the school, the head teacher, staff and governors should:

- A. Improve pupils' standards of attainment in English and mathematics at the end of Key Stage 2 by:
- providing, from the outset of the activity, more challenging tasks, particularly for higher attaining pupils, by clearly identifying what pupils are expected to know, understand and be able to do by the end of a lesson, or sequence of lessons;
 - ensuring that the timing of the Literacy and Numeracy Strategies is followed more closely;
 - ensuring the school's good marking policy is consistently applied by all staff to guide pupils' development by identifying mistakes and noting ways to improve.
(Paragraphs 3, 4, 5, 6, 7, 20, 21, 22, 25, 32, 42, 59, 60, 61, 62, 63, 65, 67, 68, 70, 75)
- B. Ensure that the results of assessments are used more consistently when planning future lessons, in order to build effectively on pupils' previous learning and so provide further challenge.
(Paragraphs 21, 32, 42, 45, 46, 57, 65, 70)
- C. Improve the school's accommodation by:
- providing more storage space so that the full floor area of the hall is available, particularly for physical education lessons;
 - improving the library provision;
 - providing access for the disabled to include suitable toilet facilities;
 - improving the provision for staff to include sufficient toilets;
 - providing a safe outside play area and suitable large apparatus for children under five in the reception class.
(Paragraphs 1, 51, 52, 53, 58, 66, 104)

In addition to the key issues above, governors should include the following issues as part of the action plan:

- implement the planned curriculum more consistently to improve pupils' skills in design and technology by the end of Key Stage 2;
(Paragraphs 13, 27, 45, 46, 82, 83, 84, 85)
- attend to the minor health and safety concerns raised with the head teacher during the inspection.
(Paragraphs 39, 49, 104)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	41	49	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	116
Number of full-time pupils eligible for free school meals	28

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	38

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	7
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	7	11	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	4	6
	Girls	10	10	9
	Total	16	14	15
Percentage of pupils at NC level 2 or above	School	89% (77%)	78% (81%)	83% (84%)
	National	82% (80%)	83% (81%)	87% (84%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	5	7
	Girls	10	9	10
	Total	14	14	17
Percentage of pupils at NC level 2 or above	School	78% (81%)	78% (85%)	94% (86%)
	National	82% (81%)	86% (85%)	87% (86%)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	4	5	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School			
	National			

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School			
	National			

The number of pupils taking the National Curriculum tests in 1999 in Key Stage 2, was less than 10 and therefore figures are not given because individuals could be identified and national comparisons are not statistically valid.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – Afro heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	113
Any other minority ethnic group	0

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	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	19.3
Average class size	23.2

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	80

Financial information

Financial year	1999 - 2000
	£
Total income	205,017
Total expenditure	203,330
Expenditure per pupil	1,738
Balance brought forward from previous year	10,000
Balance carried forward to next year	11,687

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

116

Number of questionnaires returned

22

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	43	48	10	0	0
My child is making good progress in school.	45	45	5	0	5
Behaviour in the school is good.	24	52	5	5	14
My child gets the right amount of work to do at home.	32	55	9	0	5
The teaching is good.	41	45	5	0	9
I am kept well informed about how my child is getting on.	50	36	14	0	0
I would feel comfortable about approaching the school with questions or a problem.	64	32	5	0	0
The school expects my child to work hard and achieve his or her best.	64	27	5	0	5
The school works closely with parents.	32	55	14	0	0
The school is well led and managed.	50	45	0	5	0
The school is helping my child become mature and responsible.	45	41	14	0	0
The school provides an interesting range of activities outside lessons.	36	45	9	0	9

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

56 The provision made for children under five is satisfactory. The school admits children at the start of the school year in which they reach their fifth birthday. This means that some children are barely four when they enter the reception class where they are taught with Year 1 pupils. At the time of this inspection there were only two pupils aged under five in this class and, since they could easily be identified, no comment is made on their attainment. No mention of the curriculum for children under five was made at the last inspection so no judgement on improvement is possible. The curriculum for children under five is well planned to meet their needs and is supported by detailed documentation. The curriculum provided incorporates all elements of the six nationally recommended areas of learning and includes extra activities which enhance the learning opportunities available. Learning targets are clear and those for children with special educational needs are often good.

57 A broad range of opportunities and experiences is provided for the children. There is a satisfactory balance of informal learning experiences and the more formal curriculum activities necessary for Year 1 pupils. There are no outdoor play facilities. This is a problem which the school recognises and is attempting to rectify. There are satisfactory arrangements to support children when they enter the school. Basic, useful information on children is transferred from the local playgroups and nursery school. This tells the school what children have been doing and the stages they have reached in their development. Children who have already been identified as having special educational needs have detailed transfer reports from the Early Years Support Service which include clear learning targets. The school effectively uses the local authority early years baseline assessment system in the first term after children enter the school to assess the capability and previous learning of children. Results are recorded in the children's profiles but are not yet used effectively to set targets for their learning and general development. There are systems for assessing and recording children's attainment and progress but these need to be developed and refined if they are to be more effective.

58 The school's records and observations during lessons indicate that children's attainment by the time they reach statutory school age is below that expected of children of similar age. Speaking and listening skills are particularly poor. This general level of attainment is a deterioration since the last inspection when it was considered to be broadly average but with a wide range of abilities. Teaching of children under five is satisfactory but no comparison with the last report can be made since this was not included in the report. Resources have only recently been improved and up-dated and are now satisfactory. The school is aware of the need for more variety and an improved range of basic equipment. Accommodation is unsatisfactory because it is cramped and there is insufficient storage space. The lack of outdoor play facilities is a particularly difficult issue which markedly reduces the valuable learning opportunities offered to these children. This has a detrimental effect on their physical development.

ENGLISH

59 By the end of Key Stage 1, pupils' attainment in English is at the level expected for their age. This is similar to the findings of the last inspection. In the 1999 National Curriculum tests, pupils' attainment in reading was above the national average but below the average in writing. The proportion of pupils reaching the higher levels was below the national average in reading and writing. Pupils' performance in the reading tests was well above average in comparison with similar schools. Their performance in the writing tests was close to the average for similar schools. Teacher assessments of pupils' attainment in speaking and listening were well below the level expected for pupils' age. In both reading and writing, girls attained higher levels than boys which reflects the national statistics. By the end of Key Stage 2, pupils' attainment in English is below that expected for their age. The school does not do enough to enable the higher ability pupils to reach their potential in English. Although there has been

positive progress in raising attainment in English by the end of Key Stage 1, this has still not yet lifted attainment at the end of Key Stage 2 sufficiently. The standards in English in Key Stage 2 have fallen since the previous inspection. However, these findings reflect what the school expected because of the high number of pupils, thirty nine per cent, with special educational needs in the present Year 6. Another contributory factor to these findings is the fact that nearly fifty per cent of the pupils in Year 6 joined the class during Key Stage 2 and so did not benefit from the education provided by the school in Key Stage 1. Also, the impact of the school's implementation of the National Literacy Strategy has not yet had time to make a significant impact on pupils' attainment by the end of Key Stage 2. The trend over time is one of improvement until 1999. The 1999 results cannot be compared with national or similar schools because the number of pupils taking the tests last year was less than 10 which means comparisons are statistically unreliable. The school is setting realistic targets for improvement in English.

60 Pupils enter the school with below average skills and experiences in language. They make good progress in Key Stage 1, including pupils with special educational needs, and achieve satisfactory levels of attainment by the end of the key stage. The National Literacy Strategy is used well and basic skills are taught well. By the end of Key Stage 1 pupils' speaking skills are broadly similar to those expected for their age but their listening skills are less well developed. In Key Stage 1, pupils develop in confidence and by the end of the key stage they are eager to contribute verbally. They ask thoughtful questions such as, "Where do ladybirds live?" and "What do they eat?". When stimulated and well managed they listen carefully to their teacher and to the contributions of other pupils. Good questioning by teachers encourages pupils to consider what they have been reading and relate it to their own experiences so that they can talk about it to their classmates. By the end of Key Stage 2 pupils are much less willing to contribute orally in lessons. Pupils do not have a wide vocabulary or secure command of grammar. They do not speak clearly or loudly enough and often show little awareness of their audience. As a result, pupils are unable to fully express their feelings and emotions, as in a Year 6 lesson which required them to persuade other pupils about advantages and disadvantages of fox-hunting. Teachers try to involve all pupils, including the reluctant ones, in answering questions.

61 In Key Stage 1, pupils make good progress in developing their reading skills, although average and below average readers have not yet mastered all the strategies fully. They regularly read to their teachers individually and in groups and are given opportunities to read silently for their own pleasure. They read from a variety of texts, especially during the Literacy Hour, and their reading progress is monitored using books from commercial reading schemes. By the end of Key Stage 2, the higher attaining pupils are eager, competent, fluent readers with well developed library and information retrieval skills. Their reading diet is wide ranging and they make good use of the school's book resources. The majority of pupils have learned many of the same skills but do not use them effectively enough to achieve fluency. Too many pupils, especially boys, demonstrate a lack of interest in reading and this lack of motivation restricts their progress. Many pupils find it difficult to understand what they read so that they struggle in lessons. They lack the necessary language and vocabulary skills to enable them to analyse text or formulate their own responses. For example, many pupils in Year 6 cannot identify the features of written arguments on fox-hunting and so they lose interest and are unable to complete their tasks.

62 Pupils' standards in writing at the end of Key Stage 1 are satisfactory but there is a particular weakness in spelling. During the key stage pupils undertake regular handwriting practice and so they make good progress and move from a basic print to a neat, joined style. They write regularly and for a variety of purposes. For example, a Year 1/2 class wrote clear instructions for making a Spinning Snake. However, the volume of writing is insufficient for them to perfect their skills, especially in spelling. As a result they only make satisfactory progress in writing. The higher attaining pupils use punctuation correctly and their spelling is satisfactory. Pupils use language imaginatively at times. For example, a pupil wrote a poem called, "Can't You Sleep, Little Bear?" and included the lines, "The dark is gleaming, the shadows are scary". By the end of Key Stage 2, most pupils have developed a regular, fluent, joined and legible style of writing. However, only a minority of pupils use punctuation correctly and consistently. For example, one class wrote a series of questions but neglected to use question marks.

Spelling continues to be a weakness and several common words are regularly spelt incorrectly. Although grammar is taught throughout the key stage some pupils do not fully understand it or use it naturally in their free writing. Pupils regularly study the works of different authors, for example, in a Year 3/4 lesson they listened to a poem by John Rice and identified some of the language used to highlight parts of the poem. This work is developed in Year 4/5 when pupils study the work of Jacqueline Wilson, they identify and make their own dictionary of slang words such as “posh”, “crummy” and “scarpered”. However, by the end of the key stage, with some notable exceptions, many pupils’ vocabulary is limited and they do not use words or phrases well to convey meaning or interest in their writing.

63 The quality of teaching is satisfactory and often good in both key stages. This is similar to the quality of teaching observed in the last inspection. However, the guidance and support of the National Literacy Strategy is not always used effectively in Key Stage 2 because teachers do not always maintain the right balance between whole class teaching and group work. Pupils become bored when introductory sessions are too long and do not have sufficient time left to practise their skills during the remainder of the lesson. For example, a Key Stage 2 class examining the writing style of an author lost interest and became listless and disengaged from the task after half an hour of introduction. In Key Stage 1, pupils learn effectively when lessons are well planned to provide a suitable challenge for different ability groups. Learning is also enhanced when pupils are given a deadline to work to and these lessons are well managed so that they can concentrate and persevere with their tasks. For example, a lesson on non-fiction books was lively and well paced and therefore encouraged pupils to rise to the challenge to take a full part in the question and answer session. In a lesson in Key Stage 2, pupils wrote poems about their own irrational fears. Teaching is sensitive, thoughtful and respects the privacy of individual pupils so that they respond well to the teacher’s developmental questioning and listen carefully to the work of their classmates. Teachers use pupils’ literacy skills in other subjects effectively, for example, the recording of experiments in science and written descriptions of different faiths in religious education. Good use is made of visitors and visiting theatre groups to develop pupils’ skills in drama and role play.

64 Pupils behave well in most lessons, particularly in Key Stage 1. There is a decline in interest and motivation at the end of Key Stage 2 but behaviour is still satisfactory. Pupils in both key stages listen carefully to their teachers and settle quickly to their own tasks. They work well with their classmates and treat materials with care. Almost all pupils have very good relationships with their teachers and each other and this adds greatly to the good working atmosphere found in the classrooms. Pupils with special educational needs are well supported in lessons, they are keen to do well and most make good progress.

65 The English curriculum is based on the National Literacy Strategy and covers all essential elements. There are assessment procedures in place but these are not comprehensive enough and are applied unevenly throughout the school. Marking is a particular problem as it is inconsistent and sometimes incorrect. In the scrutiny of pupils’ previous work there were too many examples of work that had not been marked at all. Teachers’ comments are usually brief and do not help pupils to recognise their strengths and weaknesses so that they can develop their learning. The quality of assessment does not allow the school to track pupils’ attainment or their progress accurately enough. For example, the more able pupils are not always sufficiently well challenged and tasks not sufficiently well matched to their abilities and stages of development. Apart from this, planning is satisfactory and there are some good examples where teachers are confident and knowledgeable about the subject and lessons have clear learning objectives for groups of pupils.

66 The head teacher acts as the Literacy Co-ordinator and is in a particularly strong position to oversee planning and teaching, which is done well. Resources for English are satisfactory and improving but the facilities for storing and displaying books and other learning materials are poor. The tiny library is inconveniently situated and non-fiction books are not well placed on shelves so that they are sometimes hard for pupils to find. Limited space often means that book corners in classrooms are dull and uninviting and do little to encourage pupils to see reading as a pleasurable pastime.

MATHEMATICS

67 By the end of Key Stage 1, pupils make good progress and the standard of work is broadly at the level expected for their age. This is an improvement from the National Curriculum test results of 1999 which showed that pupils' attainment in mathematics was well below the national average and also well below that of similar schools. However, standards show little improvement since the last inspection, but the pupils' results are at least keeping up with national trends. The proportion reaching the higher levels was also well below the national average. Higher attaining pupils still do not achieve standards expected for pupils of their age. The good progress of most pupils is due mainly to good teaching, which has strengthened pupils' abilities in number and measurement, although pupils are still uncertain about how to apply their knowledge in real situations. By the end of Key Stage 2, pupils' attainment is below that expected for their age. However, these findings reflect what the school expected because of the high number of pupils, thirty nine per cent, with special educational needs in the present Year 6. Another contributory factor to these findings is the fact that nearly fifty per cent of the pupils in Year 6 joined the class during Key Stage 2 and so did not benefit from the education provided by the school in Key Stage 1. The 1999 results for Key Stage 2, cannot be compared with national or similar schools because the number of pupils taking the tests last year was less than 10 which means comparisons are statistically unreliable. The present standards of pupils show a slight decline since the last inspection but, in more recent years, pupils' attainment in National Curriculum tests has been above the national trend. The school has set realistic targets for improvement in mathematics in future years.

68 By the end of Key Stage 1, pupils are quite confident in handling number. For example, they understand that numbers up to 100 are divided into tens and units. They accurately add and subtract one and two digit numbers up to 20 and sometimes higher. They understand how to multiply by two, three and ten. They sequence numbers in different patterns and they recognise the difference between odd and even numbers. They appreciate the relative values of fractions, such as halves and quarters, and use this to good effect when telling the time. They use correct mathematical language when handling problems and compare, for example, numbers which are "greater" or "less" than others. They measure everyday objects correctly using standard measurements of centimetres. They copy mirror images of patterns to show how symmetry works. They recognise common two and three dimensional shapes, such as cones, pyramids and cylinders. All pupils do the same work, so less able pupils often struggle to achieve accuracy. For example, several pupils still cannot write numbers correctly and even reverse some of them. In addition, more able pupils are not always challenged enough in their work and, consequently, do not always make good enough progress.

69 By the end of Key Stage 2, most pupils have a broad mathematical knowledge, although some are less certain. Most pupils have a sound grasp of their times tables, can multiply and divide properly and are starting to use long multiplication. They understand how to work out percentages of whole numbers, such as 60 per cent of 40. They calculate with numbers to two decimal points and multiply such numbers by 10 and 100 by altering the position of the decimal point. Pupils are also beginning to equate decimal with fractions and percentages but are not yet wholly confident about moving from, for example, $\frac{4}{5}$ to 80 per cent. They know how to set out their workings correctly on paper but they are often not very neat in their presentation. Pupils build effectively on the work in Key Stage 1 in their recognition of two and three dimensional figures like a rectangle or trapezium by the key features of sides and angles. They construct and measure acute angles in geometric shapes but are less secure with larger angles. They draw reflected shapes using two digit co-ordinates to show symmetry and they use specialist devices, such as callipers and depth gauges, to measure specific amounts. They work out averages and modes of data which they have gathered themselves, such as a survey into pupils' shoe sizes. They know how to present mathematical findings in bar and lines charts. However, pupils are not confident about developing their own ways of solving problems in general. Too often they rely on specific strategies provided by the teachers and do not have the confidence to look to see how patterns of thinking can be applied to different situations.

70 The quality of the teaching is at least satisfactory, and often good, especially when teachers base their work carefully on prior learning to develop learning effectively. In effective lessons, teachers have very good relationships with the pupils which produce a positive working environment and guarantee good levels of concentration and behaviour. Teachers maintain a brisk pace to lessons, particularly during the mental mathematics sessions. For example, they conduct a quick fire question and answer session to keep pupils focused. This is not always so effective for less able pupils who sometimes find it difficult to keep up. Teachers use support staff well to help groups of pupils and individuals in need, and also to record assessment during whole class activities. However, teaching is less effective when support staff offer too much guidance to pupils and restrict opportunities for the pupils to think for themselves. Teaching is no more than satisfactory when teachers do not provide the right level of challenge. For example, some pupils found it hard to equate fractions with percentages because they did not have a good initial grasp of fractions. Moreover, in most classes, teachers provide the same work for all pupils regardless of ability and of year group. This means, for example, that higher attaining pupils in Year 5 may receive the same work as the average pupils in Year 4, this is not sufficiently challenging for the higher attaining pupils. However, teachers do set tasks to challenge further the more able pupils when they have completed the class task. Teachers are starting to assess pupils' achievements on a regular basis but their evaluations are sometimes too broad to be effective and do not always influence teachers' lesson planning. In addition, most teachers do not mark pupils' work helpfully enough. There is evidence of some good, thoughtful marking to guide pupils but, often, marking is sparse, with few comments that pinpoint areas for development.

71 The school has successfully introduced the Numeracy Strategy. This has provided a strong structure to the curriculum and enabled the staff to undertake useful training and acquire good resources. The school uses pupils' mathematical knowledge well in information technology, for example, in the Year 4/5 class when pupils create different graphs to compare their test results and note improvements. The co-ordinator is capable and enthusiastic but only works part-time and has no time out of class to observe teaching or develop the subject fully. The head teacher observes teaching and provides useful feedback to teachers, which is improving the quality of the teaching of mathematics throughout the school.

SCIENCE

72 By the end of Key Stage 1, pupils' attainment in science is at the level expected for their age. In the 1999 teacher assessments in science, pupils' attainment was above the national average, although the number of pupils reaching the higher levels was well below the national average. By the end of Key Stage 2, pupils' attainment is at the level expected for their age. The 1999 results for Key Stage 2, cannot be compared with national or similar schools because the number of pupils taking the tests last year was less than 10 which means comparisons are statistically unreliable. The school has done well to maintain the standards found in the last inspection because of the high number of pupils, thirty nine per cent, with special educational needs in the present Year 6. During the inspection, there was no significant variation noted in the attainment of boys and girls. Pupils make steady progress in both key stages. The school has adopted the new national guidelines for science and is using the local environment well to provide practical activities for pupils. The head teacher and science co-ordinator are aware of the need to monitor the teaching of science and have good plans in place for this to be undertaken in the near future. As a result, there is a good capacity for improvement.

73 In Key Stage 1, pupils are aware of the dangers of electricity. In Year 1/2, they explain that "electricity can electrocute you". They know that "appliances" use electricity to make them work. They understand that plants need sun and water to grow and a few pupils explain how seeds grow into a new plant. They draw and label different parts of plants and, in a lesson examining the roots of plants, explain how the roots carry food and water to the stem and leaves. By the end of Year 2, pupils recognise that certain foods are healthy and that too much chocolate is not good for you and can damage your teeth. Pupils recognise the names of some animals which live in a pond or underground, such as a frog and a

duck. An example of a good cross curricular link was made in an English lesson when pupils used reference books to find out more for their project on mini beasts. They used the reference books to make up their own questions that would provide information on the creature studied. For example, pupils posed questions such as “Where do butterflies live?” and “What do they eat?”. They record simple experiments, make predictions and indicate why the test is fair.

74 Progress in science is good for all pupils, including those with special educational needs. Their progress is seen clearly in their experimental and investigative work. Pupils in the Year 3/4 class study different habitats and the type of creatures found there. They name parts of the skeleton and identify how muscles are used in different types of movement. In a good link with English, pupils wrote letters to express their concern for the environment over the proposed building of a new road. A good investigation using circuits and switches encouraged pupils to design an electronic game that sounded a buzzer or flashed a light when contact was made to complete the circuit. Pupils in the Year 4/5 class know that the heart is a muscle and they experiment with the effects of exercise on the heart rate and accurately record their findings. They are aware that recovery times vary for different people and following exercise of longer periods of time. They experiment with liquids and understand how to separate substances by either filtration or evaporation. They study the effects of light and accurately explain how a solid object blocks the light and creates a shadow. Pupils in Year 6 record their work in the style suited to the experiment. For example, they wrote descriptions of how to clean dirty water using filters, recorded their results of the stretch of an elastic band and drew a clear line graph to show the relationship between the weight and the amount of stretch. Pupils develop skills from earlier lessons when studying circuits and test different materials to establish whether or not they are good conductors or insulators. In a topic on mini beasts pupils used the school grounds to find different creatures, note the habitat where they found it and accurately write, draw and label the creature found. Pupils took care when collecting so that no harm came to their mini beast, even the bee that escaped in the class room was eventually freed back into the environment. Pupils in Year 6 understand the concept of a fair test and explain that only one element in an experiment is changed to make the test fair. Homework is given regularly and this contributes effectively to pupils’ learning.

75 The good science teaching and the wide range of stimulating scientific activities contribute significantly to the improving quality of pupils’ learning. Pupils’ attitudes and their behaviour during lessons are prime reasons why their learning is improving. Teachers’ knowledge and understanding of the subject contribute to the very well planned provision for pupils, such as the well used wild life area in the school grounds. Good use is made of the basic skills of writing and measuring in experiments on reversible and irreversible changes to different substances. Pupils in year 6 conduct experiments with chocolate, bread and eggs to show these changes. A strength of subject planning is the emphasis placed on the correct use of scientific vocabulary, such as “artery” and “vein” when describing the circulatory system. Lively and enthusiastic teaching styles often enthuse pupils as they study the germination of seeds. For example, in a Year 1/2 class pupils eagerly showed how their seeds had grown over the past weeks and explained how plants need water, food and sunlight to thrive. The management and control of individual or paired activities are good and eager pupils become deeply involved in, for example, identifying the stages in the life cycle of the frog. A good feature of pupils’ learning in science is the way they attend to what others are doing and saying with courtesy and respect. The quality of learning frequently matches the quality of teaching closely. For example, Year 6 pupils use the Internet well to search for information for their project on mini beasts. Most teachers include positive comments when marking but do not consistently provide precise comments on what pupils need to do in order to improve. This makes it more difficult for some teachers to assess how well pupils are learning from their mistakes.

76 Pupils’ understanding and use of the fair test in their science lessons and experimental work is a significant improvement in the subject since the previous inspection report. The school has responded to the issues in the previous inspection well and produced a good policy and scheme of work to ensure that the quality and range of the curriculum is sufficiently broad and carefully provides for the pupils’ learning

needs. This is supported by good subject management by an enthusiastic and committed co-ordinator, who has established good liaison with staff. Resources for the subject are satisfactory and are used very well to improve pupils' learning, for example, when testing circuits, magnetic fields or how forces affect objects. The school has sufficient programs for computers to support pupils' research skills, especially the developing use of the Internet. The value placed on pupils' work in science plays a significant role in supporting school aims and reinforcing their self-esteem. As a result of these good aspects of the subject, the school's capacity to improve further is good.

ART

77 Pupils' attainment in art in both key stages is at the level expected for their ages and all pupils, including those with special educational needs, make satisfactory progress throughout the school. This broadly reflects the standards in the school at the time of the last inspection.

78 By the age of seven, pupils have a sound ability in drawing. For example, they learn how to use mathematical shapes to ensure precision when drawing houses. They are strong on observational drawings. They draw a range of natural items, like twigs, leaves and flowers, as well as reflecting their work in science such as a bean in the early stage of growth. Pupils' ability to colour their drawings, however, is less well developed; they do not take enough care to achieve a uniform colour or to ensure that the colouring neatly fits the drawing. Pupils know how to cut vegetables to produce simple block prints and can make effective pictures of daffodils. They also draw different kinds of fish to embellish a deep sea mural. Pupils do not work with a sufficiently wide range of materials and there was little evidence of three dimensional art work in school.

79 Pupils have satisfactory drawing skills by the end of Key Stage 2. They have a stronger awareness of shade and demonstrate this through landscapes of patterns of green fields. They use water colours to good effect and are much neater with their presentation. They use art to illustrate and support other subjects. For example, some pupils produced very striking story boards to bring alive a story written for pupils in Years 1 and 2. They occasionally work in three dimensions and produce small pots using clay and coiled plasticine. Pupils benefit from specialist techniques, such as batik. They know how the batik process works and appreciate how important the application of wax is. They know how to work with textiles. Some pupils worked with an artist-in-residence to produce an intricate wall-hanging based on cloth, but using tissue paper, scrap paper and food colouring, which was very striking. Pupils' art work benefits from the use of sketch books. They experiment with primary and secondary colours, try out ideas or work on techniques like line drawings. One particularly simple but effective drawing showed how a fence post can be brought alive with a touch of shading on one side. However, pupils do not produce enough artwork to fully develop their skills. They do not experience enough stimulation to inspire them to greater creativity, for example, they rarely work with artefacts or sculptures. However, art is developed well in the Year 4/5 class when pupils make good use of information technology by using an art package to create road safety posters.

80 The standard of teaching is satisfactory. Although it was not possible to observe any lessons during the inspection, judgements can be made from the quality and range of the pupils' work on display and in books. Teachers provide a suitable curriculum, although they do not enrich it enough with a wide range of activities like sculpture and influences such as art from other cultures around the world. Teachers use the subject wisely to support other subjects. For example, pupils in Year 3/4 drew a variety of pictures to depict life in present day India for a geography study. Teachers in Key Stage 2 encourage pupils to plan their work and practise ideas in their sketchbooks. They do not, however, insist enough on accuracy and care. This is especially evident when pupils colour their work and their casual approach spoils the overall effect of the pictures.

81 The art curriculum is sound and meets National Curriculum requirements. Teachers display pupils' work well around the school, yet the displays do not reveal the same level of achievement that pupils showed in their wall-hanging done with the visiting artist.

DESIGN AND TECHNOLOGY

82 Design and technology is still under-represented in the school curriculum as it was during the last inspection. The school has made some progress since then by producing a policy and scheme of work and improving resources. Judgements are based on the scrutiny of work in books and displays, teachers' planning, photographic records, representative samples and discussions with pupils and teachers. By the end of Key Stage 1, pupils broadly attain the level expected for their age but at the end of Key Stage 2, pupils' attainment is below expected levels.

83 During the inspection no lessons were observed at Key Stage 1 and two were observed at Key Stage 2. It is not therefore possible to make a judgement on the quality of teaching in Key Stage 1. The quality of teaching in Key Stage 2 varies. At its best, lessons are well planned with clear, challenging lesson objectives. The teacher has good subject knowledge and keeps up a lively interaction with pupils, which ensures their interest is gained and maintained. The very good lesson on alarm devices was therefore inspiring and productive for most pupils. By the end of the key stage pupils are insufficiently challenged, for example when they design and make slippers using permanent joining techniques. Design and evaluation activities are at a very low level and most are simply annotated drawings. Pupils do not have a satisfactory level of skills and so seek help from their teacher too frequently. The standard of finished product is below the level expected by the end of Key Stage 2.

84 Pupils' progress throughout the school is spasmodic and depends on the level of teacher knowledge and confidence. Although lessons are planned regularly throughout the school the level of activity varies widely. As a result, pupils do not systematically build on skills and knowledge. The school does not have an agreed system for planning and evaluating design and technology projects. This means that many lessons move into the making phase too quickly and pupils are deprived of the opportunity to plan carefully, evaluate their work critically and make improvements. There is no system for assessing and recording pupils' attainment and progress. As a result, teachers do not fully understand what pupils have learned in earlier classes and are not able to build on their prior skills and knowledge.

85 A new design and technology co-ordinator has been appointed from September with a view to bringing special expertise to the subject. The current level of resources coupled with the current policy and scheme of work provide a satisfactory basis for teaching and learning. They are not currently used effectively by all staff, some of whom are not yet fully confident in their ability to teach all aspects of the subject. Standards have not improved since the previous inspection but the school is now in a position to bring about the necessary changes if the policy and scheme are consistently applied throughout the school.

GEOGRAPHY

86 By the end of both key stages, pupils' attainment is broadly at the expected level. Pupils, including those with special educational needs, make sound progress throughout the school, although they make especially good progress in Years 3 and 4. It is not possible to draw comparisons with the previous inspection findings, since there was insufficient evidence to make a judgement at that time.

87 By the end of Key Stage 1, pupils have reasonable awareness of their own locality. They appreciate the concept of a simple map and they draw a layout of a playground in basic but clear terms. They know of the different kinds of housing, such as bungalows and terraced property, as well as the language used for describing parts of houses, like chimneys and windows. They understand how the weather influences life. For example, they know that springtime induces growth in plants like daffodils and they know that different clothing is necessary in different climates. They know how the seaside differs

from inland areas and they know the names and locations of some towns in Britain. They begin to realise how the environment can be damaged by such things as litter. However, their presentation of facts is not strong. Most pupils do not draw plans or maps with much accuracy and their writing is often brief and untidy. Lower attaining pupils cannot write coherent captions or descriptions and their drawings can be hard to decipher. Higher attaining pupils are more precise in both writing and illustration.

88 By the age of eleven, pupils have a stronger awareness of the world about them. For example, they know about the harm on the environment of polluted rivers and factory emissions. They can assess their impact and suggest ways to improve matters, like planting more trees and building safe areas for toddlers to play in. They also understand the importance of recycling such materials as glass, paper and aluminium. Pupils know of their own locality and, in particular, the characteristics of the river Calder. They know of river processes in general and can show how the water cycle works. They understand how rivers begin their journey to the sea and how water tends to change the land through which it passes, by transporting and depositing earth and rock. Pupils know major mountain ranges around the world and what mountain life is like, with special regard for weather and wildlife. They know how settlements develop over the years to form villages and towns. They draw maps of localities and use symbols for such features as bridges, lakes and footpaths. They know aspects of London as a contrasting locality in Britain and they know a good deal about the village they study in India. They appreciate how lifestyles differ greatly in India and write in some depth about aspects such as schooling, religion and houses. Pupils' work is more effective in the early part of the key stage. Although older pupils research geographical topics using reference books and computers, their skills are underdeveloped and they lack regular practice. Although pupils have a sound knowledge of the subject, their presentation skills are weak; only higher attaining pupils show real organisation and care in their work.

89 The quality of teaching is satisfactory. Since it was only possible to observe two lessons, judgements have been further based on an analysis of pupils' work in books and on display. Teachers have a good rapport with pupils and develop a good, positive atmosphere in the classrooms. They have good ways of dealing with any pupils' misbehaviour and, where teaching is good, they know how to gain their attention by providing interesting topics. In these classes, teachers not only provide a wealth of information but also have high expectations of pupils' writing and drawings, as in their study of India. In other classes, teachers do not expect enough of the pupils' own energies in finding and presenting information efficiently, nor do they insist on a good pace of work. Sometimes, teachers do not consolidate new learning, so pupils find it hard to proceed with the next phase, as with their work on London. Teachers do not plan their lessons with enough regard for the mixed year classes. Although they sensibly work to a two year cycle of topics, they do not ensure that pupils progressively acquire skills suitable for their age.

90 The geography curriculum is sound. The school has recently begun to use and adapt a new national scheme of work, which gives more rigour to the overall curriculum. However, the school has not supported this by developing teachers' skills and ensuring a better range of resources. For example, there are insufficient reference books and there is a shortage of different maps and computer software to aid research, although pupils do use the Internet effectively. The school does not sufficiently promote other subjects through geography. For example, teachers give too little emphasis on art skills in drawing maps or producing illustrations and they do not broaden pupils' literacy skills through a variety of writing opportunities.

HISTORY

91 No history lessons were observed during the inspection. Evidence was obtained through the scrutiny of pupils' work, examination of classroom and general displays and discussion with pupils and teachers. However, this was not sufficient to allow a judgement on pupils' attainment or teaching to be made.

92 There is very little evidence of pupils' work in history in Key Stage 1. Pupils wrote about the Great Fire of London in their topic books. These accounts demonstrate that they have acquired some knowledge and understanding of the subject. At Key Stage 2, pupils study a range of topics but the level of work is variable and is sometimes weak. For example, a study of the ancient Greeks is copied text and a simple photocopied map. Pupils studying the Vikings cover a comprehensive range of aspects but there is very little work which demands analysis, research or individual thought. There are some better examples when pupils study the Victorians and produce writing which shows a sound knowledge of the times. Pupils successfully empathise with Victorian school children and show awareness of the differences between school life then and now. The school aims to involve pupils in role play and other direct experiences and has involved theatre groups and individual visitors in the past, which has made a positive contribution to pupils' understanding in history.

93 History is planned and studied throughout the school using a topic based approach and these plans are monitored by the head teacher. There is a policy and scheme of work but this is not supported by any formal assessment and recording procedures. There has been very little in-service training over the last three years and the subject has a low priority at this time. There is no planned development of history in the school development plan so the potential for development and improvement is low. Resources have been improved since the last inspection and are now broadly satisfactory although the school recognises that there is a need for more artefacts to provide additional first-hand experience for pupils.

INFORMATION TECHNOLOGY

94 Very few lessons in information technology were observed during the inspection. However, the scrutiny of pupils' work, displays and discussions with pupils and teachers allow judgements to be made. By the end of both key stages, pupils' attainment in information technology is at the level expected for their ages. Standards have improved since the previous inspection because of the change to different computer systems, improved programs, the adoption of a good policy and scheme of work and the leadership of the co-ordinator. Information technology is valued as an essential part of the curriculum, although the time given to it still varies from class to class.

95 Pupils in Key Stage 1 use their keyboard skills to manipulate figures to produce graphs showing the results of simple surveys, such as what pets they have, hair colour and the number of families with cars. A further example of this is when Year 1/2 pupils highlight the even numbers in sequence and print out the result. They use the mouse to drag shapes from one place to another and click on the correct part of a program to produce a sentence that the computer "reads out". This reading with the program improves their language work as well as helping them to understand ways that information technology is used to access data. Pupils in Year 2 develop this work when using the keyboard to support their studies in science by composing questions about mini beasts for their classmates to answer. They use a floor robot and enter instructions to control its movements from one place to another. In discussions, pupils explain how they use the Internet to show the travels of "Barney Bear" which links well with their developing understanding of different places in the world.

96 Pupils in Key Stage 2 build on their skills and knowledge with more frequent use of the new computers and programs in school. Several pupils in the Year 3/4 class showed their understanding of the word processing program when they explained how they write poems in an English lesson. In discussions, pupils explained how they load and save their work, they were confident using the computer and understood how to bring up the various menus available, for example when changing from one mathematics program to another. Pupils use a screen robot to create mathematical shapes, such as squares, rectangles and triangles. This mathematical work is developed well in the Year 4/5 class when pupils create different graphs to compare their test results and note improvements. Pupils make good use of computing skills when using an art package to create road safety posters. In Year 6, pupils use more sophisticated techniques, such as replacing or amending text. Some pupils in Year 6 are very confident and have a good understanding of how to set up and load computers and how to use E-mail for sending

and receiving messages. Their skill has been greatly enhanced by the use of the new resources and the link to the Internet. For example, pupils in Year 6 are very confident when searching the Internet for information on their science project and use pictures from the digital camera to enhance their work in English. Computers are used effectively to support the learning of pupils with special educational needs in both key stages.

97 When computers were in use during the inspection, the quality of teachers' support for pupils was good. The scrutiny of teachers' planning, the improvement in the use of information technology and work on display suggest that the quality of teaching is at least satisfactory and often good. All teachers follow the new policy and scheme of work and, following training by the co-ordinator, are more confident in their use of the equipment. Pupils respond enthusiastically to opportunities to use computers to improve their knowledge, skills and understanding. There are very good relationships between pupils, teachers and adult support staff, which mean that pupils feel confident when using computers to try different activities, knowing their efforts will be appreciated. Good management and well-organised lessons ensure that pupils' time in the computer suite is used to best effect. There are usually 2 pupils working on each computer taking turns and working effectively together to put in information. As well as improving their knowledge of information technology, sensible co-operation makes a positive contribution to their moral and social development. Teachers have a good knowledge and understanding of the programs they use. They give careful and specific explanations to pupils and offer appropriate support to those experiencing difficulty. The contribution to pupils' skills when using computers is greatly enhanced in the computer club. The pupils use their word processing skills and the ability to use pictures and sounds to create a very impressive slide show. Pupils explain the process they are using and are very confident moving from screen to screen when using the program's icons to make their slides.

98 The school has a good policy, scheme of work and detailed action plan to guide its work. The subject is well managed by an enthusiastic and well-organised co-ordinator who is keen to keep moving the subject forward. The scrutiny of teachers' planning and pupils' work forms an integral part of the evaluation and development system. The planned curriculum takes into account all the required aspects of information technology. The school is aware of the need to develop further pupils' skills in using sensing equipment and has recently purchased new resources for this purpose. The annual reports to parents are good and provide details of pupils' knowledge, skills and understanding of information technology. The school is now making good provision and has used the national grant to improve resources for the subject, which are now good. These improvements in provision have been made since the previous inspection and the school is now well placed to further develop the subject.

MUSIC

99 It was not possible to observe any lessons during the inspection and, therefore, it is not possible to make a judgement on pupils' attainment. Some judgements can be made on aspects of music through observation of assemblies and singing practice, as well as from discussions with staff.

100 Pupils in Key Stage 1 sing well. They sing familiar songs in reasonable tune and sustain good rhythm, even when it varies from verse to verse. They sing with good control of volume, although they do not yet have much real awareness of pitch. They are confident enough to sing songs in two parts, in echoing refrains. They are much less confident, however, when they meet new songs or hymns. Only a small number of pupils pick up the tune quickly; most pupils need considerable practice. In Key Stage 2, pupils also sing well, although older pupils are not very enthusiastic and this tends to dilute the quality of the singing. Pupils respond well to different rhythms and are sufficiently aware of pitch. There was some evidence of pupils' compositions of simple patterns, rhythms and of pupils playing instruments, in addition some pupils accompanied a hymn well on tambourines during an assembly. A few pupils benefit from individual music tuition, for example the cello, which has a positive impact on their learning. It is not known how capable pupils are when appraising music, but the head teacher encourages their appreciation of a variety of music influences in assemblies.

101 The small amount of teaching seen was of good quality, but this cannot be judged as the whole school picture. The teaching seen was good because the confidence and competence of the teacher motivated the pupils to perform well. There was an insistence on accuracy in rhythmic patterns and a good level of challenge in interpreting music with appropriate symbols. The school provides a suitable curriculum, recently improved by the inclusion of a new national scheme. Parents have been very supportive in providing funds to buy new musical equipment to help teaching.

PHYSICAL EDUCATION

102 It was only possible to observe a very limited amount of physical education during the inspection. As a result, it is not possible to make a secure judge on pupils' attainment.

103 In Key Stage 1, pupils run quickly, with good control, over a short distance to try to catch other pupils. They hop and skip over similar distances with some accuracy but not real control. They show more self-discipline when they perform two-footed hops. They have a reasonable sense of balance as demonstrated when they walked carefully with a bean bag on their head. Pupils do not yet fully appreciate the importance of playing together as a team and prefer to pursue their own interests. In Key Stage 2, pupils show stronger running skills and can differentiate between, for example, jogging and sprinting. They have better awareness of teamwork and develop their relay racing through baton passing practice. They appreciate the need for self-control and safety when moving in a restricted area. They also know about the importance of warming up and winding down before and after exercise. All Year 6 pupils swim and some pupils compete well in team sports against other local schools. Pupils in Years 5 and 6 benefit from outdoor activities at a residential centre, where they learn orienteering and abseiling.

104 The quality of teaching seen was at least sound. Teachers organise the pupils well in activities and expect good levels of concentration and behaviour. They also ensure that pupils are suitably aware of safety issues, especially as pupils have to run and turn sharply on tarmac surfaces surrounded by stone walls. Teachers are keen for pupils to learn proper techniques and they demonstrate these well. Sometimes, teachers spend too long explaining activities to pupils and rotating practice in a confined area. This tends to result in pupils waiting and watching for too long, rather than participating. However, the poor quality of accommodation has the most impact on the quality of teaching. The hall is far too small for sustained movement and effective development of skills, and it is used for storage which is hazardous. The playground is small and the tarmac surface is unforgiving when pupils fall. The sports field is wholly unsuitable. Its steep slope makes the effective playing of any games almost impossible.

RELIGIOUS EDUCATION

105 By the end of both key stages, standards in religious education are at the expected level for pupils' ages. Scrutiny of work and discussion with pupils show that pupils in both key stages have an effective working knowledge of the themes in the Locally Agreed Syllabus. They have skills which enable them to relate what they learn in religious education to their own life and experience. This fully meets the requirement for pupils to learn about and from religion. In this respect, the school has maintained the standards of the previous inspection report.

106 Pupils in Years 1 and 2 gain much from a visit to the local church where they identified church artefacts, such as the chalice and the font. They understand the importance of religious festivals, for example, the baptism ceremony. By the end of the key stage, pupils consolidate their learning about Christianity through stories from the Bible and from discussions. They know that the Bible is an important book to Christians and the significance of Christmas and birthdays. They relate this knowledge to their own lives, in a Year 1/2 lesson on "Special books" pupils explained how they would feel if a special book to them was lost by saying "I would be sad and might cry". In Key Stage 2, pupils in Years 3 and 4 learn about The Creation and link it well with studies of important books to different religions, for example the Bible and the Koran, the Holy Book of the Muslims. They relate the Muslim pilgrimage to Mecca with stories of their own journeys. This helps pupils to understand the importance of religion to different people and they relate well to stories through discussions and writing about their own life experiences and present day issues. Pupils in Years 4 and 5 discuss the Ten Commandments and draw up their own class rules that help everyone live together co-operatively. They know the difference between right and wrong, discuss their feelings about different levels of rules, such as class and school rules and the rules of society. Pupils study world faiths and understand the significance of the Torah in Judaism and the Five Pillars in Muslim beliefs. This is developed well in Year 6 when a lesson focussing on respect and understanding produced lively discussion about the teacher's and their own special belongings.

107 All pupils, including those with special educational needs, make satisfactory progress in religious education. They cover a wide range of work and build up their knowledge and understanding from one year to the next. Open ended questioning challenges the thinking of all pupils. However, teachers also ask direct questions, adapting them to challenge the pupils' ability to answer. This successfully involves all pupils, including those who have special educational needs. Pupils enjoy listening to stories and discuss what they know following the story. They talk about how it makes them feel, or how it relates to their own life. They work willingly and concentrate well, listening to and reflecting on what others contribute.

108 In the limited number of lessons seen the quality of teaching was good. Teachers have a good sense of how to achieve the balance of the curriculum required by the Locally Agreed Syllabus, through good guidance provided by the subject co-ordinator. Lessons are planned effectively, behaviour management is good and tasks are provided to challenge pupils' thinking at the different levels of ability. There is not always this sense of challenge for more able pupils in written work. The strength of the teaching in all classes is the time and patience of teachers when they encourage pupils to talk about what they think or how they feel. Teachers' planning and the scrutiny of pupils' work form an integral part of the monitoring system. Visits to places of worship and visitors to school enrich the teaching of religious education.

109 The subject makes a good contribution to the school's promotion of spiritual, moral, social and cultural development. Pupils are encouraged to reflect and understand how they fit into the world of school and home. There is very strong moral teaching throughout the agreed syllabus. Pupils are taught to have respect for the opinions, thoughts and beliefs of others during lessons and assemblies. They are made aware of their own and other cultures and are provided with opportunities to help others. Pupils become involved in collecting and sending aid to many charities. For example, pupils organise their own fund raising to support a village in India. Good quality resource packs to support learning about different

faiths have been produced and enhance the provision made for religious education. There is a well established subject co-ordinator, who has considerable knowledge and expertise and has established a clear plan of how to develop the subject throughout the school. Leadership of the curriculum is good. Money to purchase new resources has been allocated and very effective links have been established with the local vicar who frequently leads assemblies. Opportunities for the assessment of pupils' work are not yet sufficiently developed. The school has maintained the quality of the curriculum and the standards of the last inspection report. The school is in a good position to further improve standards in religious education.