

INSPECTION REPORT

MIDGLEY SCHOOL

Midgley

LEA area: Calderdale

Unique reference number: 107517

Headteacher: Mrs D Cure

Reporting inspector: Ms D Wilkinson
23048

Dates of inspection: 22nd to 24th May 2000

Inspection number: 190603

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 to 11 years

Gender of pupils: Mixed

School address: Lane Ends
Midgley
West Yorkshire

Postcode: HX2 6TX

Telephone number: 01422 882356

Appropriate authority: Governing body

Name of chair of governors: Mr D Abrams

Date of previous inspection: 2nd December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Diane Wilkinson	Registered inspector	English Art Geography History Music Religious education Under fives Special educational needs	What sort of school is it? The school's results and achievements. How well are pupils taught? What the school should do to improve further?
Roger Watts	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Clive Price	Team inspector	Mathematics Science Design and technology Information technology Physical education Equal opportunities	How good are the curricular and other opportunities offered to pupils? How well is the school led and managed?

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

It is situated in the small village of Midgley, a rural community about six miles from the town of Halifax. The school is very popular and is over-subscribed. Pupils come from a wider area than that surrounding the school and most from homes that are owner occupied. Most children entering the reception class at the start of the academic year in which they are five come from above average backgrounds. Currently seven children on roll are under statutory school age. The 104 pupils (60 boys and 44 girls) on roll are organised in three classes. The school is smaller than the average size primary school. Three pupils (3.4 per cent) are entitled to free school meals, which is low when compared to the national average. Few pupils come from non-European families and none from homes where English is not the first language. The school has 13 pupils (12.6 per cent) with special educational needs, which is below average. Currently two pupils have a Statement of Special Educational Need, which is above average. Attainment on entry is around average.

HOW GOOD THE SCHOOL IS

It provides a good education with very few weaknesses in its provision. As a result pupils develop good attitudes, make good progress and achieve standards, which are above the national average. Leadership and management are very good and this means that the school has taken good steps to address the problems caused by the long-term physical illness of a key member of staff as well as dealing with other staff changeovers. The weaknesses in information technology, which have been adversely affected by circumstances outside the school's control, have been recognised and plans have already been produced to address the issues. Given the average attainment on entry, the quality of education, the good progress pupils make and the high standards they achieve, together with the high cost per pupil (which is a factor associated with small schools), the school gives satisfactory value for money.

What the school does well

- Pupils make good progress and achieve above average standards in English, mathematics and science.
- The majority of teaching is good and very good teaching was seen at the end of each key stage.
- The good attitudes, behaviour and personal development of pupils which support their learning well.
- The care which the school gives its pupils is good, especially those with a statement of special educational need.
- The partnership with parents is good and the parents give good support to their children's learning.
- The leadership and management are very good and the school has responded very well to the problems caused by long-term illness and the high turnover of staff.

What could be improved

- The unsatisfactory progress and below average standards of attainment in information technology which result from the unsatisfactory quality of the provision.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the last inspection in December 1996. The issues identified for improvement have been addressed well. Assessment systems are now good and subject co-ordinators are hardworking, effective and efficient, although due to the small size of the school they carry a heavy load. The curriculum is satisfactory overall. It is good for children under five and provides well for all pupils to build on and extend their skills and knowledge, except in information technology where the new scheme of work is not fully implemented. The high quality leadership and management, the good behaviour and attitudes of pupils and the good support the school gives them have all been maintained. The quality of teaching is now good and as a result pupils make good progress overall in their learning and reach above average standards by the time they leave the school.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A	A*	A*
Mathematics	A	C	A	B
Science	A	D	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

This table shows that in 1999 the school's results for 11 year old pupils were well above the national average in mathematics and science and very high in English. When compared with schools in similar contexts the school's results are very high in English, well above average in science and above average in mathematics. For seven year olds the 1999 results were well above the national average in reading and writing and above average in mathematics. In comparison with similar schools these results were above average in reading and matched the average in writing and mathematics. Standards are improving at the same rate as seen nationally. Overall, standards have improved since the school was last inspected. The school has set realistic targets for the future and is likely to achieve them. On entry to the reception class children's attainment is around that expected for their age. They make good progress to attain the standards expected in most areas of learning by the time they are five. In language and literacy and knowledge and understanding of the world they exceed them. At both key stages the majority of pupils, including those with special educational needs, make good progress overall and attain well for their abilities. At Key Stage 1 standards in English, mathematics and science are above average. Standards are also above average in science at Key Stage 2, but due to exceptionally good teaching they are well above average in English and mathematics. Pupils at both key stages make satisfactory progress in religious education to reach the standards set out in the locally agreed syllabus. Standards in information technology are below average at both key stages. This is because the quality of provision is unsatisfactory. In all other subjects pupils make at least satisfactory progress to reach the standards expected for their age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school. Attitudes overall are good, but vary between classes from very good to satisfactory.
Behaviour, in and out of classrooms	Overall behaviour is good, but varies between very good and satisfactory. Outside lessons it can be exemplary.
Personal development and relationships	Good. Pupils grow in confidence and maturity through the school.
Attendance	Very good, but too many pupils are regularly late.

Pupils' personal development supports their learning well, particularly for the older pupils at the end of each key stage. Differences in attitudes and behaviour are mainly due to the high turnover of staff in some classes.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	Aged 7-11 years
29 lessons seen overall	Good	Good	Good

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

Throughout the school teaching is at least good (55 per cent) and a high proportion (28 per cent) is very good. No unsatisfactory lessons were observed. This is an improvement since the last inspection. The good teaching is having a positive impact on the good progress pupils make. As a result standards at both key stages are above average and are continuing to improve. This is also the view of nearly all parents. The teaching of children under five is good (60 per cent) and 20 per cent is very good. Well-planned activities and good assessment help children to make good progress. At both key stages the best teaching is seen in classes where teachers have been in the school for at least two terms. Particularly good teaching was seen in English and mathematics and this supports pupils' learning in literacy and numeracy very well. For upper Key Stage 2 pupils it is of a very high quality. As a result pupils make very good progress in their learning and achieve standards in English and mathematics well above the national average by the time they leave the school. At Key Stage 1 the majority of teaching (78 per cent) is good or better and 44 per cent is very good. At Key Stage 2 40 per cent of teaching is good or better, 20 per cent is at least very good and some excellent teaching was seen. No specific lessons in information technology were observed, but teaching is unsatisfactory. This is the result of a number of factors, many of which are outside the school's control. These include the high level of staff changes, the late arrival of resources and the lack of outside training and support. However, computers are not used sufficiently to support learning and there is not enough direct teaching. Therefore pupils do not develop the skills and knowledge of which they are capable and standards are below the national average. The school is aware of this weakness and has produced plans to address it.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The full range of subjects is provided in a broad, balanced and interesting way. There are particular strengths in English and mathematics, which are very well organised, and in science. Provision for information technology is unsatisfactory and does not meet statutory requirements. Provision for children under five in the reception class is good.
Provision for pupils with special educational needs	Good overall. Pupils' needs are met well and they make good progress and achieve well. The provision for pupils with a statement of need is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for personal development is good and this helps pupils to develop good attitudes to learning and make good progress. Moral development is very good, spiritual and social development are good and cultural development is satisfactory.
How well the school cares for its pupils.	The school is a caring, safe environment. There are good monitoring procedures and these are used well to support pupils' academic and personal development.

The contribution of the community to pupils' learning, extra curricular activities and links with partner institutions are good. Parents are kept well informed about what is happening in school and about their children's progress. They provide good support to the school. Child protection procedures are good and pupils are well cared for. Procedures for risk assessment by the governing body need to be more formal. The unsatisfactory provision for information technology results from a combination of factors, many beyond the school's control, including the high turnover of staff and difficulties in resourcing and staff training.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has successfully led a clear drive for high standards and continuous improvement during a difficult period. She receives valuable support from key staff.
How well the governors fulfil their responsibilities	Very good. The governing body supports the school very well and fulfils its roles effectively. Governors know the school well and participate constructively, giving very good support in addressing current issues.
The school's evaluation of its performance	Good. The school reviews its progress and evaluates its success against how well pupils are achieving. Teaching and pupils' work are monitored to identify areas for improvement.
The strategic use of resources	Good. Staff and governors devise a practical development plan which has relevant priorities and costings in terms of time and money. Staff are well deployed and the building is used well, but computers are under-used.

Members of staff are well qualified. The school's resources are adequate for teaching the national curriculum. The premises are small and cramped with little room for flexibility although the school uses them well. The school does not yet apply the principles of best value systematically. However, the school does compare its performance with other schools, sets itself challenging targets and seeks best value for services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Twenty two parents attended the pre-inspection meeting and 61 per cent of parents returned the questionnaire.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The very good ethos and feeling of community. • The good teaching. • The very good support and encouragement the school gives to their children as individuals. • The high expectations and the progress their children make to achieve high standards. • The behaviour, which they say is a real strength. • The part they play in their children's learning. • They feel the school is very well led and managed. 	<ul style="list-style-type: none"> • The amount of homework set. • Some parents expressed a concern about the inconsistent teaching in some classes because of extended teacher absence. • A few parents would like the school to work more closely with them.

Inspection evidence supports parents' positive views. Pupils have good attitudes to school, behave well and form good relationships and this gives the school a positive ethos. Teaching is good, pupils are well supported, make good progress and achieve above average standards. Parents give good support to learning both at home and in school. The school's partnership with them is good. Staff are approachable and welcome their involvement in their children's learning. The leadership and management are very good. Most pupils are set an appropriate amount of homework although sometimes the amount expected in the time allowed is too high. The school has acted promptly to address the inconsistencies in teaching. The situation in the class most affected is now stable and pupils there learn satisfactorily.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1. Overall, standards have improved since the school was last inspected in December 1996. In particular, they are now above average at the end of both key stages in science and in English and mathematics at the end of Key Stage 1. Standards in English and mathematics at the end of Key Stage 2 are well above the national average. However, standards in information technology, judged to be satisfactory at the time of the last inspection, are below the national average at the end of both key stages.**
- 2. On entry to the reception class baseline tests show that children's attainment is around average although it slightly above average in language and literacy and below average in personal and social development. Due to good provision all children, including those with special educational needs, make good progress overall in their learning and achieve well for their abilities. By the age of five the majority of children reach the standards expected for their age in all areas of learning and in language and literacy and knowledge and understanding of the world they exceed them.**
- 3. Due to good teaching in the literacy hour and "Circle Times"¹ and good support from parents for the home/school reading scheme pupils make good progress in developing their language and literacy skills. They speak confidently, are developing a good knowledge of sounds to help their reading and are beginning to write their letters accurately. The majority of children listen well although a small minority find it difficult to do so. In mathematics all children are developing the understanding of numbers up to 10 well. Some children still need to copy when writing these although the higher attaining children recognise and write numbers up to 20. All children are developing a secure foundation for the National Curriculum work in number, shape and measures. Children's knowledge and understanding of the world is good. They are gaining good skills in investigating and observing for science activities and a more comprehensive knowledge of the world today and in the past. In creative development they use their imagination effectively in art and drama activities and are developing good skills in music. In their physical development good fine motor skills help children to manipulate tools and pencils well. This gives good support to other areas of their learning, for example in writing. Development of other physical skills is satisfactory.**
- 4. The results of the statutory assessments in the summer term of 1999 show that the proportion of pupils reaching the expected levels of attainment at the end of Key Stage 1 (Level 2 or above) was well above the national average in reading and writing and very high in mathematics. The proportion of pupils reaching Level 2B was well above average in reading and mathematics and close to average in writing. The proportion reaching the higher levels was above average in reading and writing, but below average in mathematics. These results show that the school is performing well above the national average in reading and writing and above average in mathematics. However, when these results are compared with those of schools in similar contexts they are above average in reading and around average in writing and mathematics. Teacher assessments largely matched the tests. In the 1999 teacher assessments in science the numbers of pupils reaching the expected levels (Level 2 or above) and also the higher levels were very high in comparison with the**

¹ Circle Time is a discussion period which provides a good opportunity for pupils to talk over issues that face them as part of everyday life.

national average. Pupils perform well in all aspects of the subject.

5. Taken over the last four years Key Stage 1 pupils' performance is well above the national average. The performance of girls largely matches that of boys. Pupils' performance varies from year to year although this is mainly due to the small number of pupils in each year group. Taking this into account attainment is improving at a rate close to that seen nationally.
6. The results of the statutory assessments in the summer term of 1999 show that the proportion of pupils reaching the expected levels of attainment at the end of Key Stage 2 (Level 4 or above) was well above the national average in English, mathematics and science. The proportions reaching the higher levels were also well above average in mathematics and science and they were very high in English. These results show that the school's performance is well above the national average in mathematics and science and very high in English. When compared with schools in similar contexts the school is performing above average in mathematics, well above average in science and very high in English. Teacher assessments slightly under-estimated the results.
7. Taken over the last four years pupils' performance is well above the national average. Girls perform better than boys and this replicates the national trend. Pupils' overall performance is improving at the same rate as seen nationally although it is much better in English mainly due to the very high quality teaching and curriculum provision for Years 5 and 6. As at Key Stage 1 the small number of pupils in the year groups means that variation between years often seems larger than it is. It makes the comparisons between teacher assessments and test results, and also with national figures, difficult. This is largely the reason for apparent differences.
8. The school has taken good steps to improve and maintain the quality of its provision and has set realistic and achievable targets taking into account the ability in specific year groups. Due to the good quality provision it is very likely to achieve them. It has good systems for monitoring and tracking progress between entry to the school and the end of each key stage. This is effectively supported by good statistical analysis of pupils' attainment provided by the local education authority, which allows a comparison with schools nationally and locally as well as schools in similar contexts. The school uses data from the Baseline Profile effectively to help identify the specific needs of individual pupils. It also uses yearly reading tests and national assessments in Years 3, 4 and 5 well to build up a profile which is helpful in tracking progress and setting targets. These strategies together with the good knowledge teachers have of individual pupils help pupils to make good progress and attain well for their abilities in English and mathematics. The school also uses a good range of on-going strategies to help teachers identify strengths and weaknesses and to plan for the next stages of development. This includes monitoring of teaching, which is mainly undertaken by the headteacher. A strong feature is the very good quality marking seen in the classes where there has been no change over of staff. Regular assessment, including moderated work, is discussed by staff in order to agree standards and plan strategies for improvement. The school has introduced the literacy and numeracy strategies well. Together, all these aspects are making a significant contribution to promoting greater progress and raising standards. As a result at both key stages all pupils, including those with special educational needs, make good progress and achieve well for their abilities. Overall, attainment is above average standards.
9. Inspection evidence shows that by the end of Key Stage 1 the majority of current

pupils reach standards which are above the national average in the core subjects of English, mathematics and science. By the time they leave the school the majority of current Key Stage 2 pupils reach standards which are above the national average in science. At both key stages, the above average standards are due to the good quality provision. Due to very good quality teaching seen in upper Key Stage 2 pupils reach standards which are well above the national average in English and mathematics.

10. In English at both key stages pupils make good progress in speaking and listening and attain above average standards. Key Stage 1 pupils listen in a focused way and speak clearly and confidently using an appropriate vocabulary. Key Stage 2 pupils' listening skills are very good. All pupils speak confidently and contribute well to discussions. Reading skills are very well promoted through the literacy hour and the very good attitudes the school encourages. As a result current pupils make very good progress in literacy lessons. At Key Stage 1 pupils make good progress overall and achieve well for their abilities. The majority of pupils reach above average standards by the end of the key stage. Nearly all pupils read confidently and expressively, discuss the plot and characters and begin to predict what might happen. Skills in using non-fiction books are good. Due to the high quality provision seen in Years 5 and 6 by the end of Key Stage 2 all pupils make very good progress in reading and achieve very well for their abilities. All pupils, including those with special educational needs, reach at least average standards and the majority exceed this. Standards in comprehension and knowledge of different styles and genres are exceptionally high. This is because of very good attention paid to this aspect in the literacy hour. Standards in writing are slightly above average at the end of Key Stage 1 and well above average by the end of Key Stage 2. By the end of Key Stage 1 pupils have made satisfactory progress and write well constructed stories showing a good understanding of sequence. Handwriting, spelling and punctuation are average. Pupils write accurately for a range of purposes. At Key Stage 2 all pupils make very good progress overall, particularly in Years 5 and 6 and achieve very well for their abilities. All pupils reach at least average standards and over a half exceed them. In particular, the style and vocabulary used and the effect this creates is of the highest quality. This is because of the outstanding teaching seen in the literacy hour in the top class. Pupils write for a wide range of purposes with a good awareness of audience and using appropriate language.
11. At both key stages pupils apply their literacy skills well in other subjects. Speaking and listening helps pupils to acquire skills and knowledge easily and is used very well to support their personal and social development, for example in "Circle Times". Reading and writing skills make a good contribution to learning and the good progress pupils make, for example in their work in science and geography. However, information technology is not used sufficiently to support pupils' progress in literacy.
12. Across the school pupils make good progress in mathematics and at the end of Key Stage 1 standards including numeracy skills are above average. Pupils are competent in simple addition and subtraction and understanding number patterns well. They use mathematical language correctly and apply their knowledge well in problem solving. Pupils measure length accurately and use simple bar charts to answer straightforward questions. They work well with money and understand shapes and their basic properties. By the end of Key Stage 2 due to the very good teaching standards of attainment are well above average. Numeracy skills are sharp and mental calculations are rapid and accurate. Pupils recall number facts well and have a good range of problem solving strategies. Multiplication skills and

understanding of place value are secure. Pupils recognise the properties of two-and three-dimensional shapes and different symmetries. Angles are accurately measured and knowledge of co-ordinates is good. Pupils display data correctly on a wide range of graphs and charts. They use computers to support some of this work although not sufficiently. Pupils apply their numeracy skills well in other subjects, for example in data handling in science and creating timelines in history.

13. Good progress in learning in science means that pupils at the end of both key stages reach above average standards. Key Stage 1 pupils have above average experimental and investigation skills, are beginning to plan fair tests, to predict what will happen and to record their observations systematically. They have a secure understanding of scientific concepts; for example, they know the different characteristics of living and non-living things and recognise forces in movement. Their knowledge of materials and their properties is above average and they apply this knowledge well, for example in design and technology tasks. Key Stage 2 pupils show good levels of understanding of scientific ideas and knowledge, for example about the functions of the organs of the human body. They plan their investigations well, making well judged predictions and isolating factors to ensure a fair test. In recording they correctly use a good range of scientific vocabulary systematically and effectively presenting their findings, using diagrams and charts where relevant.
14. At the end of both key stages standards of attainment in information technology (IT) are below average. Pupils make inconsistent progress and do not achieve as well as they should. This is because there is insufficient direct teaching and the curriculum is incomplete and not systematic. Pupils are not adequately shown how information technology can be used to help learning in other subjects. Almost all pupils have a sound grasp of many basic skills including word processing and use of graphics although too few edit their work adequately. By the end of Key Stage 1 pupils confidently write captions on the word processor, selecting the size, colour and style of print. They work satisfactorily with graphics and CD-ROMs on programs offering simple literacy and numeracy practice. Control of the mouse is satisfactory and improving. Key Stage 2 pupils present reports, poems and stories using word processing although time limits do not allow them to explore the full range of options. They use CD-ROMs to access information, but are not yet fully efficient. With support pupils use a simple spreadsheet and produce charts from their data. By the end of the key stage pupils organise and present their work well. Due to insufficient opportunities to reinforce and extend their learning standards in the use of control technology are below average.
15. At both key stages pupils make satisfactory progress and reach the standards set out in the locally agreed syllabus for religious education. Key Stage 1 pupils have a good understanding of well-known features of Christianity and are developing a sound understanding of what it means to belong to a faith group. They enjoy stories, for example, from Hinduism. Key Stage 2 pupils know how religion affects the lives of people like St Paul and develop a satisfactory understanding of more difficult concepts, for example, in Buddhism.
16. In all other subjects pupils at both key stages make at least satisfactory progress to reach the standards expected for their age and when teaching is good or better they often exceed them. Examples of above average standards are the Millennium wall hanging produced as part of a design and technology project by all pupils, the good environmental work at Key Stage 1 and the coastal study at Key Stage 2 in geography. The inspection team found no noticeable differences in the attainment of boys and girls.

17. **Members of staff know pupils well and together with good planning this means work at both key stages is well matched to pupils of different abilities. Support for pupils with special educational needs is good and as result they achieve well for their abilities. They make good progress towards the targets set in their individual educational plans. In particular, good provision in literacy and numeracy lessons means that they often reach the average standard for their age. The higher attaining pupils are well challenged and achieve well for their abilities, particularly in English and mathematics where they reach standards well above the national average.**

Pupils' attitudes, values and personal development

18. Pupils' personal development supports their learning well, particularly for the older pupils at the end of each key stage. The good attitudes to work seen at the last inspection are maintained in most classes.
19. Pupils have a good attitude towards school. Parents report that their children enjoy coming to school. When they start in the morning most enter the building with evident anticipation of learning and enjoying doing so. They move quickly to their classrooms and settle to work with little need for comment by teachers. In lessons, however, pupils' attitudes vary considerably. Attitudes are very good where exciting teaching stimulates them and they clearly expect to work hard. Pupils are attentive and all are keen to contribute ideas and take part in discussion. In other lessons the pupils have become used to low expectations in terms of behaviour and the teachers have yet to overcome this. Previous temporary staff employed to cover the absence of the deputy headteacher insufficiently reinforced the high expectations the school has of behaviour and attitudes to work. Some pupils do not give the teacher their full attention and do not, therefore, always know what to do. A significant minority of children under five have not yet learnt to listen quietly, although in practical tasks they are keen to succeed.
20. The pattern for pupils' behaviour reflects their attitudes to learning. Overall it is good and pupils demonstrate that they are potentially very well behaved. For example, in whole school assemblies, in the dining hall and in the playground behaviour is exemplary. Parents say that good behaviour is a real strength of the school. In some lessons pupils behave very well, but in others, particularly where the class has been subjected to a number of changes of staff, there are minor instances of unsatisfactory behaviour. This slows the pace of learning whilst the teacher satisfactorily deals with the pupils concerned. There is no evidence of bullying and pupils are satisfied that if there were it would be dealt with in an effective way. There have been no exclusions.
21. The pupils' personal development is good. When they begin as children under five this is one of the weaker areas of their development. As they progress through the school, however, it grows stronger so that by the time they leave they show good maturity for their age and are ready to move to the next stage of their education. Pupils are encouraged in class and in assemblies to discuss the way in which they behave towards others and to appreciate the effect their actions can have on others' feelings. They learn to respect that different people hold different beliefs and to respect those. They show respect for the school's and others' property and handle resources carefully. Relationships are good and pupils are courteous and friendly to visitors. Pupils work well together co-operatively when required, for example some very good group writing was seen in the Years 5/6 class. Pupils eagerly accept the opportunities the school offers them to take responsibility, for example helping younger children to come into assembly and assisting the midday supervisors.
22. Attendance is very good. Last year attendance was very high compared to the national average, with very few unauthorised absences. Registers are taken promptly. However, a

significant minority of pupils arrive after the official start time each morning and, even after the 10 minutes allowed by the school, a few are regularly marked late. This can cause disruption to learning at the start of the day.

HOW WELL ARE PUPILS TAUGHT?

23. The quality of teaching throughout the school is good and a high proportion is very good. In the lessons observed no unsatisfactory teaching was seen. This is an improvement since the last inspection. The good teaching is having a positive impact on the good progress pupils make. As a result standards are above average and are continuing to improve. This is also the view of nearly all parents. In the lessons seen 55 per cent of the teaching was at least good and 28 per cent was very good or better. The teaching of English for upper Key Stage 2 pupils is of the very highest quality.
24. Teaching of children under five in the reception class is always at least satisfactory. Sixty per cent is good and 20 per cent per cent is very good. This means that children learn well and make good progress. Planning is good; combining formal lessons with purposeful activities organised by the teacher and those the children choose for themselves. This motivates children to work hard and concentrate and helps them prepare well for Key Stage 1. Both the teacher and learning support assistant's time is used well in monitoring and promoting learning through group work. On these occasions adults consistently question and challenge children to think and help them to gain a good understanding of what they are learning. This helps children to make good gains in their skills, knowledge and understanding. In all activities teachers give good thought to promoting literacy and mathematical skills as well as personal and social development. Literacy and numeracy are effectively taught although when working with Year 1 pupils some children find it difficult to concentrate. Adults monitor what children are doing and how they behave well and intervene effectively to help correct mistakes and move children on. The school is establishing good assessment systems which also help identify children's strengths and weaknesses. Teachers use this information well in planning for the next stage of learning, in identifying individual pupils' needs and helping those with special educational needs to make good progress. Homework, particularly reading is used well to promote good progress and this helps children to attain above average standards.
25. In both key stages the quality of teaching ranges from satisfactory to very good and some excellent teaching was seen in upper Key Stage 2. Although no unsatisfactory lessons were observed, there is a considerable difference between classes. This is largely the result of a high turnover of staff during the past year, mainly due to the long-term sickness of the deputy headteacher. Where teachers have been in post for two terms or longer the majority of the teaching seen is very good or better.
26. Teaching is good at both key stages in English, mathematics and religious education. Teaching is also good in design and technology at Key Stage 2 and very good in physical education at the end of Key Stage 1. It is not possible to make a judgement about teaching in art, geography and history and in science and design and technology at Key Stage 1. In other subjects teaching is satisfactory except in information technology (IT). Although no specific lessons in IT were observed during the inspection, teaching is judged to be unsatisfactory overall and IT is insufficiently used to support learning in other subjects. There are a number of mitigating reasons for this weakness. The high level of staff changes due to the long-term sickness, slow delivery of new computer hardware and software and the lack of staff confidence because training and support have not yet been provided by the local education authority have all contributed. However, some of the effects could have been minimised by including more IT teaching in literacy and numeracy lessons and organising classes so that computers are used more often. At both key stages there is insufficient direct teaching in IT and as a result the quality of teaching is

unsatisfactory. Teachers' expectations of what pupils should be able to do in IT are too low; pupils are insufficiently challenged and consequently they do not achieve high enough for their abilities. Planning is unsatisfactory largely because the new scheme of work has not yet been fully implemented and this means that pupils cannot build on and extend their skills effectively.

27. At Key Stage 1 78 per cent of the teaching is at least good and 44 per cent is very good. Good teaching was seen mainly in English and mathematics. Particularly good thought has been given to the organisation of teaching in the Key Stage 1 base where two members of staff teach three year groups. On specific occasions different year groups work together, for example during literacy and numeracy lessons. This means that pupils of different ages and ability are provided with work well matched to their needs. On occasions pupils in different year groups work with each other. On others the younger higher attainers work with an older year group. These strategies are having a positive impact on the progress pupils make in both their academic and personal development.
28. Key Stage 1 teachers have a good subject knowledge overall. They teach the basic skills of literacy and numeracy very well. In the subjects where teaching is at least good pupils make good and sometimes very progress in their learning, particularly in the skills and knowledge that they acquire. A good example of this was a very good literacy lesson in Year 2 where the teacher had very well planned activities and high expectations, which led pupils to make very good gains in their use of non-fiction books. Planning is always at least satisfactory except in information technology and is good in the core subjects of English, mathematics and science. The arrangements the school has put in place for the literacy and numeracy strategies enable the teachers to plan their lessons well. In all lessons the teachers provide the pupils with learning experiences which help them to reinforce and build on their skills and knowledge. This was seen in a very good mathematics lesson in Year 2 where the teacher planned activities which increased in difficulty and promoted very good progress in the concept of doubling or halving numbers.
29. The methods teachers use are good. They combine direct exposition and explanation with appropriate time for pupils to practise and improve their skills. This means that pupils are clear about what they are going to learn in the lesson. The plenary session is used well, particularly in literacy and numeracy lessons, to reinforce and extend understanding. Teachers organise and manage pupils well. A very good example of this was seen in a "Circle Time" with reception and Year 2 pupils where the discussion was very well managed and pupils made very good progress in learning how to help others. Teachers have high expectations of how pupils are to work and behave and this significantly supports pupils' concentration and helps them to learn efficiently and effectively. The pace of learning is satisfactory overall, but good in the majority of literacy and numeracy lessons and this promotes good learning. Pupils make good progress in acquiring and learning to use the basic skills. Support staff are deployed well, particularly to help pupils with special educational needs and this helps them to make progress at the same good rate as other pupils. Resources are used effectively to support learning, particularly in literacy and geography lessons, for example the good choice of books and the skills teachers use in explaining them help pupils to learn well. However, computers do not support learning effectively enough. Good assessment takes place during lessons and teachers sensitively correct errors and set targets to improve. The quality of marking is at least good and for written work in Year 2 it is of a very high standard. Teachers use assessment information well to plan the next steps in learning and this helps pupils to make good progress. Homework, particularly in reading, effectively supports the work in lessons.
30. It is at Key Stage 2 that the uncertainties caused through long-term illness have had the greatest impact on teaching. Overall, 40 per cent of teaching is good or better and 20 per cent is very good, with an excellent English lesson being seen. In the upper key stage

class, which is taught by permanent members of staff, teaching is at least good particularly in the core subjects of mathematics and science and it is outstanding in English. Teaching in the lower key stage class is always satisfactory and some good teaching was seen. Since the beginning of the summer term (two and a half weeks at the time of the inspection) the class has been taught by two part time teachers. They are working hard to promote the good attitudes to learning and the very good behaviour which support learning well in other classes. They pay good attention to controlling pupils and as a result pupils' attitudes and behaviour are improving. In the subjects where teaching is at least good pupils make good progress in their learning. Good attention has been given to the fact that each class contains two year groups. This means that pupils are provided with work well matched to both their age and ability, particularly in the core subjects. In most subjects teaching is at least satisfactory except for information technology. No specific lessons were observed in geography although from the work seen teaching is at least satisfactory.

31. Teachers' subject knowledge and understanding is good overall. This allows them to explain new concepts clearly and answer pupil's questions effectively. For example, in a good design and technology lesson the teacher's detailed explanation and useful advice on measuring helped pupils to use tools correctly when making a picture frame. Subject knowledge is at least satisfactory in all subjects except information technology where teachers lack the knowledge and understanding of all aspects of the subject. Teachers' knowledge and teaching of the basic skills of literacy and numeracy are very good and this helps pupils to make good progress in their learning and achieve above average standards by the end of the key stage. Teachers plan well, particularly in the core subjects of English, mathematics and science. As a result pupils are given good quality learning experiences which help them reinforce and then increase their skills and knowledge. This also ensures the needs of different year groups in each class are met well. A good example of this was seen in a Years 5 and 6 science lesson where pupils of both year groups were investigating their pulse rate and were well challenged. As a result the majority of pupils in both year groups were achieving standards above those expected for their age. Due to the fact that the new scheme of work is not fully implemented planning is unsatisfactory in information technology.
32. Teachers' expectations of what pupils can achieve are satisfactory overall and address the needs of pupils in different year groups in the class well. In the good and very good lessons high expectations result in pupils making good or very good progress. It was particularly good in the excellent English lesson seen. Here the very high expectations of what pupils could achieve ensured that learning was very good and pupils achieved well above average standards of attainment in their work. When required the majority of pupils respond to the challenge and better progress is made in their learning. For example, in a good religious education lesson pupils were well challenged in their understanding of the Buddhist concept of true happiness. Expectations in information technology are low and this means that pupils do not achieve well enough for their abilities. The methods teachers use are satisfactory overall, but very good in English and mathematics in the upper key stage class where teaching is very good. For example, in the excellent English lesson seen the teacher used a very good mixture of discussion, reading and analysis of the novel Jane Eyre, which resulted in pupils acquiring new knowledge and increasing their understanding. There is a close link between teachers' management of pupils in lessons and the pace of lessons. When teaching is good or better teachers have high expectations of how pupils will behave and they respond well. This helps rigorous learning to take place. The good management of pupils in the lower key stage class had been adversely affected by the number of changes of teacher. This means that current teachers have to spend too long managing behaviour which slows the pace in a number of lessons. However, in the short time that new staff have been in place there has been some improvement in the attitudes and behaviour of pupils in this class.

33. Teachers' assessment of learning is always satisfactory and is good overall. They sensitively correct errors and give good advice on how to improve. Assessment is of a very high standard in the upper Key Stage 2 class where marking of the highest quality gives an excellent analysis of pupil's errors with very good guidance on how to improve. Teachers use the information from marking and assessment effectively to help plan the next steps in learning. Teachers also set homework which promotes learning effectively, particularly in English and mathematics. A few parents are concerned about the amount of homework set and there were some instances when teachers had inappropriate expectations for pupils to complete unfinished work by the next day.
34. The teaching of pupils with special educational needs is good. A very good knowledge of individual pupils helps teachers to plan work well matched to their needs and provide effective support in lessons including the effective deployment of support staff. Good attention is given to including pupils in discussions and asking them questions they are able to answer. As a result pupils make good progress towards the targets set out in their individual education plans and achieve well for their abilities.

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

35. The curriculum is broad and balanced with particular strengths in English and mathematics with science also having some strengths. There are, however, some weaknesses in information technology (IT) in which there is incomplete provision. Statutory requirements are met except for IT. Since the last inspection the quality of the provision for the under-fives has improved whilst IT is weaker: this is mainly because the school has not yet fully responded to new requirements for the subject. The curriculum caters well for pupils with special educational needs and they make good progress. Boys and girls have an equal access to the whole curriculum. For high attaining pupils planning provides for suitable additional challenges to extend their learning.
36. The curriculum for children in the reception class is based on the areas of learning and is well matched to their needs. Good links are made to the National Curriculum which is phased in during the summer term and this provides very good continuity. The good provision helps all children, including those with special educational needs, to make good progress in their learning.
37. Daily literacy teaching is very well planned with a good variety of interesting activities that draws on a rich range of books and poems to motivate pupils. In numeracy pupils are doing very well due to the good planning and effective teaching. Science lessons focus well on building good understanding through practical investigations. These subjects are well organised and resourced although they make too little use of information and communication technology.
38. Information and communication technology is in the middle of significant changes and there are gaps in pupils' learning due to inconsistencies in provision. These have arisen through a combination of factors, many of which are beyond the school's control. The long-term illness of the co-ordinator and further changes in subject management have interrupted developments. The situation has also been adversely affected by the erratic arrival of new computers replacing the old stock. Therefore, there has been little time for staff training in using the new technology. Training promised by the local education authority has been incomplete and so teachers are still lacking sufficient confidence to make the best use of the equipment. As a result there is insufficient planning for the teaching of the full range of computer work in class and for its support of learning in other subjects. The very recent innovative employment of a part-time teaching assistant with specialist knowledge in information technology is a good move. It is already having a positive impact on pupils'

learning although the arrangements are not yet planned sufficiently well to maximise the benefits. There is no coherent, long-term framework within which the assistant is to teach specific skills. However, the school has identified this as a priority for improvement for which the thorough development plan provides a good basis, although this is still in the early stages of implementation.

39. The well-planned two year cycle of topics to meet the needs of pupils in mixed age classes lends the curriculum coherence and relevance for pupils without losing any opportunities for pupils' learning to build on what they have learned in previous topics. Policies and schemes of work for subjects covering all the National Curriculum Programmes of Study are in place including the latest edition of the local authority syllabus for religious education. Currently, the foundation subjects are taught using the full Programmes of Study. The school has prepared well for the new National Curriculum arrangements that come into effect in September 2000. Arrangements for sex education are sound and include support from the school nurse. Personal, social and health education, including education in the awareness of drugs, is satisfactorily planned to build on pupils' knowledge, attitudes and social skills. These aspects are taught both in science and religious education lessons as well as in specific lessons, for example "Circle Time".
40. The provision for pupils with special educational needs is good and pupils are fully involved in the school's activities. Particularly good thought has been given to the provision for pupils with a statement of need and this is very good. Baseline assessment is used well to help identify needs. All pupils on the register have an individual education plan and these have an appropriate number of achievable targets and clear strategies to enable the targets to be achieved. Most pupils work with their peers in the classroom although occasionally a stated pupil works on specific programmes with a specialist teacher. These arrangements are effective in helping pupils to make progress.
41. There is good provision for extra-curricular activities. Seventy eight per cent of the parents responding to the questionnaires agree or strongly agree that the range of activities out of school is good. Twelve per cent disagree. There was a consensus amongst the 22 parents in the parents' meeting that the provision for extra-curricular activities is very good. Activities supporting the curriculum and pupils' learning beyond the school day include mathematics, music, art, sports and crafts. The school provides additional activities that enrich the curriculum for the pupils. These include annual Christmas theatre visits for the whole school, participation in a local poetry festival, a residential visit for Year 5 and 6 pupils, the annual sports day and several sporting events and an annual book week. Further opportunities are provided for educational visits, for example to the museum in Halifax and the Rochdale Canal, and invited visitors to school. Pupils are frequently involved in charity fund-raising, for example for a local hospice, cancer research and an African relief trust.
42. There are useful and growing links with the local secondary schools. An induction programme supports Year 6 pupils prior to their leaving and there are "taster sessions" for Year 5 pupils. There is an interesting science project planned for the near future. The headteacher attends useful meetings with other heads of local primary and secondary schools.
43. The school makes good provision for the personal development of its pupils. It is very good for moral development, good for spiritual and social development and satisfactory for cultural development. This maintains the overall provision seen at the last inspection.
44. The provision for spiritual development is good. Assemblies are well planned and provide good opportunities for pupils to reflect on the nature of religion and the meaning of life. They fully meet the requirements for the collective act of worship. Assemblies are also used very well to promote moral and social learning. Very good links with local churches,

which include the regular visits of the vicar in order to lead assemblies, support this aspect very well. Spiritual development and reflection are promoted well throughout the whole curriculum and teaching and learning in religious education lessons make a good contribution to pupils' spiritual development. In other lessons pupils' intellectual curiosity is extended and they are given time for reflection which helps to create spiritual awareness. This is particularly good in literacy lessons in upper Key Stage 2 when pupils reflect on the deeper meaning of texts through the author's style or choice of words.

45. The provision for moral development is very good. Pupils are taught the difference between right and wrong very well in assemblies and personal and social education lessons, particularly "Circle Time". Adults provide very good role models and the school has worked very hard to rectify the inconsistencies in standards applied by previous temporary staff. This has helped to ensure that behaviour is at least satisfactory in all classes and very good when taught by permanent members of staff. Good behaviour is rewarded at celebration assemblies and other assemblies use the opportunity very well to teach moral principles such as the importance of helping one another and co-operation. The clearly understood code of behaviour is very well supported by rewards and sanctions which are consistently applied by current staff. School rules are kept to the minimum, but where there is a need to extend these, for example in the class which has had a considerable change over of teachers due to long-term sickness, this is done well. Pupils are fully involved in the process of formulating the rules and agree a contract for keeping them.
46. Provision for social development is good. The school is a caring community where pupils' confidence and self-esteem are encouraged well. When they enter the school children's personal and social development is below that expected for their age. This aspect of their learning is given good emphasis and as a result they make good progress. From the start pupils are encouraged to work well collaboratively and where teaching is very good or better this helps them to produce collaborative work of a high standard, for example in group poems. In all classes whole class discussions are effectively used to promote social awareness, to listen to others and to take turns, although some children in the reception class still find this very difficult. The support for pupils to develop independence and take responsibility for their own learning is satisfactory overall, but good in the classes where members of staff have been in post for over a year. Pupils are given some responsibility within their classrooms and around the school and they respond to this well. Younger pupils act as milk monitors and tidy away resources well. Older pupils help staff prepare and organise resources and help mid day staff in the dining hall. Pupils are polite and welcoming to visitors and are encouraged to develop a good understanding of their responsibility within the local and wider community. They take part in local events such as the "Bearder Poetry Festival" and fund raise for a number of charities. During the inspection the school presented a cheque for money raised to a local cancer charity. The opportunity to take part in residential visits and adventurous activities also helps pupils to develop independence and self-confidence.
47. Provision for pupils' cultural development is satisfactory overall, but it is good for promoting local culture and an appreciation of western literature. The school encourages involvement in the local community and extends pupils' awareness through visits to places of interest, for example to the museum in Halifax and the Rochdale Canal. Work in geography helps pupils learn about different communities and localities. A good example of this is when pupils compare their own community with that in Whitby. Sound opportunities are provided in music and art lessons which help pupils to learn about different styles and periods and to a lesser extent different cultures. Good provision is made in assemblies for pupils to listen to and appreciate the music of famous composers. These are mainly from the western tradition although recently pupils also had the chance to listen to a visitor play aboriginal music on the didgeridoo. In geography pupils learn about other countries, for example

India, and in religious education they learn about other world faiths such as Islam and Buddhism. However, although pupils are given a satisfactory awareness of the diversity of today's society, this aspect is given less emphasis.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The school has good procedures for ensuring that its pupils are well cared for. This maintains the good provision seen at the last inspection. Staff trained in first aid look after pupils who are ill or have accidents at school well. The school has a safe environment and all members of staff are vigilant in identifying health and safety risks. However, too much reliance is placed upon the occasional visits by local authority inspectors for formal assessments. Those carried out by the governors are not recorded. Equipment checks are carried out. Members of staff are aware of precautions to be taken when undertaking tasks in curriculum areas such as design and technology. Child protection procedures, which meet local guidelines, are in place and the designated teacher and all members of staff have been trained in their use. A good booklet on these procedures reminds staff of their responsibilities. In the few cases encountered the school has received good support from welfare agencies. The absence of bullying is a consequence of the school's appropriate emphasis on a caring environment and the good procedures the school has for monitoring and promoting good behaviour. As a result pupils behave well in and around the school. The school has good procedures for monitoring and promoting attendance. This results in attendance being very good with a very low number of unauthorised absences.
49. Assessment procedures are good and support the good progress pupils make. Good systems help monitor and track pupils' progress between entry to the school and the end of each key stage. These include the use of baseline assessments and yearly reading and national tests. In addition the good statistical analysis provided by the local education authority allows a comparison with other schools and is effective in helping the school to judge how well it is meeting pupils' needs. These assessments are used well to set targets for individual pupils and also year groups. Good arrangements to agree standards also make the assessment procedures more effective. The new early years co-ordinator has introduced an effective assessment system for children under five based on the areas of learning and has already made good arrangements to adapt these for the new requirements in September. For pupils of statutory school age a strength of the ongoing assessment is the high quality of marking of their work, particularly in the classes which are taught by permanent members of staff. The use of assessment to plan future learning is good. Formal assessments and high quality marking of work together with the very good knowledge that most staff have of individual pupils means that their needs are met well. The school fully meets the requirements for National Curriculum tests. The annual reports are good and give clear information of pupils' achievements and progress in both their academic and personal development. They also include the National Curriculum levels in English and mathematics.
50. The procedures for monitoring and supporting pupils' personal development are mainly informal but good. This is because the teachers know their pupils and their families very well. Nearly all parents answering the questionnaire and at the pre-inspection meeting said they are comfortable in approaching the school with any problem and that the school helps their children become mature and responsible. As a result of the good provision and monitoring pupils make good progress in their personal development.
51. Assessment of pupils with special educational needs is organised well and good use is made of the information to aid teaching and planning. This is supported well by the good assessment systems in the school and the high quality marking seen some classes. The

school fully complies with requirements of the Code of Practice² and statements and reviews are up to date. Pupils' statements of specific need are met very well. The school is effective in promoting liaison with outside agencies and very good support is given by a specialist teacher to a hearing impaired pupil. In addition the caring ethos of the school and the good relationships seen between pupils help those with special educational needs to make good progress.

² Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

Stages of special educational needs range from Stage 1, when limited additional support is provided for pupils entirely from within the school, to Stage 5, which ensures that a pupil has a statement outlining his or her needs and shows what additional and specific support that pupil will receive. Stages 3, 4 and 5 involve external specialists as well as staff within the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The school's partnership with parents is good and this maintains the standard seen at the last inspection. Parents are well satisfied with the education that the school provides. They returned a high proportion of the questionnaires seeking their views. These views were nearly all positive. Parents are particularly impressed with the high standards of behaviour, the high expectations that teachers have of pupils and the quality of leadership and management. Pupils are encouraged to be mature and responsible. The only significant concern was the amount of homework. Some parents at the pre-inspection meeting were also worried that the amount was inappropriate for younger pupils, but some were satisfied or thought there was not enough for older pupils. Other concerns expressed were the inconsistent teaching in some classes because of extended teacher's absence.
53. Inspection evidence confirmed the parents' positive views. The school has had problems with teaching in one class in particular, but due to staff changes the situation is now stable and most pupils there learn satisfactorily. Most pupils get an appropriate amount of homework and this supports reading particularly well. However, the policy is sometimes applied too rigidly with inappropriate expectations for their age that pupils should complete unfinished work for the following day.
54. The school has good links with parents and these have a positive impact on pupils' learning. When their children start school parents are given useful information to enable them to support the work being done in school. The school tells all parents what work is currently being done in class and has kept them up to date with methods for teaching literacy and numeracy. Parents are invited into school to see these methods in practice. Members of staff are approachable and readily available to meet with parents who may have a concern. Pupils' reports give parents good information on what their children have achieved and the progress they have made in the year. In mathematics and English these include how well they are doing against National Curriculum expectations. Teachers comment perceptively on pupil's attitudes to work and how they are developing personally and socially. The school has issued a home-school agreement stating the school's aims, discipline and attendance policies, after consultation with parents on its content. However, there is little evidence that it has had an effect on the provision and standards in the school.
55. Parents give good support in hearing their child read at home and help with research into topic work. Some parents give very valued support with lessons, particularly in hearing children reading and helping with practical classes. Parents run the school library, giving help and support to pupils in finding books. The very active Parent Teacher Association organises social events, which help cement the school as a community and also raises very considerable funds for resources.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The quality of leadership and management are very good. This is a continued improvement since the last inspection. The headteacher, with the support of key staff, has taken the school through a difficult period - minimising the potentially damaging effects of the absence of the deputy headteacher, whilst maintaining high standards and the drive for continued improvements. The school's high aims and value system have been maintained. The commitment to high standards, good relationships within and beyond the school and equality of opportunity remain strong drives. The areas for improvement identified at the last inspection have been addressed well. Of the 63 parent questionnaires returned 99 per cent agreed or strongly agreed that the school is well managed and led. The remainder didn't know. The consensus of the 22 parents at the parents' meeting was very positive.
57. The school has suffered great pressure with the long-term absence, through serious

physical illness, of the deputy headteacher who is a key member of the staff. This has had a particular impact because of the small size of the school and its staff. In addition it has had a significant impact on costs and makes it difficult for the school to make secure budgeting decisions. Unfortunately, the school may incur further costs for staffing when the deputy headteacher returns which the current income will be unable to meet. However, the school is well aware of this issue and keeps the situation constantly under review. During the year the replacement teacher had to leave. The school has done very well to maintain its high quality curriculum and continuity in its procedures during a period in replacements of members of staff.

58. One clear improvement since the last inspection is the increased effectiveness of the teachers who have responsibility for subjects of the curriculum. In a small school the burden on the staff to cover all the subjects is very great. The school has made difficult but sensible decisions about the relative priorities to give to subjects. Literacy and numeracy are correctly given the most attention. The leaders of these subjects make useful visits to colleagues' classes as part of their role in monitoring the quality of the school's provision. This has helped them to organise suitably tailored in-service training. The other subjects are covered to a lesser degree but within a systematic framework to ensure they are not neglected. Each member of staff takes these duties seriously and is committed to fulfilling their demands effectively. There is a shared commitment to maintain the strengths of the school as well as to improve further. This is a significant strength which has helped the school to successfully address current issues despite the high level of staff changes.
59. One subject has suffered, information technology (IT). The deputy headteacher who is on long term sick leave was the co-ordinator for IT. The replacement co-ordinator left at Easter and the new co-ordinator has had too little time to take on the new role yet, correctly concentrating on establishing her relationship with her new class. This lack of continuity in management and other factors which are also beyond the school's control, for example the lack of training opportunities and the late delivery of equipment, have led to unsatisfactory provision. The school is well aware of this situation and has produced a useful IT development plan which outlines relevant objectives and the steps to attain them.
60. The management of special educational needs is good and allows for the early identification of pupils through the good use of baseline assessment. Provision is well managed by the headteacher and class teachers receive good support. Good monitoring of both the provision and individual pupils' progress helps them to achieve well for their abilities.
61. The governing body is fully involved in the life of the school and supports it by ensuring it fulfils its statutory duties effectively. For example, the annual report to parents is comprehensive and clear. Statutory requirements are met except in respect of information technology provision although governors have plans to address this in the school development plan. Governors are committed and very well informed through their committee structure. They also know the school well through comprehensive headteacher reports, their frequent visits and participation in class and regular discussions with the headteacher and staff. The literacy and numeracy governor makes useful and effective visits to monitor teaching that enable her to report fully to the governing body. Governors know the school's strengths and those areas that need improvement. This supports their role in setting the strategic direction for the school through their contribution to the creation and evaluation of the development plan. Financial monitoring and control is in place and is effective. Governors talk knowledgeably about the state of the school's budget and together with senior management they make well informed decisions regarding current and future spending.
62. The school has an effective system for monitoring its work. The headteacher visits classes

formally and informally to observe the quality of teaching. This leads to constructive discussions with teachers leading to improvements. The staff collectively looks closely at the quality of pupils' work to assess their progress and how well they are achieving. On the basis of this information they adjust the way they teach and organise the curriculum. This is linked to a satisfactory policy for staff appraisal and performance management is in place.

63. The school development plan is good. It has a clear rationale with relevant items for improvement. It is a useful tool to drive and monitor improvements, particularly as governors and staff treat it as "a working document". It is closely related to the setting of the budget. The cost of each development is outlined where possible in terms of the expenditure of time and money. Whilst the large majority of objectives have clear success criteria, some do not lend themselves to being measured with sufficient clarity. For example, the school aims to have "an effective scheme of work in religious education" but it is not clear how it will measure this effectiveness objectively and thus evaluate how well it has done. The volume of items for improvement is a little large, especially in the current circumstances in which the school finds itself. The targets the school sets itself are reasonable and challenging, being forecasts based firmly on the accurate assessment of pupils.
64. The school makes good use of grants for improvements that are directly related to the development plan such as improving resources, the training of staff and releasing co-ordinators from teaching so they can monitor work in other classes. The parents' association also provides useful, extra funding for which the school shows its appreciation by using it well and informing parents of its purchases. Some of the improvement to the provision of computers is one such result.
65. Administration procedures are well organised and effective. Good use is made of computerised systems for effective financial controls, secretarial activities and processing pupil information.
66. Staff are well qualified. New members of staff are supported well when they join the school. This has ensured that there has been good support for staff who have recently taken over teaching the lower Key Stage 2 class. As a result good arrangements have been put in hand to improve the attitudes and behaviour of pupils in this class and to increase the rate of progress. The school's resources are adequate for teaching the National Curriculum and the majority are effectively used. Computers, however, are under-used at present. The school makes thoughtful and effective use of its limited space. The premises are small and cramped with little room for flexibility. However, the school manages it well and maximises its potential. For example, it has created a useful library for pupils by rearranging the staff accommodation.
67. The school's systematic application of the principles of "best value" is in its early stages. It identifies best value when planning expenditure and is starting to compare itself with the best practice in other schools. It can justify its curricular plans and teaching approaches in terms of fulfilling its aims most effectively. Though it does not consult parents systematically over issues of school development, the close links provide a good starting point.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. In order to meet requirements and further improve the quality of provision and thereby standards, the staff and governing body should:

improve the provision in information technology and raise standards of attainment by:

- fully implementing the information technology development plan;
- improving the quality of teaching and planning through increasing teachers' expertise and confidence to ensure that pupils are taught all the skills and knowledge they require;
- making better use of the information technology assistant by setting a clear framework based on plans relating closely to the skills that pupils need to learn;
- ensuring that the subject is effectively used to support learning in all subjects and particularly in literacy and numeracy lessons.

(See paragraphs 11, 12, 14, 26, 28-32, 35, 37, 38, 59, 62, 66, 85, 93, 104, 117, 119 and 122-127)

The school has already identified this as a priority and provided for it in the school development plan.

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

continue to make secure arrangements to ensure that the budget will meet staffing requirements, particularly with regard to long-term illness.
(Paragraph 56)

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	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3	25	27	45	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	104
Number of full-time pupils eligible for free school meals	0	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	13

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	2.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	9	7	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	6	6	7
	Total	15	15	16
Percentage of pupils at NC level 2 or above	School	94 (81)	94 (88)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	6	7	7
	Total	15	16	16
Percentage of pupils at NC level 2 or above	School	94 (94)	100 (100)	100 (100)
	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	5	10	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	5
	Girls	10	9	9
	Total	14	14	14
Percentage of pupils at NC level 4 or above	School	93 (87)	93 (73)	93 (67)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	4
	Girls	9	7	9
	Total	13	12	13
Percentage of pupils at NC level 4 or above	School	87 (87)	80 (73)	87 (67)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

Exclusions in the last school year

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	3
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	86
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

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

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	4.4
Number of pupils per qualified teacher	23.4
Average class size	34.3

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	59

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	214,241
Total expenditure	208,492
Expenditure per pupil	1,986
Balance brought forward from previous year	Nil
Balance carried forward to next year	5,749

Results of the survey of parents and carers

Questionnaire return rate 61%

Number of questionnaires sent out	103
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	36	2	0	0
My child is making good progress in school.	61	32	7	0	0
Behaviour in the school is good.	76	22	0	0	2
My child gets the right amount of work to do at home.	40	35	19	6	0
The teaching is good.	67	29	2	2	0
I am kept well informed about how my child is getting on.	51	36	10	3	0
I would feel comfortable about approaching the school with questions or a problem.	68	27	5	0	0
The school expects my child to work hard and achieve his or her best.	81	17	0	2	0
The school works closely with parents.	49	35	14	0	2
The school is well led and managed.	83	16	0	0	1
The school is helping my child become mature and responsible.	78	16	5	0	1
The school provides an interesting range of activities outside lessons.	50	37	11	2	0

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

69. Provision for children under five is good and this is very good improvement since the last inspection when there were weaknesses in both the teaching and curriculum. Children enter the reception class at the beginning of the academic year in which they are five. At the time of the inspection half the children in the reception class (seven) were under statutory school age. When they enter the school the overall attainment of most children is around average. However, standards are slightly above average in language and literacy and below average in personal and social development. In particular, a significant minority of children find it difficult to give their full attention to their teacher and to listen to their peers.
70. The school provides the children with a secure environment in which the daily routines are clearly established and well understood. Very good thought has been given to the organisation of the Key Stage 1 unit where three year groups are taught by two members of staff in two classes. Planning for the reception children is based on the areas of learning, but good links are made to the National Curriculum which is phased in during the summer term and this provides very good continuity. Children in the reception class benefit from the flexibility of organisation which gives them opportunities to work as a discrete group as well as working with other year groups. The good teaching and a broad and balanced curriculum well matched to their needs helps all children including those with special educational needs to make good progress in their learning. By the time they are five the majority of children reach national standards in all areas of learning except language and literacy and knowledge and understanding of the world, where they exceed them.
71. The accommodation is satisfactory and the new early years co-ordinator is giving good thought to an effective arrangement in order to promote learning. There is easy access to the hall, and a secure outdoor play area although the building design means that supervision of this is difficult. Resources for most areas of learning are good and they have been well chosen to support learning in language and literacy and mathematics. The use of the hall and outside areas means that children have good access to a range of apparatus to support their physical development although the lack of large wheeled toys prevents children from developing some of their co-ordination skills. There are insufficient instruments for children of this age. Children share percussion instruments with the rest of the school and because music lessons for the under fives are held at the same time as for pupils in Key Stage 1 this sometimes means that their availability is restricted. There is also a lack of suitable tools for this age group to engage in model making with wood and nails.
72. Secure arrangements have been made for admission to school and relationships with parents are good. A good feature of the arrangements for entry is that children have the opportunity to find out about school before they start. This is because of the weekly playgroup organised and run by parents which is held in the hall. Parents say that this helps their children adjust well to school life.
73. Teaching is good. The teacher has only been in place for just over a term and she has already begun to establish effective assessment systems which give a clear picture of children's strengths and weaknesses. The information is used well for planning the next stage of learning and for identifying children who may have

particular needs. There is a good mix between purposeful activities which the teacher organises and those the children choose for themselves. This also means that the teacher and learning support assistant's time is used well. Adults consistently question and challenge children to think and this helps them to gain a good understanding of what they are learning. In all activities good thought is given to promoting literacy and mathematical skills and children's personal and social development. Literacy and numeracy are effectively taught although when working with Year 1 pupils the length of the plenary session is inappropriate for the minority of children who find it difficult to concentrate. Monitoring of work and behaviour is good and adults are good at questioning children about what they are learning and extending their skills. Homework, through the home/school reading scheme, gives good support to children's progress and is a factor in the good progress they make and the above average standards they reach in reading by the time they are five.

74. Children's personal and social development is given a good emphasis and teaching is satisfactory. Children make good progress in this aspect of their learning and most reach the standards expected by the time they are five. Children respond well to the teacher and other adults and are keen to talk about their work. When they enter the school a significant minority of children find it difficult to listen and to take turns. A small number lack independence in dressing. By the time they are five most children develop the skills in independence expected for their age, carefully handling resources, tidying away and acting as milk monitors. The teacher organises "Circle Times" particularly well. Nearly all the children take turns and listen carefully although a small minority are restless on a number of occasions. Very few children are self-centred and most play and work with a reasonable degree of co-operation. Members of staff are quick to take the opportunity to discuss appropriate social behaviour on the very small number of occasions this is needed. Children are encouraged to be kind to each other and respect other people's feelings. This aspect is well supported through their attendance at assemblies.
75. When they enter the reception class most children's language and literacy skills are above that expected for their age. Due to good teaching in all aspects and a good programme of activities they make good progress and nearly all achieve the expected outcomes before they reach statutory school age. The teacher identifies good opportunities for language development and uses these well throughout the day. She promotes speaking and listening well, but particularly well in "Circle Times" which are very well organised and result in children making very good progress in these sessions. Good opportunities for writing in literacy lessons and in other activities means that nearly all children write their name, forming the letters correctly. A number copy a sentence, which they have told to the teacher very well, and higher attaining children are beginning to write independently. Children enjoy listening to stories because the teacher reads and tells them well and children make good progress with reading. All children handle books correctly and follow print. Due to good provision in the literacy hour many children have a good knowledge of phonic sounds and are beginning to read simple texts from a level within the National Curriculum. The good attitudes to reading and the good progress children make in developing their skills are well supported by the contribution parents make to the home/school reading scheme.
76. The teaching and provision for mathematical development is satisfactory. Nearly all children reach the standards expected by the time they are five and a significant minority exceed them. After a period for settling in children follow the National Numeracy Strategy for the reception year. This helps children to develop a secure

mathematical vocabulary such as how many, more than and less than and tall and short. All children recognise and write numbers up to 10 and around half the children recognise and write numbers up to 20 although some still need to copy. The teacher uses good questioning to enable the children to begin to recognise the difference between numbers and form the foundations for early addition and subtraction skills. Good resources and appropriate activities help children to recognise, sort and sequence shapes and colours, for example when completing a two colour pattern on a peg board. The regular access to the sand and water trays allows children to form the foundations of many mathematical concepts.

77. The teaching and curriculum for knowledge and understanding of the world is good. As a result children make good progress in this aspect and exceed the standards expected by the time they are five. In particular, the teacher has given very good thought to the development of investigation and observation skills in science activities and in this aspect children attain high standards. With good questioning from their teacher children begin to identify what makes a test fair when they roll toy cars down a slope. They predict what will happen even though they still find it difficult to verbalise why. Children gain a secure understanding about what life was like in the past through considering their own family tree and comparing the toys their grandparents played with to those of today. Learning of early geographical skills and knowledge is good. Good use is made of toys to help children understand working vehicles as part of their topic on journeys. Also in this topic the children use large floor mats and plans to gain a secure understanding of routes. Children then draw their own map to show a journey to an imaginary place. Through good opportunities for discussion and recording they learn about the weather and seasons. They begin to develop an understanding of people outside the local community when they learn about Hinduism. Children enjoy using construction kits and also make models from re-usable materials to develop their early technological learning, for example when a group makes a car under the supervision of a learning support assistant. They are introduced to information and communication technology, learning to use the mouse and space bar to change information on the screen.
78. Children make good progress to achieve at least average standards in their creative development. This is because the teacher effectively links much of their work in this aspect to other areas of learning and teaching is good. Children mix their own paints, for example when creating green from blue and yellow, and experiment to create patterns with the prints from tyres as part of their topic on 'Journeys.' Collage work of a good standard was seen in the bears children created as part of their topic on toys. Well planned role-play activities stimulate children's imagination as well as increasing their knowledge of the world around them. During the inspection the role-play corner was a garage and children enjoyed being mechanics, office staff and car owners. These activities also support children's social development well. Standards in music are above average. The teacher plans activities very well and has high expectations which ensure that children achieve high standards in their musical ability. As well as singing and performing the movements well in action songs, children are developing a good understanding of rhythm and are beginning to recognise and respond to simple notation. They play untuned percussion instruments accurately, but this aspect of their development is hindered by the lack of full time access to instruments.
79. Good opportunities are provided for children's physical development and teaching is good. The majority of children reach the standards expected by the time they are five. In some aspects of their development children reach above average standards, for example in their fine motor skills, and this helps develop their

writing. The use of the hall means that children have good opportunities to develop ball skills and learn to move in a controlled way through dance. However, the lack of large wheeled vehicles and difficulties in supervision of the outdoor climbing apparatus means that their awareness of space and confidence in manoeuvring apparatus is under-developed. All children handle appropriate tools such as brushes, pencils and scissors correctly. They manipulate constructional materials well and handle musical instruments with care. Working well together as a group they use modelling equipment to construct a route for the train to take.

ENGLISH

80. At the time of the last inspection overall standards of attainment matched the national average at the end of Key Stage 1 and were above average at the end of Key Stage 2. Test results and inspection evidence show standards have risen since then and are continuing to rise. At Key Stage 1 all pupils, including those with special educational needs, make good progress and achieve well for their abilities. This means that by the end of the key stage standards are above the national average. At Key Stage 2 due to the very good provision in the top class all pupils make very good progress and achieve very well for their abilities. By the time they leave the school standards are well above the national average in all aspects of the subject. Pupils with special educational needs reach at least average standards and this means that they achieve very well for their abilities. In addition good provision for the development of literacy and communication skills helps pupils' learning in other curriculum areas and results in the good progress they make overall.
81. The results of the statutory assessments in the summer term of 1999 show that the proportion of pupils reaching the expected levels of attainment at the end of Key Stage 1 (Level 2 or above) well above the national average in reading and writing. The proportion of pupils reaching Level 2B was well above average in reading and close to average in writing. The proportion reaching the higher levels was above average in both reading and writing. These results show that the school is performing well above the national average. However, when these results are compared with those of schools in similar contexts they are above average in reading and around average in writing. Teacher assessments largely matched the tests. Taken over the last four years pupils' performance is well above the national average. The performance of girls largely matches that of boys. Pupils' performance varies from year to year although this is mainly due to the small number of pupils in each year group. Attainment is improving at a rate close to that seen nationally.
82. The results of the statutory assessments in the summer term of 1999 show that the proportion of pupils reaching the expected levels of attainment at the end of Key Stage 2 (Level 4 or above) was well above the national average. The proportions reaching the higher levels were very high. These results show that the school's performance is very high when compared with all schools and also those in similar contexts. There was a slight under-estimation of achievement in the teacher assessments, but due to the small cohort this is not significant. Taken over the last four years pupils' performance is well above the national average. Girls perform better than boys and this replicates the national trend. Pupils' performance is improving much better than the national trend. This is mainly due to the very high quality teaching and learning experiences provided in Years 5 and 6.
83. The above average standards in speaking and listening at both key stages seen at the last inspection have been maintained for current pupils. In the literacy hour and in other lessons, particularly during discussions, speaking and listening is promoted well. Teachers have good knowledge of individuals, this and the support they give help pupils to develop confidence. These skills help pupils to acquire knowledge and understanding easily and to understand what they learn well because they are consistently asked to explain what they

are doing. At Key Stage 1 high expectations that they will do so help pupils listen in a focused way. All pupils, including those with special educational needs, speak clearly and confidently using an appropriate vocabulary. Higher attaining pupils engage in good conversations using a varied and good vocabulary. By the end of the key stage nearly all pupils reach at least average standards and around a quarter of pupils exceed them. As they move through the school pupils continue to make good progress. By the time they leave the school the majority of pupils reach at least average standards and a quarter of pupils exceed them. Partly as a result of pupils' good behaviour and attitudes to learning, particularly in the top class, their listening skills are very good. These skills are enhanced by the teachers creating very good opportunities for discussion, particularly in the literacy hour. Due to the good relationships seen in Years 5 and 6 all pupils, including those with special educational needs, speak confidently and contribute well to discussions. The higher attaining pupils verbalise their ideas and analyse and describe the texts they study well.

84. Reading skills are very well promoted through the literacy hour and through the good support parents give to the home/school reading scheme. In addition the school encourages very good attitudes towards reading. As a result current pupils make very good progress in literacy lessons. At Key Stage 1 all pupils, including those with special educational needs, make good progress and achieve well for their abilities. Few pupils do not reach average standards by the end of the key stage and the majority of pupils reach above average standards. Nearly all pupils read confidently and expressively, talk about what happens in the story, describe the characters and begin to predict what might happen. Their skills in using non-fiction books to find out information are good. Due to very good support pupils with special educational needs develop a good knowledge of letter sounds and blends and use this well when building up new words. Higher attaining pupils read at a level well above that expected for their age, use the full range of strategies to help understand the text and respond to it very well. Due to the high quality provision seen in Years 5 and 6 by the end of Key Stage 2 all pupils, including those with special educational needs make very good progress and their achievements are very high for their abilities. All pupils currently in Year 6 reach at least average standards and around two thirds reach standards above the national average. Standards are exceptionally high in pupils' comprehension skills and knowledge of different texts such as novels, poetry and plays. This is because teachers pay very good attention to this aspect in the literacy hour. All pupils, including those with special educational needs, have a good understanding of what they read and discuss the plot and characters well. They understand genre and make very well judged predictions about how the plot will unfold. Their skills in retrieving information from non-fiction books and in using the library are secure. Higher attaining pupils show skills well above that expected for their age and are very confident at analysing and discussing texts.
85. Standards of writing have improved since the last inspection. The standards pupils reach in their writing are slightly above average at the end of Key Stage 1 and well above average by the time they leave the school. In particular, the style in which Year 6 pupils write and the quality of the language they use is of a very high standard. By the end of Key Stage 1 pupils write well constructed stories showing a good understanding of sequence, for example when writing about "The Magic Egg". Handwriting and spelling is around average and pupils know about sentence punctuation although they do not always use it correctly. They write accurately for a range of purposes including writing instructions. The curriculum provides for good links between literacy and other subjects, for example, pupils wrote a very good letter concerning their plans for redesigning the school car park. However, information technology is not used sufficiently to support learning. All pupils, including those with special educational needs, achieve well for their abilities although below average pupils find spelling difficult. Higher attaining pupils use an effective style to make their writing more interesting.
86. At Key Stage 2 all pupils, including those with special educational needs, make very good progress overall, particularly in Years 5 and 6, and achieve very well for their abilities. All

pupils reach at least average standards and over a half exceed them. In particular, the style and vocabulary used and the effect this creates is of the highest quality. This is because of the outstanding teaching seen in the literacy hour in the top class. Pupils write for a wide range of purposes with a good awareness of audience and using appropriate language. Teachers provide very good opportunities to combine reading with writing activities which helps pupils' understanding and creativity, for example when writing a newspaper article for "The Cawdor Times" as part of a study of "Macbeth". Another good example was the pamphlet pupils wrote after a museum visit. However, it is in the descriptive and imaginative writing that the very highest standards are seen. All pupils use metaphors, similes and personification very well, particularly in their poetry writing, for example when writing about mist in a poem on autumn as "swallowing up the valley" or describing the waves as "white stallions of foam".

87. Most pupils have very positive attitudes towards their work although this is linked very closely to the quality of teaching. In the classes taught by members of staff who have been in post for a length of time pupils behave very well, concentrate and remain on task throughout the lesson. A few pupils in the lower Key Stage 2 class find concentration difficult and this slows the pace of their learning. The vast majority of pupils take pride in their work, recording carefully. Pupils with special educational needs are well supported and work well.
88. Since the last inspection the quality of teaching has improved. At both key stages the majority of teaching and learning is good, a high proportion is very good or excellent and no unsatisfactory teaching was seen. There is a considerable difference in the standard of teaching between classes, the best being seen in Classes 2 and 4. This is partly a result of the high turnover of staff, mainly due to long term sickness. The quality of teaching is a significant factor in the high standards pupils achieve and the good attitudes they have to their learning. At Key Stage 1 two thirds of teaching is good and a third is very good. Teachers have a very good knowledge and understanding of the subject and teach the basic skills of reading and writing very well. They plan effectively and have high expectations of what pupils can achieve. As a result pupils make very good progress in building on and extending their skills. Pupils develop good attitudes to their work and by the end of the key stage they are well motivated, concentrate well and work hard. Assessment is good, as is marking. Some very good marking was seen, particularly in Class 2. Homework, particularly in the home/school reading scheme which parents support well, is also effective in promoting above average reading skills.
89. At Key Stage 2 three quarters of teaching is good and half is very good. The best teaching is in the Years 5/6 class where some excellent teaching was seen. The quality of teaching and learning has been affected by the long-term sickness of the Years 3/4 teacher and the number of changes this has necessitated during the year. As at Key Stage 1 teachers have very good subject knowledge and teach the basic skills very well. This means that pupils continue to make very good progress in this aspect. In addition the further emphasis given to the style and quality of reading and writing results in pupils making very good progress in their understanding and use of English. Teachers have very high expectations and, particularly in Years 5 and 6, pupils respond very well to this challenge, consistently making very good progress and often producing work of the highest quality. Very good methods are used, in particular the discussions generated in Years 5/6 literacy lessons help all pupils whatever their ability to achieve well above average standards in their comprehension skills. The organisation and management of pupils is good and this together with the very good relationships seen helps pupils to develop a good knowledge of their own learning. Parents continue to support their children well by hearing or encouraging them to read at home. Resources, particularly texts in the literacy hour, are used very well to promote learning. Good evaluations are given and the marking of pupils' work is very good and sets challenging targets to improve.

90. The curriculum is well planned and the school has adapted the literacy strategy very well to meet the high standards it expects from its pupils. It is designed to build on and extend pupils skills and knowledge well. A very good feature is the richness of the experiences pupils receive in upper Key Stage 2. This means that pupils develop a very good knowledge of English literature including poetry and plays, for example "Macbeth". During the inspection pupils in Class 4 were reading "Jane Eyre" with great enjoyment. Teachers provide very good opportunities for writing poetry. As a result the school won the prize for the best anthology at the Bearder Poetry Festival last year. Literacy skills are applied well in other subjects. This helps pupils to reach above average standards in some aspects of their work, for example in geography. The subject is well led by a co-ordinator whose skills, expertise and enthusiasm are making a very good contribution to the subject. This has ensured that not only has the literacy strategy been very effectively implemented but that a very good range of learning and experiences in English has been maintained. Teaching and learning are monitored well and good strategies are in place to ensure that the quality of the provision is maintained. Resources are good and very good thought has been given to using materials, which address pupils' needs and promote very good attitudes.

MATHEMATICS

91. Provision in mathematics is good and as a result current pupils reach standards which are above the national average at the end of Key Stage 1 and well above average by the time they leave the school. Standards in numeracy are high and the subject is well led. All pupils make good progress and achieve well. Since the last inspection performance in mathematics has significantly improved.
92. In last year's national tests at the end of Key Stage 1 the proportion of pupils reaching the expected levels of attainment at the end of Key Stage 1 was very high in comparison with the national average although the proportion of pupils attaining the higher levels was below average. These results show that the school's performance is above the national average and about average for similar schools. Teacher assessments agreed with the test results. Taken over the last four years pupils' performance is well above the national average. Boys and girls perform similarly. Standards are improving at a rate close to that seen nationally.
93. In the 1999 national tests at the end of Key Stage 2 the proportion of pupils reaching the expected levels of attainment and the higher levels were well above the national average. Standards of attainment are well above the national average and above the average for similar schools. Figures for teacher assessments were slightly below the test results. Taken over the last four years pupils' performance is well above the national average. Girls perform better than boys do and this replicates the national picture. Pupils' overall performance is improving at the same rate as the national trend. The small number of pupils in the year groups distorts small differences, magnifies variation and makes comparisons between test results and teacher assessments and with national figures problematic.
94. The inspection findings confirm these results except that at the end of Key Stage 1 standards of attainment are above average. Pupils are confident in their numeracy skills. They count accurately in multiples of two, five and ten. They deal well with simple addition and subtraction. Their understanding of number patterns, including odds and evens, is good. Pupils use mathematical language appropriately and apply their knowledge well to solving problems. When they measure the length of objects they do so accurately. They use simple bar charts and can answer straightforward questions arising from them. They work well with money and show a satisfactory understanding of shapes and their basic properties.

95. At the end of Key Stage 2 standards of attainment are well above average. Numeracy skills are sharp. Pupils make rapid mental calculations with confidence and accuracy and can explain clearly how they do so. They have a sure recall of appropriate number facts and a good range of strategies for applying them to solve problems. They multiply whole numbers and decimals by 10, 100 and 1000 using their secure understanding of the value of digits in different positions. Pupils know the properties of plane and solid shapes and can show all the different symmetries. They measure angles accurately and their knowledge of co-ordinates is good. They use a wide range of charts and graphs to display data correctly. They use computers to support some of this work although information technology does not support work in numeracy sufficiently.
96. The great majority of pupils have very positive attitudes towards their work. Pupils with special educational needs work well, often with good support from an assistant. In the lessons for the oldest pupils in each key stage behaviour is always very good because pupils consistently stay on task and concentrate hard. They are keen to respond quickly and accurately to the teachers' challenges. They make good progress in developing their mathematical skills and knowledge through their willingness to work productively and to sustain a good effort. They build on their previous knowledge because teachers systematically provide interesting activities. The youngest pupils find it difficult to sit listening to the teacher for long but their willing enthusiasm picks up when they can get on with their own tasks. A minority of pupils in the younger Key Stage 2 class do not focus on the task consistently and their learning becomes slow as their concentration wavers. Most pupils respond positively to the high expectations for neatness set by the teacher and lay out their work neatly and logically.
97. The quality of teaching is good. One half of the teaching is very good and the rest is satisfactory. The best lessons are for the oldest pupils in both key stages where teachers have been in post for more than two terms. These teachers maintain a very high level of pace, challenge and interest and pupils extend their learning significantly. Teachers use their confident knowledge to sharpen the pace and focus of the lesson and to provide challenge and high expectations of what the pupils can achieve. Pupils enjoy the tasks and maintain their enthusiasm and efforts. In most lessons teachers give clear explanations and ask probing questions that make pupils think carefully and clearly. They offer encouragement that helps to build pupils' confidence and show great skill in knowing when to offer the extra support to individuals and groups. Lessons are well planned. Teachers set tasks that match the full range of needs of the pupils in the classes with mixed age groups. They provide additional challenges that stretch those pupils who are working more quickly and at a higher level. Most lessons have a useful review at the end which encourages pupils to reflect on what they have learned. When teachers set homework it consists of some additional problems relevant to the objectives of the lesson and contributes to pupils' progress. In some lessons for the youngest pupils the pace falters when the teacher spends too long in talking to the whole class and the younger pupils start to become restless because they want to get on with their own tasks. In lessons for younger Key Stage 2 pupils the pace of the lesson is broken when the teacher has to address a small minority of pupils who are fidgeting too often. The teacher is able to maintain control increasingly easily and the pupils are making improvements over their behaviour before Easter.
98. An additional good feature of mathematics provision is the use of materials designed to bridge the gap between Year 6 and secondary school during the period after pupils have undergone their national tests. Pupils enjoy this challenge and take it in their stride.
99. The mathematics co-ordinator is keen, positive and knowledgeable about the teaching and learning of mathematics. She sets a good example with her very good teaching. She has

made good use of time and money to visit colleagues' classes and buy sufficient resources and materials for effective teaching.

SCIENCE

100. In the 1999 teacher assessments at the end of Key Stage 1 the proportion of pupils reaching the expected levels and the higher levels of attainment were very high in comparison with the national average and with similar schools. Pupils perform well in all aspects of the subject.
101. In last year's national tests at the end of Key Stage 2 the proportion of pupils reaching the expected levels and the higher levels of attainment were well above the national average. Standards of attainment are well above the average for similar schools. Figures for teacher assessments were slightly below the test results. Taken over the last four years pupils' performance is well above the national average. Girls perform better than boys do and this replicates the national trend. Pupils' overall performance is improving at the same rate as the national trend. The small number of pupils in the year groups distorts small differences, magnifies variation and makes comparisons between test results and teacher assessments and with national figures problematic.
102. During the inspection it was not possible to observe any science lessons in Key Stage 1. From the inspection of pupils' previous pieces of work, teachers' planning and records, and displays standards of attainment at the end of Key Stage 1 are above the national average and this is an improvement since the last inspection. Standards in experimental and investigative science are above average. Pupils are beginning to plan fair tests, to predict what will happen and to record their observations systematically with simple drawings and tables. All pupils, including those with special educational needs, have a secure understanding of scientific concepts. No pupils are working at a level below that expected for their age. The majority of pupils have an above average knowledge of materials and their properties. They apply this knowledge well, for example when they design and make a bird feeder in design and technology. Pupils know the difference between living and non-living things and that animals need water, food and air to survive. They can describe how familiar things move because of some form of pushing or pulling. They use toy cars on a ramp to test how things move. They can see that a force causes things to speed up, slow down or change direction.
103. At the end of Key Stage 2 standards of attainment are above the national average. This maintains the standards seen at the last inspection. Pupils show good levels of understanding of scientific ideas. They have a good grasp of the importance of careful planning before conducting a scientific experiment. They are able to consider how best to ask the question that they are going to test. They have a good understanding of a fair test and can see how they have to isolate factors for the experiment. Their predictions are well considered and confident. They use an appropriate range of simple equipment to conduct their experiments, for example the making and then subsequent evaporation for separation of salt solutions. During their recording of what they do they correctly use a good range of scientific vocabulary. Reports of their experiments are well laid out and systematically presented, using diagrams and charts where relevant. Pupils make thoughtful predictions and recognise if things happen the way they expected them to. They have a good basic knowledge of the organs of the human body and their functions. For example, all pupils have a good understanding of the relationship between exercise and heart beat.
104. The great majority of pupils, boys and girls and those with special educational needs, and especially the oldest pupils in Key Stage 2, are enthusiastic and work well together. They listen closely to each other's ideas and take them into account. They stay on task well. These positive attitudes enable the pupils to make good progress in scientific knowledge

and understanding. However, there are some unsatisfactory attitudes to learning in one class. The teacher provided a good range of fruits as specimens for close observation. Most of the pupils concentrated well, produced satisfactory drawings and offered sensible explanations of the functions of the parts of a plant. Others, however, showed a degree of immaturity and were more interested in trying to taste and eat the fruit. Their lack of concentration and good attitudes to their work is largely the result of the lower expectations of a previous teacher. In this lesson the teacher had to spend time to successfully managing their behaviour rather promoting observation skills.

105. In the limited number of lessons seen in Key Stage 2 the quality of teaching is satisfactory. The planning is thorough and provides a good framework for series of lessons. Teachers often pose challenging questions to encourage deeper thinking and set challenges that stretch the pupils' understanding. At Key Stage 2 they provide suitable supporting worksheets and very useful forms to guide pupils' thinking. Sometimes, however, the pace of the lesson is too slow. The challenge falters when the teacher attends to one group which needs additional help whilst others have finished a particular task earlier than expected. In the younger class in Key Stage 2 the teacher has to spend some of her time redirecting some pupils' attention and checking their behaviour. Her potentially good idea of providing an interesting focus with the specimens of fruit caused some distraction from the task in hand. She was able to redirect the pupils back towards the task in hand. She felt, however, that this was a worthwhile and justifiable risk as she is trying to lead the pupils back towards improved behaviour and lengthening attention spans compared with how they were before Easter under the previous class teacher.
106. The new co-ordinator has made a satisfactory start in the role even though she has been in post for a short time only. Resources are satisfactory at present, but the co-ordinator has correctly identified where improvements, for example in the purchase of stopwatches, would make investigations more effective. Information technology is insufficiently used to support learning, for example in recording the data from investigative work.

ART

107. It was not possible to observe any art lessons during the inspection. However, evidence from the scrutiny of work and work on display shows that all pupils, including those with special educational needs, make satisfactory progress in developing their skills and knowledge. By the end of both key stages pupils reach standards in line with national expectations. This maintains the standards seen at the last inspection.
108. All pupils work with a range of media in each key stage. Key Stage 1 pupils increase their knowledge of colour and use this in patterns to show an increasing tone from dark to light. They learn to draw still life in pastel work and by the end of the key stage Year 2 pupils accurately presented a picture of a bowl of fruit. Good opportunities for working with a range of media and materials in collage work resulted in a good standard portrait of a cat using wool and paper and an effective picture of an angel to illustrate the Nativity Story. Recently, the whole school has been involved in a design project to create a Millennium banner for the school. As well as involving design and technology pupils in each class used different media in their finished work. Key Stage 1 pupils used their skills in collage to good effect, incorporating thread work. Younger pupils at Key Stage 2 used wax resist in their designs and older pupils used embroidery and beadwork. Key Stage 2 pupils work at the expected levels in a variety of media. By the end of the key stage pupils use sketchbooks, work in different media including brass rubbing, undertake sewing techniques and use computer graphics. Some very effective sketches were made of Whitby Abbey during the residential visit. Very little evidence was seen of the study of different artists although the scheme of work provides for this at Key Stage 2.

109. It is not possible to make an overall judgement about standards in teaching, but evidence from the scrutiny of work shows that teachers have secure subject knowledge, plan satisfactorily and use methods which allow pupils to develop their skills and knowledge and achieve appropriate standards for their ability. The current scheme of work is very basic and although it ensures that the curriculum is broad and balanced it does not give sufficient advice on how to build on and extend skills. However, a very good knowledge of individuals and good joint planning between classes and key stages shows that this aspect is provided for. The last inspection identified weaknesses in resourcing, but current resources are satisfactory.

DESIGN AND TECHNOLOGY

110. During the inspection very little design and technology teaching was seen in action. However, based on teachers' planning and the scrutiny of examples of what pupils have made in the past it is clear that attainment at the end of both key stages is in line with national expectations. There is little change since the last inspection.
111. Teaching and learning in design and technology are sound and pupils make satisfactory progress. By the end of Key Stage 2 pupils have mastered an appropriate range of skills in the process of designing and in the use of and selection of materials and tools. The quality of models on display made by pupils of all ages was around that expected for their age. They showed a good range of imagination and a sound attention to the quality of finish. There are good examples of previous work in which pupils follow the process of drafting their early plans and evaluating them in order to improve their design before starting to make their object. Pupils can confidently explain this process. In classrooms there is a good range of building kits and materials. In Key Stage 1 these materials are used frequently and creatively, as well as more formally when the teacher sets a design and making task. One good example of this is the model car park designed and made in small bricks by Year 2 pupils with a view to analysing and then improving the safety of the real school car park.
112. The single design and technology lesson seen was in the top class in which Year 5 pupils were making a frame in which to display their sewing work. The teaching was good and the pupils learned and refined a good range of skills needed to measure and cut wood accurately. The teacher took great care to explain and demonstrate the techniques of using the tools in such a way that the pupils were very clear. They measured the right angles accurately and used the saws with increasing skill and confidence. The teacher showed a high regard to health and safety in the class, showing pupils the safest and most efficient way to use the saws. Whilst Year 5 pupils were doing this Year 6 pupils were excellently behaved, independently working with high concentration on their embroidery. All pupils showed a great deal of pride in their work, having responded well to the teacher's high expectations of good quality work. The oldest pupils showed great care and good precision in their patient sewing work.
113. A highly significant exhibit in the school is a beautiful, large wall hanging. It is the product of the process of design and making and is based on hand designs created by each of the pupils. Each pupil planned, evaluated, modified and then produced his or her square with a hand pattern. Pupils with special educational needs enjoyed additional support. The displays showing the process are interesting and explain the process well. Several parents and governors were involved in helping pupils and sewing together all the hands. The excellent process was completed when the pupils voted for their favourite overall design for the hanging.

GEOGRAPHY

114. Only one lesson, in Key Stage 1, was observed during the inspection. This together with other evidence shows that pupils of all abilities make satisfactory progress at both key stages and attain standards in line with national expectations. Some work of a higher standard was also seen. This maintains the standards seen at the last inspection
115. By the end of Key Stage 1 pupils have developed a secure knowledge and understanding of weather and climates and some geographical knowledge about their own and other countries, for example Australia. They make good plans to show how they could improve parking at the school, considering environmental issues very well. Pupils make satisfactory progress in developing their skills and knowledge as they move through the school and by the end of Key Stage 2 overall standards match those seen nationally. Younger pupils at Key Stage 2 begin to use the map of the British Isles. Older pupils improve their skills in map reading, particularly on their residential visit to Whitby and increase their knowledge of settlements, for example when comparing Midgley to Whitby. Years 5 and 6 pupils write good descriptions of the different landforms seen in the coastline.
116. Due to the small number of lessons seen it is not possible to make an overall judgement about teaching although from the scrutiny of work and teachers' planning it is at least satisfactory. All teachers have sound knowledge, plan satisfactorily and use effective methods to help pupils learn. When interesting activities are well planned and organised and teachers have high expectations pupils make good progress to reach above average standards. This was seen on the work on the environment at Key Stage 1 and on coastlines at Key Stage 2. In the lesson observed pupils had good attitudes and worked well and with good effort, taking great care with their recording.
117. The curriculum is good, providing a range of opportunities which are well matched to current requirements and also pupils' interests. Good thought has been given to providing a two-year rolling programme in order to meet the needs of pupils in mixed age classes. The scheme of work is good and provides well for the building on and extension of pupils' skills and knowledge. Helpful advice on the key vocabulary and a checklist for teachers to use when planning topics also ensures that learning activities are well planned. Opportunities are missed to use information technology to support learning, particularly at Key Stage 2. Good opportunities are also made for pupils to apply their literacy skills well although this aspect is less well developed for numeracy skills. A programme of visits including one to the Eureka exhibition in Halifax and a residential visit to Whitby for Years 5 and 6 pupils also enriches the curriculum.

HISTORY

118. The school operates a rolling topic programme for history and geography, therefore during the inspection only one lesson (at Key Stage 2) was observed. Evidence is also taken from the scrutiny of work and interviews with pupils and staff. The school has maintained the standards seen at the last inspection. At both key stages all pupils, including those with special educational needs, make satisfactory progress in their learning and reach standards in line with the national expectation.
119. At Key Stage 1 pupils develop skills in finding out from books, pictures and artefacts, for example when they compare objects associated with a Victorian wash day with those of today. They gain knowledge of how things change over time by comparing homes, clothes and toys in the past with those of today. They increase their knowledge of important events through listening to historical stories, for example that of Guy Fawkes. At Key Stage 2 pupils satisfactorily build on their skills and knowledge. By the time they leave the school they increase their knowledge in studies of The Tudors and Britain since 1930. They develop a deeper understanding of chronology and draw a timeline for the Tudor era. They analyse the evidence gained through artefacts, for example when looking at a World

War Two gas mask. They gain a greater understanding of how events in the past affected people's lives when role pretending to prepare for their own evacuation from the Blitz. Good use is made of literacy skills in writing about their work, for example in describing the six wives of Henry VIII and writing a postcard home to their parents telling them about the experiences of evacuation. Less emphasis is made of numeracy skills although the timelines seen were accurately drawn to show intervals. The school now has a number of CD ROMs to help pupils research, although there has been insufficient time for these skills to be fully developed.

120. There is insufficient evidence to make an overall judgement about teaching and learning, but from the scrutiny of work it is evident that teachers have a secure understanding of the subject and plan effectively challenging activities which help pupils to make progress. When the activities are interesting they motivate pupils well, promote positive attitudes, good effort and careful recording.
121. The curriculum is effectively planned around a rolling two-year programme to meet the needs of pupils in the mixed age classes. The scheme of work covers both knowledge and enquiry skills and helps pupils to reinforce and extend their learning. It is enriched by a good use of the local area including visits and visitors to the school. Older members of the community who talked about their life in World War Two allowed Key Stage 2 pupils to have good access to primary sources. Visits to Eden Camp in North Yorkshire and the Rochdale Canal allow pupils to gain a good knowledge of local history.

INFORMATION TECHNOLOGY

122. At the end of both key stages standards of attainment are below average. This represents a fall in standards since the last inspection at which time they were judged as average Pupils, including those with special educational needs, do not achieve as well as they should. Too few of the oldest pupils reach the expected levels of attainment across the full range of information technology (IT) work. Almost all pupils have a sound grasp of many basic skills. Most make satisfactory and confident use of a word processor, save their work and reload it. They make changes in size, style and colour to the font and insert clipart pictures into their text. However, too few can edit their work adequately with the text-organising tools. The large majority of pupils make good use of graphics software to create imaginative images. They use most of the tools and effects confidently and with high levels of precision. Though many pupils dimly remember working on the control of floor robots in previous years, they have not continued in their learning in this aspect of IT and so their knowledge and skills have faded. The older pupils can find information from CD-ROMs, but they do not yet focus their questions sharply enough to efficiently obtain the information they seek. With support pupils use a simple spreadsheet and produce charts from their data. Pupils in Years 5 and 6 use IT to present their work well, showing a good idea of the value of IT in organising their work appropriately for an audience.
123. At the end of Key Stage 1 pupils confidently write captions on the word processor and select the size, colour and style of print. One pupil in Year 2 proudly explained how she had produced the caption in the class topic on safety. "*Don't run in the car park! Stay with your teacher until mummy comes.*" She explained clearly and with excited confidence why she had selected a blue font and that the size was "72". One boy achieved similar good results and happily explained that his friend had helped him. Pupils work satisfactorily on graphics programs and CD ROMs with programs that offer simple literacy and numeracy practice. Their control of the mouse is sound and improving in accuracy.
124. Pupils make inconsistent progress because there is insufficient direct teaching and the curriculum is incomplete and not systematic. The quality of teaching is unsatisfactory because there is not enough of it. There is not a clear enough focus on the teaching of

skills that pupils need to learn or how information technology can be used to help pupils learn in other subjects. Teachers' expectations of what pupils should be able to do are too low; there is not enough challenge to take the pupils as far as they could go. Older pupils use the word processor to produce good presentation of reports, poems and stories. Too often, however, this is a copying exercise and the pupils are not making best use of the flexibility offered by the technology or their limited time at the computer. In those cases where teachers do provide more systematic, regular teaching pupils make good progress. Many pupils have access to personal computers at home and teachers make good use of that fact. Also some pupils are given permission to work on the computers at break and lunchtimes to increase their opportunities to practise their skills.

125. The school has adopted government guidance on the content of the curriculum but at the time of the inspection had not completely implemented it. Not all the areas are covered adequately. As a result pupils cannot build on the skills they learn from year to year. Sometimes pupils make unsatisfactory progress because skills they learn are not consolidated, extended or practised sufficiently. Information technology does not make an effective contribution to pupils' learning in other subjects. It has little impact on the learning of literacy and numeracy. Teachers plan the use of IT in the topics they cover and sometimes this is effective, but often it provides inconsistent opportunities for pupils to build on what they previously knew. The policy is out of date and the development plan is on hold. Resources are adequate but are not used to best effect; computers often sit idle.
126. The quality of IT has suffered because of the break in the continuity due to staff changes, changes in computer hardware and software and the lack of staff confidence in their use through lack of training and support as promised by the local education authority. Some of the damaging effects of these changes could have been minimised by including IT teaching more systematically in literacy work and numeracy lessons and organising classes so that computers are used more often.
127. There are, however, strengths and the clear potential for rapid improvement. First, pupils are enthusiastic and have very good attitudes towards working on computers and other technology. They work productively, with care and thought, and sustain their concentration over time. They collaborate constructively, listening to and acting on each other's ideas well. They always behave sensibly whilst using IT equipment independently. When they are introduced to a new skill they learn it quickly and start using and applying it in different ways. Secondly, where teaching does occur it is effective. For example, pupils in Key Stage 1 receive good support from informative and relevant displays to encourage independent learning on the computers. Thirdly, the new IT learning assistant effectively introduced the simple use of a spreadsheet to two boys in Year 4. With the oldest pupils she has successfully taught the creation of a range of relevant charts based on data they have collected. Even without a systematic plan the assistant is starting to be effective. Fourthly, the IT development plan clearly identifies the areas for improvement. These are very good examples on which the school can build.

MUSIC

128. During the last inspection music was judged to be a strength of the school. Since then comprehensive changes of staff and new curriculum orders including the introduction of literacy and numeracy has meant that the school now places less emphasis on the subject. During this inspection only two lessons were observed, one at each key stage, therefore it is difficult to make secure comparisons and it is not possible to make an overall judgement about standards. In the aspects observed pupils were making satisfactory progress to attain the appropriate standards for their age.
129. From evidence gained in assemblies it is evident that nearly all pupils sing well in unison.

They have an accurate understanding of tune and tempo and respond very well to timbre and dynamics. In these aspects they reach the standards expected for their age. Key Stage 1 pupils perform to an accurate rhythm on their percussion instruments. By the end of Key Stage 2 pupils have increased their skills in performing and composing to create a piece of music to accompany a poem. They practise and improve this to perform to the standard expected for their age. In the choir held after school pupils sing two part songs to a satisfactory standard.

130. Teaching is at least satisfactory and some good teaching was seen and as a result all pupils make satisfactory progress in their learning. Supported by a brief but helpful scheme of work teachers have secure subject knowledge and plan opportunities which help pupils to build on and extend their skills and knowledge. Good opportunities are taken to evaluate pupils' performance and set targets for improvement. Lessons are effectively organised and group work monitored well to ensure that all are on task, working hard and making progress.
131. The curriculum offers a range of experiences across all aspects of the subject. Opportunities for learning are also provided in assemblies, for example, in listening to and appraising the work of composers such as Mozart and that from other cultures. All pupils have the opportunity to play an instrument such as the xylophone or chime bars in lessons or to learn an instrument at Key Stage 2, for example the violin, from a peripatetic teacher. The school also makes use of visitors such as a parent who demonstrated how to play the didgeridoo.

PHYSICAL EDUCATION

132. The teaching and learning of physical education is satisfactory in both key stages. This is similar to the case in the previous inspection. All pupils make satisfactory progress. Pupils with special educational needs achieve well because they receive good support from a learning assistant.
133. In lessons pupils work hard over a sustained period. They participate fully and respond well to the teachers' clear and high expectations for good behaviour. Their enthusiasm and willingness and ability to co-operate well together support their learning. They are attentive and follow instructions well. In Key Stage 1 some of the youngest pupils need time and repeated explanation to understand a series of simple instructions correctly. The teacher provides this effectively. In those classes with a small minority of pupils who are potentially noisy and become over-excited the teachers exert effective control whilst maintaining good relationships with them.
134. Due to the limited number of lessons seen it is not possible to make an overall judgement about standards although in those aspects seen pupils achieve the standards expected for their age. Pupils at the end of Key Stage 1 move well in time to music. They show good levels of control, varying their speed, direction and level of activity. In Key Stage 2 boys and girls work well together to co-ordinate their movements. They learn from observing how well other pupils perform. At the end of Key Stage 2 pupils throw and catch satisfactorily and with increasing accuracy and reliability. Boys tend to be more accurate and confident in their throwing and catching.
135. The quality of teaching is consistently satisfactory except at the end of Key Stage 1 where it is very good. In most lessons teachers are well organised and provide a suitable range of activities that help pupils to improve their co-ordination when moving to music or to become more accurate in their throwing and catching. In some lessons teachers put insufficient emphasis on improving or refining pupils' movements. Where the teacher clearly explains the task and its purpose and expects the best from them pupils do

particularly well and make good progress. In these lessons pupils and teachers evaluate the movements so that there is a clear understanding of how to improve their skills and performance. The pupils respond very imaginatively and with extra effort to the challenges and targets that the teacher sets. The school provides a good range of activities, including regular swimming for pupils in Key Stage 2.

RELIGIOUS EDUCATION

136. The school has maintained the standards seen at the last inspection. At both key stages all pupils, including those with special educational needs, make satisfactory progress in developing their skills, knowledge and understanding. At the end of both key stages pupils reach the standards set out in the locally agreed syllabus. Further developments, including the provision of a new scheme of work to match changes in the syllabus have been delayed because the previous subject co-ordinator left the school. A new co-ordinator has recently been appointed and this is now being addressed.
137. At Key Stage 1 pupils have a good understanding of well known features of Christianity and Year 2 pupils accurately rewrote the story of the Nativity. They are developing a sound understanding of what it means to belong to a faith group. They very much enjoy stories from religion and respond very positively to stories about Krishna in their study of Hinduism. Pupils' understanding increases as they move through the school. Younger pupils recognise how religion affects the lives of believers through their study of Paul's conversion on the Road to Damascus. Older pupils develop a sound understanding of more difficult concepts when they learn about Buddhism. Learning in religious education lessons also gives good support to pupils' moral and social development. Key Stage 1 pupils considered whether it was kind to play jokes on people when the discussed stories about Krishna. Year 6 pupils gained a good understanding of the nature of happiness in their study of Buddhist beliefs.
138. Teaching at both key stages is good. Staff have a secure understanding of the subject. They promote discussions well with a sensitivity which encourages pupils to contribute. They use effective questioning to help pupils understand and to promote further progress. The creation of a good ethos for learning means that pupils concentrate well and make good contributions to lessons. Very good organisation, monitoring and control were seen in a Year 2 lesson where pupils acted out stories from Krishna's boyhood. Learning is further promoted by good opportunities in assemblies to link themes to Christianity.
139. The school's curriculum is effectively based on the locally agreed syllabus. Planning ensures that pupils in mixed age classes have the opportunity to follow the full curriculum through a two-year rolling programme as well as helping pupils to build on and extend their skills and knowledge. Resources are generally satisfactory, but the new co-ordinator has recently carried out an audit and plans to increase these to match the requirements of the new syllabus.