

# INSPECTION REPORT

## **GISBURN COUNTY PRIMARY SCHOOL**

Gisburn, Clitheroe

LEA area: Lancashire

Unique reference number: 119270

Head teacher: Mrs J Hargreaves

Reporting inspector: Mr D Hardman  
17794

Dates of inspection: 24 – 27 January 2000

Inspection number: 190945

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Burnley Road Gisburn Clitheroe Lancashire
Postcode:	BB7 4ET
Telephone number:	01200 445406
Fax number:	01200 445406
Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Cradock
Date of previous inspection:	June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr D Hardman	Registered inspector	Science	Characteristics
		Information technology	Standards and the school's results
		Design and technology	Teaching
			Leadership
Mr C Herbert	Lay inspector	Equal opportunities	Partnership with parents
			Attendance
Mrs S Withnall	Team inspector	Mathematics	The school's care for the pupils
		Art	
		Music	
		Religious education	
		Under fives	
		Special educational needs	
Mr J Atkinson	Team inspector	English	Curricular opportunities
		History	
		Geography	
		Physical education	

The inspection contractor was:

Eclipse (Education) Ltd  
 14 Enterprise House  
 Kingsway  
 Team Valley  
 Gateshead  
 NE 11 0SR  
 Tel: 0191 4872333

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
 Inspection Quality Division  
 The Office for Standards in Education  
 Alexandra House  
 33 Kingsway

London, WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>9</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>19</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>22</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>23</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>27</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Gisburn Primary School is situated in the Ribble Valley of Lancashire between Clitheroe and Skipton. It serves a wide geographical area and a large number of pupils are brought to school either by car or school buses. There is a broad social mixture in the school and the full range of ability is represented. Many pupils' attainment on entry to the reception class is below that seen in children of their age but by the age of five their attainment is about average and standards are well above average by the end of Key Stage 2. There is an increasing number of pupils joining the school throughout Key Stage 2; for example, in the Year 6 class last year, over twenty five percent of pupils had not benefited from the education provided by the school in Key Stage 1.

There are 78 boys and 50 girls currently on roll. There are no pupils who have English as an additional language and none from ethnic minorities. Approximately two per cent of pupils are eligible for free school meals, which is well below the national average. Seven per cent of pupils have been identified as having special educational needs; this is lower than the national average and one per cent have statements of special educational need, which is below the national average.

The school aims are to:

- enlarge children's experience, knowledge and imagination of their world and thereby extend awareness of society's values and their capacity for enjoyment;
- provide opportunities for the development and growth of intellectual and physical skills;
- teach the content, skills and processes of core and foundation subjects identified in the National Curriculum and fulfil the need for regular assessment in all areas of the curriculum;
- recognise that each child is an individual and variable in their capacity to learn;
- enable children to understand and control their own emotions and develop emotional stability;
- encourage an awareness of and a respect for the needs of others, help individuals recognise the value of working in a group and to take pride in individual success;
- create an atmosphere of co-operation between all children within the school and adult members of staff.

The main targets for development are to:

- continue to review, develop and monitor the effectiveness of curriculum guidelines and policies for all subjects in line with national initiatives;
- review and monitor the implementation of the Literacy and Numeracy Strategies;
- raise pupils' attainment in information technology and implement the requirements effectively;
- review the approach to assessment and recording;
- maintain and improve the buildings and grounds;
- continue relevant development for all staff through appropriate in service training;
- develop and build on existing links with parents and the local community.

### **HOW GOOD THE SCHOOL IS**

Gisburn Primary School is a good school with some of its work being very good. By the end of Key Stage 2, pupils' attainment in English and mathematics is very good and in science it is good. The pupils are taught well and overall they attain good standards of work in relation to their potential. The relationships in the school are excellent and all work very effectively together. Despite the fact that the cost of educating pupils is higher than the national average, the school provides good value for money.

### **What the school does well**

- The standards achieved by pupils by the end of both key stages in English, mathematics and science are high and very high in English and mathematics by the end of Key Stage 2.
- The leadership of the school by the head teacher, key staff and governors is very good.
- The quality of teamwork by all staff is very good and fosters a very positive ethos in the school.
- Teaching is good and sometimes very good throughout the school. Good teaching was seen in every class.
- Pupils' attitudes and behaviour are very good. Relationships are excellent and opportunities for personal development are very good.
- Procedures for ensuring pupils' welfare are very good and the school's links with parents are very effective.
- The provision for pupils' moral, social and cultural development is very good and a significant strength of the school.

### **What could be improved**

- The standards achieved by pupils, in both key stages, in information technology.
- The equipment the school has to support information technology.
- The written reports to parents of pupils' attainment and progress in information technology.

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

## **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was first inspected in June 1996. The school leadership has responded effectively to the last inspection. The balance between the head teacher's teaching and administrative roles has been reviewed although the head teacher still carries a heavy teaching role. The monitoring of the curriculum and teaching by key staff have improved. There are schemes of work, in various formats, for the majority of subjects and an agreed system of whole school planning has been established. Teachers' planning and the scrutiny of pupils' work form an integral part of the monitoring system.

Teachers' subject knowledge in science, design and technology and information technology has been improved and these subjects are well taught. However, the school is aware that the computers are outdated and often breaking down. This limits opportunities for pupils to further develop their information technology skills. The school has a very good action plan to remedy this situation when the government grant is available. There are now many opportunities for pupils to exercise initiative and take responsibility for their own learning.

The school investigated the possibility of providing sinks in the two classrooms that do not have them. However, this was not cost-effective and pupils' attainment and learning are not adversely affected because there are two sinks across the corridor very close to the classrooms. These are used effectively by the pupils and it encourages their sense of responsibility when clearing away after practical lessons. The standards achieved by pupils in English and mathematics have improved since the previous inspection. The school has worked well to address the key issues from the previous report and is well placed to maintain the strengths of the school and build effectively upon them.



## 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	B	A*	A	C
mathematics	A	A	A	B
science	A	A	B	C

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

The table shows that in the 1999 national tests for 11 year olds, the school's results were well above the national average in English and mathematics and above the average for science. When compared to similar schools, pupils performed the same in English and science and better than similar schools in mathematics. These results are a credit to the school when over twenty five per cent of pupils joined the school during Key Stage 2 and so did not benefit from the education provided in Key Stage 1. These results reflect the outcomes of the inspection, which find that, by the age of eleven, standards in English and mathematics are well above average and above average in science. The trend of pupils' attainment over time is broadly in line with the improving national trend. The school is maintaining high standards and is well on its way to meet its agreed statutory targets.

Standards for 11 year olds in design and technology, history, geography, art and music are above those expected nationally. In religious education, standards are above those expected for 11 year olds in the locally agreed syllabus. Pupils' standards in information technology match those expected nationally because the school makes very good use of the facilities at a residential centre and the local secondary school. The school is aware that pupils' attainment and progress in information technology could be improved; they have a very good action plan ready for when the government grant is available to provide the resources required to implement it.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to the school and their work. They enjoy coming to school and their enthusiasm for school life is excellent, which has a very positive impact on their learning.
Behaviour, in and out of classrooms	Pupils show high levels of self-discipline, they know what is expected of them and they behave very well. When they move around the building, use the dining hall and play at break times they are considerate, aware of the needs of others and show commendable levels of support for each other.
Personal development and relationships	Pupils' personal development is very good. They respond very well to the school's encouragement to take responsibility for their actions. The relationships in the school are excellent because of the commitment of all the staff to the pupils in their care.
Attendance	Attendance is very good and well above the national average. Pupils arrive at school promptly, settle into class quickly and lessons start on time. There have not been any exclusions from the school in the previous two years.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
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.*

Thirty nine lessons or part lessons were seen. Teaching was satisfactory or better in all lessons, it was good in 62 per cent and very good or better in a further 28 per cent of lessons. There was no unsatisfactory teaching seen during the inspection. Teaching was consistently good and often very good for children under five. Teaching was consistently good and sometimes very good in both key stages. Good teaching was seen in every class in the school. The school has maintained good standards in teaching since the previous inspection. The quality of teaching throughout the school makes a significant contribution to the way pupils acquire new knowledge, develop their ideas, learn new techniques and how to use them to enhance their learning. The teaching of literacy and numeracy is good in both key stages. Pupils with special educational needs are very well supported by good teaching that provides challenging activities. Consistently good teaching of basic skills, the high expectations teachers have of pupils' behaviour and effort, very well managed lessons that maintain a lively pace and lead to good concentration by all pupils make a significant contribution to pupils' learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad, balanced and relevant curriculum that meets the needs of all pupils. Children under five are provided with a wide range of activities that meet the desirable learning outcomes for children of this age. Many opportunities are provided to stimulate pupils' curiosity, interests and understanding. A wide range of activities, both in and out of school, enhances the quality of pupils' learning.
Provision for pupils with special educational needs	The school makes good provision for pupils with special educational needs through carefully planned individual education plans. Teachers know their pupils very well and provide challenging activities that make a positive contribution to their attainment and learning.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The provision for pupils' spiritual development is good, it is very good for pupils' moral, social and cultural development and is a strength of the school. This provision makes a very significant contribution to promoting the school aims and fosters a very strong sense of community where pupils care for and respect each other.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are very good. There are very good procedures to assess pupils' attainment and progress. The results of assessments are used effectively to guide teachers' planning and to raise achievement. All staff know pupils very well and the excellent relationships established make a very positive contribution to the family atmosphere in the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher and key staff provide very good leadership and give a clear educational direction for the school. The quality of teamwork by all staff is very good and fosters a very positive ethos in the school where all pupils are valued and their efforts very well supported. Co-ordinators effectively monitor teaching and learning in their subject areas. The head teacher has an excessive subject co-ordinator role due to recent changes in staffing.
How well the governors fulfil their responsibilities	The governing body take their responsibilities very seriously and they are committed to helping the school move forward. They make a very good contribution to the effective running of the school and are committed to maintaining and raising standards further.
The school's evaluation of its performance	The school knows its strengths and areas for development and has a good grasp on how to improve. The school uses a wide range of assessment procedures to monitor pupils' attainment and progress and target specific areas when required. All staff work hard to improve their own work and the educational opportunities presented to pupils.
The strategic use of resources	The school has sufficient staff to meet the needs of the National Curriculum and staff are well deployed throughout the school. Support staff play an important role in the life of the school and make a significant contribution to pupils' learning. The accommodation is very well maintained by a very conscientious site supervisor. With the exception of information technology, resources to support pupils' learning are good and used effectively. Specific grants are used well for their designated purpose. The school's finances and administration procedures are good. The school ensures that educational initiatives are carefully costed. Although it costs more to educate each pupil than is the case nationally, the school provides good value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Their children are making good progress.</li> <li>• Behaviour in the school is good.</li> <li>• Teaching is good.</li> <li>• They feel they can go to the school with any questions or problems.</li> <li>• The school expects children to work hard.</li> <li>• The school helps children to become more mature and responsible.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> </ul>

The parents consider that they have a good partnership with the school and express satisfaction with virtually all areas of its life and work. The inspection findings confirm the positive views expressed by parents about the school. There is a wide range of activities outside lessons that greatly enhance pupils' education. The fact that many pupils are transported to school by bus restricts the possibilities for the school to provide after school activities.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1 At the time of the inspection, there were eight children under five years of age in the reception class. About twenty five percent of children have had pre-school experience at either playgroup or Nursery. The reception class teacher liaises with the playgroup staff so that they plan a programme of learning to prepare children for school. Children who are under five follow a broad and interesting curriculum. Many children enter the reception class with standards of attainment which are below those normally seen in children of this age, particularly in language and literacy, mathematics, and knowledge and understanding of the world. All children, including those with special educational needs, make good progress in all of the areas of learning. By the time they are five, almost all children's attainment matches that expected for children of this age, in all areas of learning.

2 By the end of Key Stage 1, pupils' attainment in English is well above the level expected for their age. In the national assessments for seven year olds in 1999, pupils' results in reading were very high in comparison with the national average and in writing were well above the national average. When compared to similar schools, the results in 1999 were well above the average. The proportion of seven year olds reaching the higher levels in reading was well above the national average and above the average in writing. In teacher assessments of speaking and listening, pupils' attainment was very high compared with the national average and the number of pupils reaching the higher levels was above the national average. By the end of Key Stage 2, pupils' attainment in English is well above the level expected for their age. In the national assessments for 11 year olds in 1999, pupils' results were well above the national average and broadly in line with the average for similar schools. Standards of literacy are very high, in both key stages, and are improved by the opportunities taken in other subjects, such as science, history and religious education, to promote speaking, listening and writing skills.

3 By the end of Key Stage 1, pupils' attainment in mathematics is above the level expected for their age. In the 1999 test for mathematics for seven year olds pupils' attainment was well above the national average. The proportion attaining the higher level was above the national average. When the school's performance in 1999 is compared with similar schools, the results in Key Stage 1 are well above the average for these schools. By the end of Key Stage 2, pupils' attainment is well above the level expected for their age. In the 1999 mathematics tests for 11 year olds, pupils' attainment was well above the national average. The proportion reaching the higher level was above the average. When compared with similar schools, the school's results in mathematics were above the average for these schools. Pupils use their numeracy skills well in other subjects such as science, English and geography, for example, working out simple grid references, using correct mathematical terminology and using their knowledge of co-ordinates.

4 By the end of Key Stage 1, pupils' attainment in science is above the level expected for their age. In the 1999 teacher assessment in science for seven year olds pupils' attainment was well above the national average. The proportion attaining the higher level was below the national average. This is not the case with the present Year 2 and the lower than average results for the higher attaining pupils was because of cautious teacher assessments. When the school's performance in 1999 is compared with similar schools, the results in Key Stage 1 are well above the average for these schools. By the end of Key Stage 2, pupils' attainment in science is above the level expected for their age. In the 1999 science tests for 11 year olds, pupils' attainment was above the national average. The proportion reaching the higher level was also above the average. When compared with similar schools, the school's results match the average for these schools.

5 The results in English, mathematics and science are a credit to the school when over twenty five per cent of pupils joined the school during Key Stage 2 and so did not benefit from the education provided in Key Stage 1. Pupils attain good standards of work in relation to their potential. The trend of pupils' attainment over time is broadly in line with the improving national trend. The school is maintaining high standards and setting realistic targets to improve further.

6 By the end of both key stages, pupils' attainment in speaking and listening is well above the national expectation. In both key stages, pupils express themselves confidently, vibrantly and expressively. They listen carefully to their teachers, and to each other, and contribute maturely to group and class discussions. In Key Stage 2, pupils' skills are developed further and they respond very well to the planned opportunities for expressing feelings, voicing opinions and describing events. There is good use of drama across the key stages to support the development of speaking and listening skills and positively influence pupils' personal, social and moral development.

7 By the end of Key Stage 1, the standard of reading is very good and the vast majority of pupils have a reading age above that expected of seven year olds. There are a significant number of higher attaining readers who demonstrate a good degree of fluency, expression and understanding when reading. Many of these pupils are already independent readers and have access to a wide range of books. By the end of Key Stage 2, the standard of reading is very good and the majority of pupils have a reading age above that expected of 11 year olds. Pupils read from a range of fiction and non-fiction books. By Year 6, many pupils are fully independent readers and the majority of these pupils read accurately and fluently with a very good standard of expression. Pupils have good information retrieval skills, which are well used for the development of research and independent learning.

8 By the end of both key stages, pupils' attainment in writing is well above the level expected for their age, although the number of pupils achieving the higher levels is an area for development by the school. In Key Stage 1, progress is good and careful attention is given to handwriting, punctuation and spelling. Pupils are encouraged to write unaided from an early age and by the end of Key Stage 1, their writing is clear and neat. In Key Stage 2, progress is good and sometimes very good. Pupils make good use of dictionaries, thesauruses and a structured programme to support their spelling, including the use of the computer. By the end of Key Stage 2, the majority of pupils plan and redraft written work including stories, drama scripts, narrative, poetry and letters. Pupils have a thorough grounding of poetry and there were some very good examples of poems from pupils in Years 5 and 6, particularly the night poems where a pupil's 'Dead of Night' was of exceptional quality. Pupils write in a range of styles and employ specific techniques such as the use of similes and alliteration. They make good use of computers to plan, draft and improve their work. More opportunities for extended writing will enable pupils to reach the higher National Curriculum levels.

9 By the end of Key Stage 1, pupils' attainment in mathematics is above the level expected for their age. Pupils develop competence in the four rules of numbers. They learn to manipulate numbers quickly in the daily mental mathematics session, which has a positive impact on their attainment. By the age of seven, most pupils order numbers to 100 reliably and move on to numbers beyond 100. Pupils use and apply maths in practical tasks such as shopping. They set out their work in a variety of ways including ways that relate to their mental work. Pupils, including those with special educational needs, make good progress in developing their ability to solve mathematical problems and to be creative in the methods they use. By the end of Key Stage 2, pupils' attainment in mathematics is well above the level expected for their age. Pupils continue to make good progress and become increasingly proficient in all aspects of the number system. This includes work on all the number operations, odd and even numbers, place value, fractions, decimals and percentages. Pupils particularly enjoy their work when it is related to real life, for example, they use menus to select a meal and work out the cost. They pretend to be shopkeepers and give change.

10 By the end of both key stages, pupils' attainment in science is above the level expected for their age. Pupils make good progress in Key Stage 1 developing their scientific knowledge and skills. They classify materials according to simple criteria and recognise that some changes to materials are reversible, such as ice into water. In discussions with pupils, they have a good knowledge of the basic skeleton and identify the main bones in the body. A good investigative lesson improved pupils' skills using different materials and how they can be changed by squashing, stretching or twisting them. Pupils conduct simple experiments with plants and recognise the need for heat, light and water as conditions for growth. They experiment with simple circuits and, in discussion, understand that the switch can break the circuit and turn a light off or make a circuit and turn it back on again.

11 Pupils continue to make good progress in Key Stage 2. This is evident in their experimental and investigative work. For example, in a Year 3/4 lesson they predicted which of five items would slide down an inclined piece of hard board fastest. This experimental work is developed well in Year 4 when pupils compared the fall of a ball of tissue paper and a roll of cellotape. They understood the concept that both objects will fall at the same speed. These practical lessons make a significant contribution to the quality of pupils' learning. Pupils make good progress in carrying out different investigations and understanding the conditions needed to make a test fair. Pupils enjoy these practical science sessions and they make a positive contribution to their knowledge, skills and understanding.

12 By the end of both key stages, pupils attain standards in information technology that match those expected for their age. The school has made considerable improvements to its curriculum over the past three years. Information technology is valued as an essential part of the curriculum, although the time given to it varies from class to class, often because of breakdowns in the hardware. This adversely affects the quality of what is achieved in the various strands of the subject, which include communicating and handling information, modelling, control and measuring. Pupils in Key Stage 1 make satisfactory progress in developing their skills and knowledge. They use their keyboard skills to produce short pieces of text on the screen, know how to use the mouse and understand the use of the cursor and of several of the screen icons when amending their work. In discussion, pupils in Year 2 identified ways in which they use technology to make objects, like the floor robot, move and play music. Pupils in Key Stage 2 build effectively on their skills and knowledge. In discussions, pupils explained how they learned how to load and save their work. They were confident using the computer and understood how to bring up the various menus available, for example when wanting to use text in an art program. Pupils' skills were greatly enhanced by a residential visit; they spoke enthusiastically about the different programs and activities they enjoyed. They use the computer to support their work in other subjects such as English, for example, the use of word processing to produce a school magazine. Although pupils in Key Stage 2 develop their understanding of the control and modelling aspects of information technology, especially on their residential visit, their progress in improving their skills is limited by the resources in school, many of which suffer regular breakdowns. The school is aware of this and has very good plans for the development of the subject when the government grant is available. .

13 By the end of both key stages, standards in religious education are above that which is expected for pupils' age. Pupils have skills, which enable them to relate what they learn in religious education to their own life and experience. This fully meets the requirement for pupils to learn from and about religion. By the end of Key Stage 1, pupils consolidate their learning about Christianity, through stories from the Bible and from discussions. They know that the Bible is an important book to Christians and the significance of Christmas and birthdays. They learn about important people from other faiths, for example, why Muhammad and Ibrahim are special to people of the Islamic faith. They are introduced to key figures of the Hindu faith and learn about places of worship. In Key Stage 2, pupils learn about the symbolism of 'light'. They show their interest and enjoyment in the topic, resulting from good teaching, when they produce attractive, well presented booklets, which include work on different sources of light. Pupils relate well to stories through discussions and writing about their own life experiences and present day issues. They know the difference between right and wrong, discuss their feelings about different levels of rules, such as class and school rules and the rules of society. They explain how they try to care for

others and how they feel about those who care for them. Pupils in Years 5 and 6 learn more about Islam and relate the Old Testament to their knowledge of Judaism.

14 By the end of both key stages, in all other subjects, pupils achieve standards that are above the level expected for their age. In art, pupils learn to use tools and materials safely. They enjoy many opportunities to experiment with visual and tactile elements, such as colour, shape, form and modelling materials. Older pupils look analytically at the work of famous artists and use pastels with great flair to colour and blend the sky in the style of Turner. In design and technology, pupils use a good range of resources and apply the basic skills of measuring, cutting, joining and decorating materials. Pupils produce effective designs, which give them the opportunity to think carefully about the design process and what they are trying to achieve. Pupils' skills in other subjects are used effectively. For example, pupils in Year 3/4 used seeds to create patterns similar to Roman mosaics. Pupils have good geographical skills and their knowledge of places and the local area are developed well. They are good at carrying out investigative work and recording their findings and they present written work to a good standard. A strength of the curriculum is the pupils' mapping skills.

15 In history, pupils understand the difference between past, present, old and new. When learning about the Victorians they visit a living museum where they experience what life was like in this period. By the end of Key Stage 2, pupils are aware of how sources of evidence inform them of the past and contrast the lives of rich and poor children in Tudor times. Music is used in both key stages to enhance pupils' learning. Pupils listen carefully and respond appropriately to recorded music. Music is used well to promote pupils' spiritual and cultural understanding. In assemblies and acts of collective worship, the 'Music Of The Week' is played and pupils listen quietly and respectfully. This good atmosphere for listening is a useful indicator of pupils' sensitivity to music. In physical education, pupils experience a broad and balanced curriculum through a good range of physical activities. All pupils are aerobically involved in the warm-up part of their lessons and they have a very good understanding of the relationship between exercise, health and fitness. In Key Stage 2 pupils have regular swimming lessons and the standard is very good. All pupils are knowledgeable about games and have a good level of overall fitness. Outdoor and adventurous education is well catered for through the school's successful residential experiences for all pupils in Year 6 and some pupils in Year 5.

16 Pupils with special educational needs meet the targets set out in their individual education plans. They make good progress in their learning.

### **Pupils' attitudes, values and personal development**

17 The behaviour of pupils at Gisburn Primary School remains very good. They clearly enjoy coming to school and their enthusiasm for all aspects of school life is excellent. This has a very positive impact on their learning.

18 Pupils, from the time they enter the school, have very good attitudes towards school and their work. This is borne out by observations in lessons and through formal and informal discussions with pupils. Pupils are interested in all aspects of the curriculum and respond positively to the many opportunities that the school provides. The attitudes of pupils with special educational needs are also very good both in lessons and when they receive specialist support. These attitudes make a positive contribution to pupils' learning and the progress they make during their time in school. Pupils enjoy their lessons and show a keenness to learn. For example, in a Year 5 design and technology lesson they were captivated by the tasks that they were involved in, and in a Year 3/4 science lesson, they worked enthusiastically with minimum supervision. Their behaviour in the dining hall, around school and in the playground is also very good. Pupils are polite, well mannered and keen to talk to visitors.

19 Pupils have a very good understanding of expected behaviour and school rules. For example, when they are in the playground and a vehicle approaches down the school lane or from the car park, they

will shout 'car' and immediately freeze against the school wall until the vehicle has moved away. Pupils behave very well in lessons and they are very courteous to adults. Pupils behave well in assemblies and show real interest in the proceedings. There was no sign of bullying or aggressive behaviour in the playground during the inspection. There is no evidence of any anti-social behaviour and there have been no exclusions from school. This positive picture is supported by parents' views expressed in their response to the questionnaire.

20 Relationships between pupils and between pupils and adults are excellent. All staff know their pupils very well and pupils are treated in a very mature manner. Pupils collaborate very well when working on group tasks and respect and listen to each other's views. Teachers are keenly aware of pupils' needs. Young children in the reception class were observed regularly sharing resources and co-operating well with adults in their work and pupils worked effectively together in pairs and small groups to carry out activities in all subjects. Throughout the school pupils work well on individual tasks, concentrate and do their best. In the playground pupils relate well to each other and play amicably in small and large groups.

21 Pupils are very keen to take responsibility and show initiative. For example, they will set out resources for assembly and clear away after it without supervision. At lunchtime, pupils of all ages will offer drinks to visitors and clear tables without being asked. They collect and donate generous sums of money to a variety of charities. The contribution to pupils' personal and social development is enhanced by residential visits where they work and play co-operatively in a wide range of academic and physical activities. The school and its resources are well looked after by all pupils and they were observed hanging up coats that had fallen on the floor. All these opportunities have a very positive impact on their personal development. Pupils' current attitudes, behaviour and personal development represent an improvement since the previous inspection, when there was a need to create more opportunities for pupils to exercise initiative and responsibility. The school is well placed to maintain these high standards and continue to develop this aspect of pupils' education.

22 Attendance levels are very good and well above national average. Pupils come to school on time, lessons, breaks and other activities start and finish promptly. Pupils' attendance and punctuality make a positive contribution to the quality of learning in the school.

## **HOW WELL ARE PUPILS TAUGHT?**

23 The quality of teaching is good throughout the school. Teaching was satisfactory or better in all lessons, it was good in 62 per cent and very good or better in a further 28 per cent of lessons. There was no unsatisfactory teaching seen during the inspection. Teaching was consistently good and often very good for children under five. Teaching was good and sometimes very good in both key stages. Good teaching was seen in every class in the school. The school has maintained good standards in teaching since the previous inspection. The quality of teaching throughout the school makes a significant contribution to the way pupils acquire new knowledge, develop their ideas, learn new techniques and how to use them to enhance their learning. The teaching of literacy and numeracy is good in both key stages. Pupils with special educational needs are very well supported by good teaching that provides challenging activities. Consistently good teaching of basic skills, the high expectations teachers have of pupils' behaviour and effort, very well managed lessons that maintain a lively pace and lead to good concentration by all pupils, all make a significant contribution to pupils' learning.

24 The teaching of English is good. Teachers' planning is clearly linked to the requirements of the Literacy Strategy. Teachers plan their lessons well and work is well matched to individual pupils' needs. They choose texts that engage all pupils and show particular regard to their abilities. For example, in a Year 2 lesson, the teacher had chosen the text about the 'mad cow' and pupils had to think up ideas of how to get milk from the cow. The pace of lessons is good and teachers use the techniques of the Literacy Strategy to best effect. Pupils' relationships with teachers and adults in the classroom ensure that they



achieve well. Teachers' expectations are high and pupils are challenged in lessons. This was seen in a Year 6 lesson, when pupils had to write 10 sentences to describe their sports day. They completed the task well with good handwriting, accurate spelling and the correct use of punctuation. They were then challenged to write sentences in a contrasting style describing the same event. Their very positive attitudes, high levels of concentration, eagerness to do well, very good behaviour and an ability to work independently are all factors in successful pupil learning.

25 The teaching of mathematics is good. Teachers effectively use the Numeracy Strategy and plan lessons that are challenging and interesting. For example, in a Year 1 mathematics lesson pupils used mental addition to work out problems using two numbers to 20. All pupils were accurate with this task and were proud of their neat and tidy recording. All lessons are well planned and teachers ensure that all pupils are actively engaged in lessons that challenge them. For example, in a Year 4 mental introduction to hundreds, tens and units, the teacher used increasingly large numbers to test pupils' mental agility in subtraction.

26 Teachers' expectations are very high and they expect the best of all pupils. They question pupils well and work is well matched to the individual needs of the pupils. Pupils respond well to these very high expectations placed upon them and rise well to the challenge in lessons. In all year groups, pupils are encouraged to be independent as they work and they clearly understand that they have to get on with their task, as the class teacher works with other groups. They respond to this challenge very well and this has a very positive impact upon their learning and their levels of self-esteem.

27 Teachers' planning is good in both key stages for most subjects. Teachers use the whole class sessions to effectively involve pupils of all levels of attainment and to encourage individuals to participate fully. For example, in a Year 6 science lesson, good questions were used to encourage pupils to think about their previous experiments on filtration and how important it is to make predictions of the likely outcome of experiments. Planning is consistent for most subjects; for example, in science, teachers' medium term planning shows the knowledge, skills and understanding to be taught. As a result, pupils build effectively on their previous learning. Other effective strategies used by teachers include working with groups and individuals, helping to solve specific problems. For example, in a Year 5 mathematics lesson pupils were set the challenge of multiplying and dividing increasingly large numbers by 10. Teachers are aware of the needs of pupils with special educational needs and make time to support them either individually or in small groups.

28 Teachers in both key stages know and manage their pupils very well and provide good support for different activities. The excellent relationships between staff and pupils create a secure climate in which to learn. In a Year 1 class, the teacher used mathematical language effectively and insisted that pupils 'look very carefully' at a number before deciding if a second number was 'more than' or 'less than' the one given. Teachers respond well to the needs of pupils, including those with special educational needs, and they intervene sensitively to offer support and encouragement. For example, teachers assess what pupils are learning in the lesson and make constructive suggestions as to how they can improve. This was particularly evident when a teacher was working with groups of pupils in a Year 4 lesson improving their mathematical skills. Pupils were using addition and subtraction skills to find the missing numbers in set calculations. This was a stimulating session and allowed the teacher to observe and assess pupils as the activity proceeded, adapting questions according to the needs of different pupils.

29 Lessons are usually taught at a brisk pace. Teachers, in both key stages, use time efficiently and, in the best lessons, they make very clear to pupils the amount of time allocated to tasks. For example, in a Year 4 science lesson a clear target was set for pupils to think of a design that would show how simple electric circuits work. The brisk pace of lessons and the tasks set ensure that pupils' interest and concentration are maintained throughout. They use resources effectively; for example, in the reception class a number line was used imaginatively to encourage pupils to add on and count back accurately. Pupils are encouraged to think for themselves and to choose their own methods to solve

problems. For example, in a Year 3 science lesson on friction, pupils had to predict which of five items would be first to the bottom when they conducted the experiment using an inclined piece of hardboard. They decided which method to use to record their results.

30 The procedures to assess pupils' attainment and progress are good and used effectively to guide future planning. In their day-to-day work, teachers assess pupils' work well. They listen carefully and patiently and record their findings to help them plan future lessons. For example, in a Year 3 planning file for mathematics, the teacher noted the areas of difficulty for pupils in a previous lesson on addition and subtraction and effectively revised the mental mathematics warm up session to reinforce particular skills to ensure that pupils clearly understood the concept. The majority of teachers include positive comments when marking but do not consistently provide precise comments on what pupils need to do in order to improve. This makes it more difficult for some teachers to assess how well pupils are learning from their mistakes.

31 Teachers are effectively implementing the homework policy. They use homework effectively to support pupils' learning. There are opportunities for pupils of all ages to undertake homework and, in discussion with pupils, the majority are keen to complete the task given.

32 Teaching for pupils with special educational needs is good. All staff have a very positive attitude towards pupils with special educational needs and plan lessons to take account of them. Pupils have the opportunity to be challenged at their own level and therefore feel a sense of pride and achievement in the work they complete. Good use is made of day-to-day assessments to note any areas of concern and plan future lessons. As a result of good teaching pupils with special educational needs make good progress.

33 Pupils throughout the school are keen and interested in their lessons. They are enthusiastic learners who clearly enjoy coming to school and meeting the challenges provided for them by their teachers. They are challenged in the lessons and teachers have very high expectations of pupils and their work. All pupils try hard and this is evident in their levels of achievement. The pupils demonstrate good levels of independence in their work and concentrate well on the tasks set for them.

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

34 Since the last inspection, the school has improved its curriculum provision by using the guidance from the Qualifications and Curriculum Authority and the local education authority to ensure that all subjects are adequately planned for. This has enabled the school to respond very positively to the challenges presented by mixed age classes and fluctuating pupil numbers. The school has considerably improved the opportunities for promoting pupils' personal development and this is reflected in the mature, confident and caring manner that pupils throughout the school display.

35 The school provides a broad, balanced and relevant curriculum and fully meets the statutory requirements of the National Curriculum, including those for religious education. The provision is enhanced by the effective contribution of many subjects to the development of pupils' literacy and numeracy skills. As a result, attainment in English and mathematics is very good in the areas of reading and number. The school has successfully implemented the Literacy and Numeracy Strategies and this has helped the school to maintain its high standards in these areas. The curriculum admirably reflects the school's aims and values, and makes a significant contribution to pupils' intellectual, physical and social development. It is well matched to pupils' abilities and places appropriate emphasis upon their personal and academic needs.

36 The governing body fulfils its statutory responsibility and has approved a sex education policy, which is taught sensitively through the science and health education curriculum. Pupils are made aware of the dangers of the misuse of drugs and the importance of health and fitness. This is helped by the visiting 'Life Education Centre'.

37 Pupils engage in a wide range of activities, which develop their interests and promote high standards. They are given many opportunities to work independently and are also required to assist in and around the school with designated roles and responsibilities. The pupils' curriculum experiences are enhanced by visits to cultural centres, visiting speakers and the use of a residential outdoor education centre which helps to promote pupils' team building skills. The school offers a range of extra-curricular activities, including sports, music and involvement in quizzes. Extra curricular activities enrich their experiences and provide a sense of pride and community, which contributes to the very positive ethos of the school. All pupils are fully prepared for the next stage of their education and links with the high schools are very good.

38 Subjects are taught separately but many effective cross-curricular links are well exploited using topic work. These are never allowed to obscure the necessity for teaching the basic skills separately and purposefully, as seen in spelling, reading and the use of multiplication tables. A number of pupils receive specialist music teaching from visiting teachers.

39 Both the organisation and curriculum of the school promote equality of access and opportunity for all pupils. The school's policy for special educational needs embraces the principles and practices of the Code of Practice and there are thorough arrangements for identifying and assessing pupils with special educational needs. Provision for pupils with special educational needs is a combination of withdrawal for individual and group support by a support assistant and in-class support with work set by class teachers to challenge pupils. Individual education plans are detailed and set specific learning targets with careful attention to literacy and numeracy. These plans are closely monitored. There are good links with support services, reviews are held regularly and parents and pupils are kept informed of progress.

40 The very good level of pupils' personal development is reflected in their ability to work independently with minimal supervision and in their mature and confident demeanour; for example, pupils in Year 6 have good debating skills and constructively challenge views that they disagree with. Pupils have extended their interests into the community by raising money for local, national and international charitable causes and through their involvement in the village projects. They are articulate and carry out responsible tasks sensibly in a manner in line with their own individual development. They have respect for other people's opinions, values and beliefs and give credit to the achievement of others, particularly in assembly where there is a regular celebration of pupils' successes and sharing of interests; for example, in assembly pupils 'show and tell' the whole school about particular things that they have made or achieved. They undertake independent research linked to their topics in history and geography. They treat the whole school environment with great respect. This is shown in the way that pupils handle and value the artefacts in lessons such as history and keep the school grounds litter and graffiti free.

41 The school's provision for the personal, spiritual, moral, social and cultural development of its pupils is very good. The provision makes a significant contribution to promoting the stated aims of the school. Pupils receive many opportunities that lead them to become sensitive and considerate young people with a good understanding of their role in society. The school provides a very good ethos, which maintains a happy and supportive learning environment.

42 Pupils' spiritual development is promoted well through carefully planned daily assemblies, religious education lessons and other curriculum areas such as art, science and music. In assemblies, pupils are encouraged to consider how and why attitudes are developed and how they share with others as well as receive. They are made aware of the plight of people from other communities who experience poverty and are all the more appreciative of the opportunities that they have. Throughout the school, there

is a strong sense of community, which actively supports regular reflection on issues that impinge upon the pupils' lives; for example, new and younger pupils are always cared for and made to feel welcome on arrival. Pupils are provided with opportunities to examine their own and others' faiths and beliefs as they learn about Christianity and other world religions such as Buddhism and Islam. Poems, prayers and artwork on display reflect the good provision made by teachers and the very positive response of pupils. Spiritual development is well supported by the contribution of visitors such as the local vicar as well as members of minority religions. The school emphasises the appreciation of the environment and how it can be preserved to give pleasure for all; for example the school garden is a place where pupils sit quietly and appreciate the natural beauty of the area.

43 The school's behaviour policy is making very good provision for pupils' moral development. It encourages respect, consideration and tolerance and is rooted in and supported by the excellent quality of the relationships between adults and pupils. The staff provide very good role models. They consistently place a strong emphasis on personal responsibilities and take advantage of the opportunities to make pupils aware of the differences between right and wrong. Adults reinforce good behaviour through the effective use of rewards and consequences. Pupils are involved in the making of school and classroom rules and clearly follow them by demonstrating very good standards of personal behaviour, honesty and courtesy. Lessons in literacy and physical education play a significant part in promoting moral values by teaching the importance of listening to others, abiding by rules, playing fairly and taking responsible decisions. A major outcome of this is that pupils have a heightened sense of fairness and justice.

44 The provision for pupils' social development is very good. Teachers' curriculum planning provides many opportunities for pupils to work collaboratively and co-operatively and develop independent research skills. The school is very successful in promoting pupils' enthusiasm for school and widening their personal interests. The school's ethos encourages pupils to take positions of responsibility and promotes their independence. Pupils are encouraged to be sensitive and responsive to the needs of others and demonstrated this when they auctioned the fruits of the harvest festival and the proceeds were sent to charity. There are many opportunities to strengthen the positive links between older and younger pupils; for example, Year 5 and 6 pupils are paired with younger readers. The school is a very caring community where all pupils are valued and their self-esteem is high.

45 The school's provision for pupils' cultural development is very good. It is promoted through the range of visits that are well planned to support many subjects of the curriculum. Aspects of pupils' knowledge and understanding are developed through music, art, geography and history. These visits provide opportunities for pupils to learn about the heritage and cultures of this country and the local area of the school. In religious education, pupils learn about other faiths and a practising Hindu has visited and explained their religious beliefs. The school makes very good efforts to celebrate the diversity of cultures in and around the community.

46 The school has very good links with the community of which it is a vital and valued part. The pupils explore the community in depth; for example, they study the shops and houses in the area through geography. A particular strength of the school is the respect in which it is held and the willingness with which local industry and farming are prepared to assist the school in providing as broad a range of experiences as possible.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

47 The previous inspection report describes a warm and caring ethos in school and positive comments were made about all areas within support, guidance and pupil welfare.

48 The school continues to be a very caring community, all staff know their pupils extremely well and excellent relationships are evident. These underpin the success the school achieves in all elements of

this aspect of school life, as well as the success and confidence enjoyed by individual pupils. Very good strategies are in place for child protection. A detailed policy closely follows the Local Education Authority's guidelines. Staff are aware that the head teacher is the named person and of the procedures they must follow if they feel a child is at risk of significant harm. The head teacher has received training, which is updated and shared with all staff on a regular basis. Similarly, the school makes very good provision to ensure the health and safety of its pupils and staff. A clear policy following the Local Education Authority's guidelines is in place and its recommendations are seen to be put into practice on a day-to-day basis. For example, teachers are on duty in the morning as pupils begin to arrive and supervise them at the gate at home time. The lunchtime break is well supervised and accidents or illness are dealt with appropriately. Pupils of all ages move around inside the building in a sensible, orderly manner and they know what action they must take if a vehicle enters the playground whilst they are outdoors. The school's policy, systems and equipment are monitored regularly by a representative from the Local Education Authority. Appropriate and prompt action is taken to follow up any recommendations, as well as those concerns the school has. For example, straps were purchased to secure the television to make its transportation in school safer. A wooden casing was made to enclose the coat pegs in the corridor, which are at face height for the youngest pupils. The school is a safe and secure environment.

49 Rigorous assessment procedures are in place, which establish pupils' levels of attainment and track their progress. The youngest pupils are assessed against a baseline checklist in their first two weeks in school. This checklist is used regularly and this enables staff to chart pupils' progress and analyse any strengths or weaknesses in their teaching or the curriculum provided. In each year group a range of standardised methods of assessment is used, particularly in mathematics and English. They indicate pupils' levels of attainment in reading, spelling, vocabulary, mathematics and verbal and non-verbal reasoning. In addition, pupils' attitudes to learning are assessed. In each class, teachers make day-to-day assessments, informally by questioning or by subject tests. All the information gathered is used well to inform teachers' planning for the next stage of learning and to raise the achievement of all pupils including those with special educational needs whose learning is supported by specific individual education plans. Parents are involved in raising achievement by supporting their children in their homework activities.

50 Informal but ongoing systems are in place to monitor pupils' personal development. These are based upon the excellent relationships between staff and pupils and the fact that each pupil is known very well. Many opportunities are provided to promote pupils' personal development. Pupils are encouraged to take responsibility for their actions and learning. They work in pairs or larger groups. They show understanding, respect, tolerance and friendship to others. Older pupils care for younger pupils. Pupils of all ages demonstrate, play or perform with confidence in front of others in class or in assemblies. They select equipment for their tasks or set out equipment for others, for example pupils in Class 4 prepare the hall each day for assembly. A week's residential visit is provided for the oldest pupils each year. This experience is enjoyed by all and is an excellent way to promote and monitor pupils' personal development.

51 Pupils' behaviour is very good, there is a school policy on 'Discipline' which is obviously understood by all. No incidents of bullying or misbehaviour were seen during the week of the inspection and all pupils were clear about what they must do if someone frightened or hurt them. Provision for monitoring pupils' attendance is very good; unexplained absences are followed up immediately, indicating the high level of care the school provides for its pupils. Certificates are given at the end of the year to pupils who have achieved full attendance. However, staff prefer to encourage good attendance by ensuring that pupils enjoy coming to school. The interesting lessons, high quality teaching, very good relationships and very caring ethos have a positive impact on pupils' attendance.

52 Since the previous inspection the school has drawn up a policy on Child Protection. Many opportunities for pupils to exercise initiative and take more responsibility for their own learning now exist. Effective use is made of assessment which enables staff to set targets for improvement to raise the achievement of individual pupils. The school has maintained and consolidated standards and shown an improvement in some. It is in a very good position to continue to do so.



## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

53 The school has maintained and consolidated the good relationships with its parents that were evident at the last inspection. This has a positive impact on many aspects of school life. All parents have a very positive view of the school and a number provide valuable help in class. The support provided by Friends of Gisburn School is good and the hard work put in by parents and friends to interesting fund raising events contributes to many additional resources for the school.

54 The information provided by the school to parents is good. The school provides regular informative letters about events and activities. Parents are happy with the information they receive about their children's progress. Pupils' annual reports, however, do not meet statutory requirements. They do not consistently report on pupils' attainment and progress in information technology. The prospectus and governors' annual report are good. All parents who responded to the questionnaire feel comfortable approaching the school with questions or concerns and consider that any matters raised are handled well. The school considers that parents are vital partners in the assessment process for pupils with special educational needs. They are notified at an early stage of any concerns and invited to school to discuss their child's progress and are encouraged to be involved as partners at each stage.

55 Almost all parents have signed the Home/School agreement. They understand the importance of assisting their children at home with reading or specific school projects. Their contribution to children's learning at home is very positive. In the questionnaire and at the parents' meeting, parents considered that they have a good partnership with the school and expressed satisfaction with virtually all areas of its life and work. The inspection findings confirm the positive views expressed by parents about the school. Some parents tended to disagree that the school involved pupils in more than their lessons. The inspection found that there is a wide range of activities outside lessons that greatly enhance pupils' education. The fact that many pupils are transported to school by bus restricts the possibilities for the school to provide more after school activities.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

56 The head teacher and key staff provide very good leadership and give a clear educational direction for the school. The quality of teamwork by all staff is very good and fosters a very positive ethos in the school where all pupils are valued and their efforts very well supported. Co-ordinators effectively monitor teaching and learning in their subject areas. The governing body take their responsibilities very seriously and they are committed to helping the school move forward. They make a very good contribution to the effective running of the school and are committed to maintaining and raising standards further. The school leadership has responded effectively to the last inspection. The balance between the head teacher's teaching and administrative roles has been reviewed although the head teacher still carries a heavy teaching role. The monitoring of the curriculum and teaching by key staff have also improved. Teachers' planning and the scrutiny of pupils' work form an integral part of the monitoring system. With their current level of involvement and commitment, the governors, in partnership with the head teacher and staff, are well placed to plan and implement further improvements.

57 Children under five in the reception class receive a good start to their education. There is effective use of all staff and the quality of their teamwork is having a very positive impact on children's learning. Throughout the school, the implementation of the Literacy and Numeracy Strategies is having a positive impact on pupils' learning as they move through the school. There are policies and schemes of work for virtually all subjects. Teachers use these well to guide their planning and ensure pupils receive an appropriate breadth of curriculum experiences which build on their previous learning. There is now a consistent approach to curriculum planning and the assessment of pupils' progress and achievements is effective. All staff understand the requirements of the Code of Practice for pupils with special educational needs. The provision for these pupils is good.

58 The head teacher, key staff and governors work together closely and manage the school very well. There is clear direction for the work of the school ensuring that strategic decisions determine the financial and educational development of the school. The role of curriculum co-ordinators has been developed to include monitoring of their subject across the school. The head teacher and key staff have monitored teaching and learning and they identify and share good practice. Detailed analysis of pupils' national test results is being undertaken regularly by the head teacher and the results are used very effectively to set realistic targets for pupils' future attainment. The staff meet regularly, both formally and informally, to discuss curriculum matters. Curriculum co-ordinators undertake their roles conscientiously. For example, there has been a very thorough audit of teachers' skills in information technology and a very good action plan drawn up to identify the training they will need when the new resources are available.

59 All staff have a shared commitment to raising standards. They have succeeded in creating a learning environment where relationships are excellent and pupils feel secure and valued. A very positive ethos reflects the school's commitment to achieve the highest educational standards and equal opportunity for all pupils. Their contribution to the effective running of the school is very good. The governors take their responsibilities seriously and are committed to improving the school building and maintaining standards in the school. They keep themselves very well informed. The good committee structure enables them to support the head teacher and meet their statutory responsibilities. There are link governors in place for literacy, numeracy and special educational needs who visit the school regularly and effectively monitor the delivery of the curriculum. The chair of the governors works very closely with the head teacher and they meet weekly to discuss the school and its work. The school's aims are clearly expressed and have been collaboratively developed and agreed. The governors have a clear picture of the work of the school and are particularly pleased with the attainment and learning of all pupils.

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

61 The school development plan is an effective management tool, which clearly identifies the priorities and targets to be tackled and guides the work of the school. It provides a baseline against which future development can be measured and is having a positive effect on the future direction of the school. Educational and financial planning are clearly cross-referenced. Priorities include the continued monitoring of the curriculum intended to improve further pupils' attainment and learning. The school knows its strengths and areas for development and has a good grasp on how to improve. The school uses a wide range of assessment procedures to monitor pupils' attainment and progress and target specific areas when required. All staff work hard to improve their own work and the educational opportunities presented to pupils. The school has clear targets for improvements. For example, the school has identified the purchase of new equipment and resources to improve pupils' attainment and progress in information technology. A health and safety issue was raised with the head teacher during the inspection and appropriate action had already been initiated.

62 The school has sufficient teachers to meet the needs of the curriculum, including areas of learning for children under five. Staff are well deployed, however, the distribution of curriculum responsibilities is not appropriate as the head teacher carries an excessive subject co-ordinator role. The previous inspection report stated that teachers' subject knowledge was insecure in science, information technology and design and technology, but this is no longer the case. All teaching staff have been well



trained in the implementation of the Literacy and Numeracy Strategies. Educational support staff are very effectively deployed in classrooms. Their time and expertise is used efficiently and this is having a positive impact on the good progress made by all pupils, including those with special educational needs. The school is very clean and well maintained, which reflects the school's attitude to the pupils and makes a positive contribution to their personal and social development. Satisfactory job descriptions are in place and there are effective procedures for the induction of staff that are new to the school. Midday supervisory staff make a positive contribution to pupils' well being at lunchtime. Staff morale is high and reflects the strong team spirit that is evident in the school.

63 The quality of the internal accommodation is good, immaculately kept by the site supervisor and used well. Displays of pupils' work are used effectively to celebrate achievement, raise pupils' self-esteem and support personal development. Outdoors, the playground area at the front and side of the school has been painted with games for pupils to play. The school has a grassed area, attractively set out to encourage pupils' studies of the environment. The field is small but used effectively for physical education lessons and for play times when the weather permits. Learning resources in all areas of the curriculum are good, apart from information technology where they are often old and frequently unsatisfactory because of regular breakdowns. During the inspection, at least one computer could not be used because of problems with the hard drive. The school has clearly identified resources needed for the curriculum and is awaiting government funding before the necessary purchases can be made. The library, in the corridor, is well used and is a good resource for developing reading throughout the school. Independent and group research activities make use of the non-fiction resources and this has a positive impact on the quality of learning in English, history, science and geography. The school has a good selection of books to support learning in all areas of the curriculum. Resources for all curriculum areas are stored as appropriately as possible in a small school and they are easily accessible to pupils. They are used effectively in classrooms to extend and develop pupils' skills and knowledge.

64 The efficiency of the school is good. Financial planning and control are good; the governing body has a finance committee who, together with the head teacher and support from the local education authority, take responsibility for monitoring the school budget. The head teacher effectively exercises day-to-day financial control within agreed limits. The finance committee discusses the school's budget proposals and the full governing body meets to examine and approve the full budget recommendations linking spending to the priorities laid down in the school development plan. Governors are very committed to maintaining standards and monitoring the effect of recent initiatives. For example, the introduction of the National Numeracy and Literacy Strategies has been monitored by the head teacher and the appropriate co-ordinators and reports on their success submitted to the finance committee to ensure the school receives good value for money from the spending on resources. The principles of best value, identified by the local education authority, are applied when making financial decisions.

65 The day-to-day administration of the school is good. The secretary has a good knowledge and understanding of both the school and local authority systems, which makes a positive contribution to the smooth and efficient running of the school. This contributes strongly to the positive learning ethos. All points raised at the last audit have been addressed. Money allocated for the support of pupils with special educational needs is directed towards meeting their needs. Funding intended for professional training of staff is effectively used for that purpose. Good use is made of the expertise of staff. This is particularly effective in the teaching of all pupils, including those with special educational needs. Staff use their professional expertise and time well to support one another and to help the school to improve. Staff make good use of resources and accommodation. Curriculum co-ordinators have carried out audits of their subjects, have prioritised the buying of resources and monitor the effectiveness of their use in maintaining standards.

66 The leadership and management of the school by the head teacher and key staff are very good. The governing body is very effectively fulfilling its responsibilities. The monitoring and evaluation of the school's performance is good. The finance and administrative procedures are efficient. Standards at the

end of Key Stage 2 are well above the national average in English and mathematics and above average in science and the trend over time is in line with the improving national trend. Pupils with special educational needs make good progress in the school and attain standards that are high when compared to their abilities. With the exception of information technology, resources to support pupils' learning are good and used effectively. Specific grants are used well for their designated purpose. Although it costs more to educate each pupil than is the case nationally, the school provides good value for money and is well placed to continue the improvements made since the last inspection and implement future initiatives.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

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

### **A. Improve pupils' standards of attainment in information technology by:**

- improving the number and quality of computer resources in line with the school's action plan;
- giving more time to the direct teaching of computer skills in order to ensure that all aspects of the subject are regularly taught;
- using information technology more regularly to support teaching and learning in other subjects so that pupils apply the skills they are learning on a more regular basis;
- meeting statutory requirements by consistently providing, in written reports to parents, pupils' attainment and progress in information technology.

(Paragraphs 54, 58, 61, 92, 116, 118 and 120)

The school has identified this issue in its own priorities and has a good action plan in place to address these matters.

**68 In addition to the key issues above, governors may wish to consider the following issues as part of the action plan.**

- A. Provide more opportunities for pupils, in both key stages, to use their language skills in independent, extended writing. (Paragraphs 8, 12 and 81)
- B. Reduce the excessive subject co-ordinator role of the head teacher. (Paragraph 62)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

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

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	28%	62%	10%	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	128
Number of full-time pupils eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	9

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	5
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	3.6
National comparative data	5.4

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	11	8	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	8	8	8
	Total	19	19	19
Percentage of pupils at NC level 2 or above	School	100% (95%)	100% (95%)	100% (100%)
	National	82% (80%)	83% (81%)	87% (84%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	8	8	8
	Total	19	19	19
Percentage of pupils at NC level 2 or above	School	100% (95%)	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	14	9	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	9	9	9
	Total	21	21	21
Percentage of pupils at NC level 4 or above	School	91% (77%)	91% (72%)	91% (78%)
	National	70% (65%)	69% (59%)	78% (69%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	12
	Girls	9	9	9
	Total	22	22	21
Percentage of pupils at NC level 4 or above	School	96% (83%)	96% (83%)	91% (83%)
	National	68% (65%)	69% (65%)	75% (72%)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – Afro heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	128
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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)	5.4
Number of pupils per qualified teacher	23
Average class size	25

#### **Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	53

### ***Financial information***

Financial year	1998 - 1999
----------------	-------------

	£
Total income	203,191
Total expenditure	210,566
Expenditure per pupil	1,770
Balance brought forward from previous year	16,113
Balance carried forward to next year	8,738

## *Results of the survey of parents and carers*

### **Questionnaire return rate**

Number of questionnaires sent out

125
-----

Number of questionnaires returned

48
----

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	27	0	0	0
My child is making good progress in school.	73	25	0	2	0
Behaviour in the school is good.	67	33	0	0	0
My child gets the right amount of work to do at home.	46	48	6	0	0
The teaching is good.	81	19	0	0	0
I am kept well informed about how my child is getting on.	69	27	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	83	15	2	0	0
The school expects my child to work hard and achieve his or her best.	85	15	0	0	0
The school works closely with parents.	69	27	4	0	0
The school is well led and managed.	92	6	2	0	0
The school is helping my child become mature and responsible.	71	27	2	0	0
The school provides an interesting range of activities outside lessons.	13	51	30	2	4

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

69 At the time of the inspection there were eight children under five years of age in the reception class. About twenty five percent of children have had pre-school experience at either playgroup or Nursery. The reception class teacher liaises with the playgroup staff so that they plan a programme of learning to prepare children for school. Children who are under five follow a broad and interesting curriculum. Many children enter the reception class with standards of attainment which are below those normally seen in children of this age, particularly in language and literacy, mathematics, and knowledge and understanding of the world. All children, including those with special educational needs, make good progress in all of the areas of learning. By the time they are five, almost all children have attainment which is in line with that expected for children of this age, in all areas of learning.

70 Children's personal and social development is very good. Their attitudes to learning are very good. They work and play with enthusiasm and enjoyment. They use resources carefully and begin to develop independent skills. Children learn to share and take turns and they begin to work co-operatively. Most listen carefully and often levels of concentration are good. Children persevere for lengthy periods to complete a task. They respond very well to teachers and other adults and they are keen and confident to share their ideas. Behaviour is very good, children are well mannered and take care of each other, their environment and the resources provided for them. In class, they collect the equipment they need for a task; for example, two children found a range of circular items from the home corner to show in a mathematics activity. In physical education, the children set out mats and other equipment carefully and sensibly in pairs or groups of four. They understand these familiar routines, immediately recognising that four children are needed to carry a mat. They moved from the classroom to the hall without any fuss, with one child stopping to rearrange packed lunch boxes, without being asked, which were protruding from the storage shelves.

71 Skills in language and literacy are developed through many activities such as purposeful and imaginative play, consistent routines, supplying the rhymes in poems and through opportunities for children to take part in role play and talk in front of the class. Most children know that print is different from pictures, that it carries meaning and that it is read from left to right. Most children recognise their name and some letters of the alphabet. They are introduced to the characters from the school's chosen reading scheme and almost all children begin to read by the time that they are five. Higher attaining children begin to use sensible strategies to help them read unfamiliar words. The teacher provides many good opportunities to help children develop such strategies. For example, four bags of shopping were brought to the lesson. As each bag was held up in turn, children instantly recognised 'M' and identified 'Morrisons', they recognised 'T' on the next bag and knew it was from 'Tesco', they recognised 'M & S' but were less familiar with 'Marks and Spencer'. Children enjoy aspects of the Literacy Hour which reinforces their reading skills and develops their understanding of books. Using the big book 'Mrs Wishy-Washy' the children and their teacher read aloud the text together. The children look for patterns in words and learn how to read expressively. They know what a title page is and look for picture clues to help them make sensible predictions about what might happen next. Speaking and listening skills are carefully taught and children listen to instructions, stories and each other. In their circle time activity, children wait in turn to speak and they listen respectfully and with interest to their friends. Children steadily acquire writing skills. Higher attaining children write their first name independently and others attempt to do so. By the time they are five, most children spell simple words and use computer programs such as 'Animated Alphabet' to support this activity.

72 In mathematics, children play number games and every opportunity is seized in daily routines to develop their number concepts and skills. For example when completing the weather board children know that if today is the 25<sup>th</sup>, yesterday was the 24<sup>th</sup> and tomorrow will be the 26<sup>th</sup>. They order the days of the

week in the same way and begin to recognise patterns in real life situations. Most children count up to ten. As a group they count to ten forward and back, they count on from a given number and a few children do this to twenty. Children develop simple ideas of size and weight and use associated vocabulary such as 'small', 'large', 'heavy', 'thick' and 'thin'. They recognise a range of two dimensional shapes such as circle, square and triangle and order them by size. They recognise and name colours. Children record their work in a variety of interesting ways and begin to use the school's chosen scheme Infant Maths Project. They talk about their work and enjoy the lively mental maths sessions, which move at a brisk pace. They become very competent in basic skills and use, with confidence, computer programs such as 'First Maths Adventure' and 'Easy Adding' to support their learning in mathematics.

73 Children develop knowledge and understanding of the world through a variety of practical experiences. Children talk about the weather, keep a weather chart and they consider the effect of the weather on people and the countryside. They develop an understanding of living things when working on topics such as 'Ourselves'. Their scientific awareness is developed when investigating different types of food and sorting it into items which can be eaten raw and items which must be cooked. They begin to understand the concept of change when cooking or baking, for example, what happens to bread when it is toasted. Children were engrossed in a very interesting lesson when they investigated the contents of the teacher's shopping bags. They were bursting with excitement, whilst waiting their turn to put a hand in the bag to feel and describe one item. They worked sensibly in groups feeling, smelling, looking and describing. By the end of the lesson they knew which food must be cooked and why. They learned also that they must wash their hands before and after handling food, put on a clean apron and the reasons for this. They relate their favourite foods now to what their parents or grandparents ate when they were young. They compare supermarkets to the little shops their grandparents used. They learn to plan simple routes by following instructions when they play games such as 'Simon says'. When using the computer to support their learning, they use the mouse to select and drag items into place on the screen.

74 Physical development is encouraged in a variety of ways. Children manipulate small tools and equipment such as pencils, crayons, brushes and scissors very well. They cut around shapes with a high level of accuracy, they complete jigsaws and they use a range of construction materials, which require increasing dexterity. Indoors, good use is made of the space in the hall where they enjoy moving to music and learn to move safely in a space, without bumping into others. They develop good physical control, running and stopping, or changing directions. They travel in a variety of ways across the floor and over apparatus. They move creatively, with confidence and increasing agility. They skip enthusiastically 'to the shops' and pretend to fill a shopping trolley. They swoop low to lift a heavy bag of potatoes and stretch high to reach a packet of cornflakes. They make good representations of the effort needed to push a full trolley and they move in a slow, tired way.

75 Children experience a wide range of creative activities, which include art, dance, music and imaginative play. They draw, paint, mix colours, use pencils, brushes and fabrics to create pictures of good quality. For example, two children selected one of the more challenging prints by L. S. Lowry and, working together over a period of time without adult help, produced a striking interpretation of his work using collage. Children make observational paintings, for example in the style of Van Gogh. They model using a range of materials and they discuss what they have done. They enjoy their music lessons and sing enthusiastically. Children use materials, tools and movements creatively, to communicate their ideas and feelings. They respond in a variety of ways to what they see, hear, smell and touch. They extend their learning by exploring colours, textures, shape and sounds.

76 The quality of teaching for children under five is good and sometimes it is very good. The teacher is skilled in switching strategies to secure attention and interest, without fuss. Her good use of praise, expressive voice and actions capture children's interest and ensure their continued participation. Her detailed planning for each area of learning supports good lessons. A baseline assessment of children's attainment is made in the first two weeks of starting school. This provides the teacher with an initial indication of each child's strengths and weaknesses. Day-to-day assessments are made and are used to



inform the next stage of planning for each child. The teacher has high expectations for each child's progress. Activities are well prepared, stimulating and carefully organised. They are appropriate for the under fives being visual, hands-on or interactive. Teaching and support staff work extremely well together. Support staff make a very positive impact on the quality of education provided. All staff know individual children very well and are knowledgeable about the needs of children under five. There is a good balance between direct teaching and independent activities. Teachers know the value of structured play in early learning and make good provision for it. Resources are carefully selected and very well organised, ensuring that children are well supported in particular lines of development. The reception classroom is spacious, it is organised imaginatively and in such a way that it promotes the children's development in each of the areas of learning very well. Areas of learning are usually linked and daily routines are used to reinforce children's knowledge and skills. The teacher's skilful questioning prompts pupils to think about new concepts and to develop new ideas. Each day is well structured, lessons proceed at a good pace and changes in activities take account of young children's concentration span. Support staff make a very positive impact on the quality of education provided; they are carefully briefed and effectively deployed. All staff develop very good relationships with the children and know them very well. They create a very positive climate for learning which results in most children making good progress.

77 Since the last inspection standards in all areas remain high and have been maintained and consolidated. The school is in a very good position to develop further.

## **ENGLISH**

78 By the end of Key Stage 1, pupils' attainment in English is well above what is expected of pupils aged seven. In the national assessments for seven year olds in 1999, the pupils' results in reading were very high in comparison with the national average and in writing were well above the national average. When compared to similar schools, the results in 1999 were well above the average. The proportion of seven year olds reaching the higher levels in reading was well above the national average. By the end of Key Stage 2, pupils' attainment is well above what is expected of pupils aged eleven. In the national assessments for 11 year olds in 1999, the pupils' results were well above the national average and broadly in line with the average for similar schools. The trend of pupils' attainment is broadly in line with the improving national trend. Pupils with special educational needs meet the targets set out in their individual education plans. They make good progress when they are given additional support in classrooms or when working in small groups on structured learning programmes. Standards of literacy are very high and are improved by the opportunities taken in other subjects, such as science, history and religious education, to promote speaking, listening and writing skills. Standards in English have improved since the previous inspection.

79 By the end of both key stages, pupils' attainment in speaking and listening is well above the national expectation. In both key stages, pupils express themselves confidently, vibrantly and with expression. They listen carefully to their teachers, and to each other, and contribute maturely to group and class discussions. In the Literacy Hour, pupils listen intently to stories and information texts and are very willing to ask and answer questions, always probing for further detail and knowledge. In Key Stage 1, good opportunities are provided for skills to be developed; for example, Year 1 and 2 pupils imaginatively discussed how to extract milk from a 'mad cow' in response to a story that they listened to intently. In Key Stage 2, pupils' skills are developed further and they respond very well to the planned opportunities for expressing feelings, voicing opinions and describing events. These skills are enhanced through other subjects; for example in geography Year 3 pupils identified their reasons for settlements becoming established. A very good level of subject specific language is displayed in many areas of the curriculum; for example science, history and design and technology, where Year 5 and 6 pupils could eloquently express the ideas behind their 'millennium kneelers' that they were designing for the local church. There is good use of drama across the key stages to support the development of speaking and listening skills and to positively influence pupils' personal, social and moral development.

80 By the end of Key Stage 1, the standard of reading is very good and the vast majority of pupils have a reading age that is above that expected of seven year olds. There are a significant number of higher attaining readers who demonstrate a good degree of fluency, expression and understanding when reading. Many of these pupils are already independent readers and have access to a wide range of books. The school has good procedures for identifying and assessing pupils with reading difficulties and is systematic in monitoring and supporting such pupils to achieve a good rate of progress. Teachers keep detailed records of pupils' progress and pupils are actively encouraged to take books home where parents provide very good levels of support and encouragement. When reading, pupils use picture or contextual clues appropriately, they build a comprehensive sight vocabulary and use their good understanding of phonics to attempt unknown words. Most pupils read for pleasure, keep a record of the books they read and are listened to regularly at home and at school. By the end of Key Stage 2, the standard of reading is very good and the majority of pupils have a reading age above that expected of 11 year olds. Pupils read from a range of fiction and non-fiction books. By Year 6, many pupils are fully independent readers and the majority of these pupils read accurately and fluently with a very good standard of expression. Most pupils read for pleasure, keep a record of the books they read and review them critically taking account of aspects such as character and plot. The Literacy Hour exposes pupils to a good range of literature. Pupils have good information retrieval skills, which are well used for the development of research and independent learning.

81 By the end of both key stages, pupils' attainment in writing is well above the level expected for their ages, although the number of pupils achieving the higher levels is an area for development by the school. In Key Stage 1, progress is good and careful attention is given to handwriting, punctuation and spelling. Pupils are encouraged to write unaided from an early age and by the end of Key Stage 1, their writing is clear and neat. A few pupils use a cursive, joined up style and this is having a good overall effect on standards. Pupils in Years 1 and 2 write imaginative stories; for example, the writing on 'The Magic Brush' showed good structure and use of language. Year 2 pupils are very secure in their construction of sentences but only have limited opportunities for writing for a range of purposes. The school adopts a systematic approach to spelling and standards are high with pupils confident in the use of a dictionary. In Key Stage 2, progress is good and sometimes very good. Pupils make good use of dictionaries, thesauruses and a structured programme to support their spelling, including the use of the computer. By the end of Key Stage 2, the majority of pupils plan and redraft written work including stories, drama scripts, narrative, poetry and letters. Pupils in Year 3, made very effective use of information technology to word process their detailed descriptions of aliens. Pupils have a thorough grounding of poetry and there were some very good examples of poems from pupils in Years 5 and 6, particularly the night poems where a pupil's 'Dead of Night' was of exceptional quality. Some of the work is of a very high standard; for example, the stories of Year 3 and 4 pupils responding to the title of 'The Best Christmas Ever' showed a very good use of descriptive writing and the accurate application of punctuation. Pupils write in a range of styles and employ specific techniques such as the use of similes and alliteration. They make good use of computers to plan, draft and improve their work. More opportunities for extended writing will enable pupils to reach the higher National Curriculum levels.

82 Pupils' literacy skills are being well developed through other subjects, particularly science and history. The Literacy Hour is having a positive impact upon pupils' reading, writing and speaking and listening skills. Drama is well used and pupils are involved in the writing and performing of their own scripts.

83 The quality of teaching is good overall and ranges from very good to satisfactory. All teachers have secure subject knowledge and provide a broad and balanced coverage of speaking and listening, reading and writing. The implementation of the Literacy Hour is good. Good and very good teaching was seen in lessons, which are thoroughly planned with tasks well matched to pupils' needs and taught at a brisk pace. In the very good lessons a range of strategies are used to captivate pupils' interests and build upon the very good relationships between teachers and pupils. In these lessons, teachers have high

expectations, give supportive feedback and enthuse pupils with their energy and interest. As a result, pupils have positive attitudes towards their learning and participate willingly in discussions. They show interest in lessons, concentrate for sustained periods of time, behave very well and respond enthusiastically to every aspect of English. Teaching has a very good balance of class, group and individual work and whole class lessons are enhanced by open questions, which encourage pupils to focus on the subject, clarify and extend their thinking and express themselves confidently. For example, pupils enjoy whole class reading sessions, where they are enthusiastic and read with good expression. Most pupils work both independently and collaboratively and have very good relationships with each other and their teachers. The additional teaching provided by the support assistant is very good and is particularly well targeted to individual pupils. This leads to pupils being very receptive to the support given and strive to achieve the targets set.

84 The curriculum co-ordinator provides good leadership and management and has a secure overview of the subject. Teachers' planning and the scrutiny of pupils' work form an integral part of the monitoring system. The implementation of the Literacy Hour has been very successful. There is no portfolio of work to exemplify standards of attainment in English although whole school procedures for assessment and recording are good. There is a good policy statement with detailed schemes of work, which aim to ensure that pupils' experiences are broad, balanced and appropriate to their individual needs. Resources are good and whilst the quantity of reading books is high, some are old and worn. Support material for the Literacy Hour is good and these resources are very efficiently used. The older pupils have very good information retrieval skills and all pupils make sound use of the library for the development of research and independent learning skills. The school's capacity to improve further is good.

## **MATHEMATICS**

85 By the end of Key Stage 1, pupils' attainment in mathematics is above the level expected for their age. In the 1999 test for mathematics for seven year olds pupils' attainment was well above the national average. The proportion attaining the higher level was above the national average. When the school's performance in 1999 is compared with similar schools, the results in Key Stage 1 are above the average for these schools and broadly in line with similar schools at the higher level. By the end of Key Stage 2, pupils' attainment is well above the level expected for their age. In the 1999 mathematics tests for 11 year olds, pupils' attainment was well above the national average. The proportion reaching the higher level was above the average. When compared with similar schools, the school's results were above the average for these schools. These results are a credit to the school when over twenty five per cent of pupils joined the school during Key Stage 2 and so did not benefit from the education provided in Key Stage 1. The trend of pupils' attainment over time is broadly in line with the improving national trend. The school is maintaining the high standards seen in the previous inspection and setting realistic targets to improve further.

86 In Key Stage 1, pupils develop competence in the four rules of numbers. They learn to manipulate numbers quickly in the daily mental mathematics session, which has a positive impact on their attainment. By the age of seven, most pupils order numbers to 100 reliably and move on to numbers beyond 100. They understand place value and consolidate this knowledge by adding two digit numbers, for example  $16 + 19 = 10 + 6 + 10 + 9$  or  $20 + 6 + 9$ . Higher attaining pupils shorten this process using their mental agility. Pupils recall number facts relating to 2, 3, 4, 5 and 10 times tables using them in multiplication and division. They understand multiplication by 0. They use and apply mathematics in practical tasks such as shopping. They set out their work in a variety of ways including ways that relate to their mental work.

87 Pupils in Key Stage 1, develop a good understanding of shape and space, measuring and estimating. Pupils in Year 1, name a range of two dimensional shapes and identify them in everyday objects. They use non-standard measures for length, mass and capacity. Pupils in Year 2 identify and

describe the properties of three dimensional shapes using correct mathematical language. In practical activities, they cut two dimensional shapes, for example, a square or a hexagon, to create examples of reflective symmetry. They identify halves of shapes and show that a 'tent' is half of a square, a 'boat' is half of a hexagon and a 'pocket' is half of a circle. They estimate the length of objects in digits and make simple estimates of volume and weight. Pupils, including those with special educational needs, make good progress in developing their ability to solve mathematical problems and to be creative in the methods they use.

88 Pupils in Key Stage 2 continue to make good progress and become increasingly proficient in all aspects of the number system. This includes work on all the number operations, odd and even numbers, place value, fractions, decimals and percentages. For example, in Year 3, pupils recognise the importance of the last digit when working with odd and even numbers. They are very competent in mental activities such as 'rapid fire' counting in 10s or 100s. They rise to the challenge to look for easy ways to solve mental problems such as  $99p + 99p$ , or to find 2p less than £2. Pupils particularly enjoy their work when it is related to real life, for example, they use menus to select a meal and work out the cost. They pretend to be shopkeepers and give change. This leads to very good learning and confident pupils. In Year 6, pupils mentally divide by ten at speed, to find a tenth of 90, a tenth of 70, a tenth of 98 expressing this answer as a decimal '9.8'. They move on to money and 'shopping in the sales', reducing prices mentally by 10 per cent and 20 per cent. Pupils suggest different ways of calculating the reductions, higher attaining pupils recognise quickly that 20 per cent is  $\frac{1}{5}$  whilst others still see it as  $\frac{2}{10}$ . Some pupils calculate 20 per cent discount on holidays costing £219, £199, £350 whilst others reduce the price of sportswear by 10 per cent. They multiply and divide decimals by 10, 100, 1000 and do long multiplication sums with hundreds, tens and units or thousands, hundreds, tens and units. Pupils order positive and negative numbers accurately and add and subtract the same. They use a calculator to subtract increasingly large negative numbers and when completing worksheets such as 'Don't Be So Negative', where they work out bank transactions. They enjoy creating 30 problems themselves which give the answer minus 10. They explore number patterns and relationships using multiple, factor and square.

89 The quality of teaching in mathematics is good and often very good in both key stages and is having a positive effect on pupils' motivation and their current progress. There are excellent relationships between pupils, teachers and adult support staff, which mean that pupils feel confident when offering suggestions and explanations in whole class sessions without fear of being wrong. Teachers have a good knowledge and understanding of the subject and use this to ask challenging questions during lessons. The teaching of the basic skills is very good throughout the school. Regular practice using the Numeracy Strategy leads to high quality learning by the pupils because they know and respond to the routines well. In Year 6, pupils measure and draw angles, whilst higher attaining pupils extend this work to construct scalene triangles or irregular hexagons. Given distance and angle pupils accurately work out the height of objects. They measure rotation through clockwise turns for example, SW to SE using fractions of a turn. In Year 4, pupils make tally charts to record data and in Year 6, they draw line graphs and use frequency tables. They create timetables and draw information from them. Pupils use their numeracy skills well in other subjects such as science, English and geography, for example, working out simple grid references, using correct mathematical terminology and using their knowledge of co-ordinates.

90 Teaching is good in all aspects of the subject. Teachers have high expectations of pupils for both work and behaviour. Pupils respond very well and their very good attitudes and behaviour have a positive impact on their learning. Teachers set tasks that challenge pupils of all abilities and use a good range of methods in their lessons, working with individuals and groups according to the requirements of the task. This leads to interesting lessons that motivate pupils to do their best. Pupils work enthusiastically at their tasks and virtually all complete their work in the time allowed. Teachers organise and prepare effectively for their lessons. Their good organisation and use of time mean that they work with different groups offering good support so that most complete their tasks successfully. Teachers use their excellent knowledge of pupils effectively when asking questions, often targeting questions at just the

right level for the pupil to be appropriately challenged. This means that pupils with special educational needs throughout the school are equally well challenged and as a result, they make good progress. Homework is given regularly and this contributes effectively to pupils' learning. Teachers are very explicit with pupils about the aims of lessons and the class targets for what is to be learned. They make regular and effective assessments of pupils' attainment and progress and results are used to guide teachers' planning and to set new targets for learning. Teachers want pupils to enjoy mathematics. Their lively presentations, interesting activities and good humoured interaction ensures that pupils find mathematics fun.

91 The mathematics curriculum is broad, balanced and interesting and is delivered mainly through the use of commercial schemes. The main scheme is organised into three levels so that pupils of different abilities make progress at their own pace. Extension work is provided for the higher achieving pupils. Alongside this, teachers use their own worksheets and games. All teachers have completed appropriate training for the implementation of the National Numeracy Strategy. The close co-operation between all staff is making a significant impact on pupils' attainment and learning. Every opportunity is taken to link the subject to other parts of the curriculum, so that pupils apply their mathematical knowledge and skills. The co-ordinator monitors teachers' planning and pupils' work to ensure that standards remain high.

92 Since the last inspection, attainment at the end of Key Stage 1 is the same, whilst attainment at the end of Key Stage 2 has improved. There is still insufficient use made of information technology to support and extend pupils' learning in mathematics, mainly because of the unreliable nature of the computers. Staff have maintained, and in Key Stage 2 improved, the previous standards in the quality of teaching. The school has consolidated and improved mathematical standards and its capacity to continue to do so is good.

## **SCIENCE**

93 By the end of Key Stage 1, pupils' attainment in science is above the level expected for their age. In the 1999 teacher assessment in science for seven year olds pupils' attainment was well above the national average. The proportion attaining the higher level was below the national average. This is not the case with the present Year 2 and the lower than average results for the higher attaining pupils were because of cautious teacher assessments. When the school's performance in 1999 is compared with similar schools, the results in Key Stage 1 are well above the average for these schools. By the end of Key Stage 2, pupils' attainment in science is above the level expected for their age. In the 1999 science tests for 11 year olds, pupils' attainment was above the national average. The proportion reaching the higher level was also above the average. When compared with similar schools, the school's results match the average for these schools. These results are a credit to the school when over twenty five per cent of pupils joined the school during Key Stage 2 and so did not benefit from the education provided in Key Stage 1. The trend of pupils' attainment over time is broadly in line with the improving national trend. The school is maintaining the high standards seen in the previous inspection and setting realistic targets to improve further.

94 Pupils make good progress in Key Stage 1 developing their scientific knowledge and skills. They classify materials according to simple criteria; for example, they know that wool is used to make clothing, wood is shaped into furniture and metal is suitable for cars. This work is developed well when pupils recognise that some changes to materials are reversible, such as ice into water. In discussions, they know that it is impossible to change an egg back after cooking. Pupils in Year 1 showed imaginative use of different materials in their 'feely' scarecrow, when they used different types of paper and identified their properties such as 'crinkly', 'rough', 'smooth' and 'fluffy'. They have a good knowledge of the basic skeleton and identify the main bones in the body. A good investigative lesson improved pupils' skills using different materials and how they can be changed by squashing, stretching or twisting them. The teacher encouraged the pupils to make simple predictions as to what would happen to materials and

whether or not they could be changed back. For example, the play dough they used the previous day had been baked and pupils said they could not change it back into the soft material they used to make the model. Pupils conduct simple experiments with plants and recognise the need for heat, light and water as conditions for growth. They experiment with simple circuits and, in discussion, understand that the switch can break the circuit and turn a light off or make a circuit and turn it back on again.

95 Pupils continue to make good progress in Key Stage 2. This is evident in their experimental and investigative work. For example, in a Year 3/4 lesson they predicted which of five items would slide down an inclined piece of hard board fastest. They then carried out the investigation, measuring the height of the board, when each of the five items began to slide and recorded their findings accurately in graphs. Key factors in the success of the lesson were the pupils' very good behaviour, use of initiative and ability to work enthusiastically in small groups, co-operating well together. This experimental work is developed well in Year 4 when pupils compare the fall of a ball of tissue paper and a roll of cellotape. They understand the concept that both objects will fall at the same speed. This work was further developed when they used different sized tissue to make parachutes to test their theory 'the larger the parachute the slower the fall'. Their experiments proved that their predictions were correct. These practical lessons make a significant contribution to the quality of pupils' learning. Pupils make good progress in carrying out different investigations and understand the conditions needed to make a test fair. For example, in a Year 5/6 lesson pupils gave good ideas, suggested keeping all aspects the same and only changing the substance being tested. Pupils enjoy these practical science sessions and they make a positive contribution to their knowledge, skills and understanding. For example, pupils in Year 6 showed great excitement and amazement at a simple chemical reaction when they were testing solutions to see whether they would dissolve using washing soda, sodium bicarbonate, vinegar and plaster of paris. They learned more about the nature of chemical reactions and whether changes were reversible or irreversible in these experiments.

96 The quality of teaching in science is good and often very good in both key stages and is having a positive effect on pupils' motivation and their current progress. There are excellent relationships between pupils, teachers and adult support staff, which mean that pupils feel confident when offering suggestions and explanations in whole class sessions. Teachers have a good knowledge and understanding of the subject and use this to ask challenging questions during lessons. For example, in a Year 5/6 lesson on dissolving, the teacher introduced the session with quick fire questions to revise the pupils' previous knowledge of filtration. The teaching of the basic skills for investigative and experimental work is very good throughout the school. Regular lessons reinforce pupils' abilities to predict, observe closely and record their findings in their own way. This was shown in examples of work in all year groups when written descriptions, charts or graphs were used very well to show the results of particular experiments.

97 Teachers have high expectations of pupils, they respond well and their very good attitudes and behaviour have a positive impact on their learning. Teachers set tasks that challenge pupils of all abilities and use a good range of methods, which leads to interesting lessons that motivate pupils to do their best. In a Year 3/4 lesson, the teacher provided substantial opportunities for pupils to work independently and to use their initiative when testing the friction of different objects. Pupils worked diligently at the tasks and virtually all completed the work in the time allowed. Teachers organise and prepare effectively for their lessons. For example, in a lesson on reversible and irreversible changes in Year 5/6 the teacher's good organisation and use of time meant that she was able to work with different groups offering good support so that all completed their task successfully. Teachers use their knowledge of pupils effectively when asking questions, this means that pupils with special educational needs throughout the school are equally well challenged and, as a result, they make good progress. Homework is given regularly and this contributes effectively to pupils' learning. Teachers are very explicit with pupils about the aims of lessons and the class targets for what is to be learned. These are reviewed regularly and effective assessments of pupils' attainment and progress are used to guide teachers' planning and to set new targets for learning.

98 The science curriculum is well organised and meets the requirements of the National Curriculum. Every opportunity is taken, when appropriate, to link science to other subjects so that pupils

apply their scientific knowledge and skills. A very good example is pupils recording their findings in graphs, which improves their mathematical skills. The subject is very well managed and monitored both by the enthusiastic co-ordinator and by the head teacher. Teachers' planning and the scrutiny of pupils' work form an integral part of the monitoring system. Resources for the subject are good and very effective displays enhance pupils' self esteem. Visits both locally and further afield make a very positive contribution to pupils' learning. Standards, by the end of both key stages, have been maintained since the previous inspection. Provision, planning and teachers' knowledge of the subject have improved since the time of the previous inspection, pupils in both key stages are effectively challenged in science and they now plan and carry out their own investigations. The school's capacity to improve further is good.

## **ART**

99 Although few art lessons were observed during the inspection, sufficient evidence was available from pupils' previous work, displays and discussions with teachers and pupils, to allow judgements to be made. Pupils' attainment in art is above what is expected for their age and they make good progress in both key stages. Pupils with special educational needs make equally good progress in the targets set for them. Standards have improved since the last inspection. Impressive pieces of work are displayed well to show the range of techniques used and celebrate the efforts made by pupils in all classes.

100 In Key Stage 1, pupils learn to use tools and materials safely. They learn new skills and techniques. Pupils enjoy many opportunities to experiment with visual and tactile elements, such as colour, shape, form and modelling materials. Pupils in the reception class use art very well to support their learning in mathematics. They draw around and cut circles of different sizes demonstrating excellent cutting skills. They decorate them using collage techniques and make pictures of snowmen. Pupils in Year 1 and 2 make good use of the school's outside environment to select strong shapes, which they represent in their art lesson using salt dough. They use a range of tools to copy the textures as accurately as they can. A colourful display in the classroom uses a wide range of textured materials and successfully extends pupils' learning about texture.

101 In Key Stage 2, pupils broaden their experience of tools and techniques. They use the full range of pencils and charcoal to create different effects and they learn the numbers of paintbrushes and the suitability of each for purpose. They mix their own colours and produce colour wheels using shades of the same colour. Pupils in Years 3 and 4 make colourful mosaics of good quality, whilst studying the Romans in their history lessons. Similarly, pupils in Years 4 and 5 draw striking images of Aztec gods and they shape and decorate Aztec masks. In Years 5 and 6 pupils draw and paint well known Tudor figures. They demonstrate very good observational skill when representing fine detail such as embroidery on clothing. They look analytically at the work of famous artists and use pastels with great flair to colour and blend the sky in the style of Turner. Pupils use sketchbooks to record what they see and to experiment. They illustrate their books and written work and show pleasure and pride in what they do. A bold, whole school display of 'aliens', charts the progress pupils make in art from the reception class to Year 6. Pupils with special educational needs make equally good progress in art because they are fully involved and teachers value their work.

102 From the evidence of work done in all classes it is clear that art is taught well and pupils' attitudes to art are very good. For example, pupils in Years 5 and 6 painstakingly extend their skills of observation and representation when completing 'half faces' they have selected and cut from magazines. Using pastels, pupils show tremendous skill and perseverance in reproducing the texture of hair and the exact colour of eyes and skin in the photograph. Pupils enjoyed the activity and were pleased with their finished products. Such work not only extends pupils' knowledge and skills in the subject, but also makes a significant contribution to their personal development. Teachers plan lessons to fit in with topic work and make very good links with other areas of the curriculum. Good quality resources are used well to give pupils a wide range of experiences and to build on their skills from one lesson to another. Pupils' spiritual

and cultural development is fostered through the appreciation of the work of famous artists, other cultures and an understanding of the effort involved in creating high quality pieces of work.

103 The full range of the art curriculum is covered including the use of textiles and opportunities to create three dimensional pieces. The art curriculum is greatly enhanced for pupils by the abundant and varied range of resources. Teachers display pupils' work very well and this values the efforts made and creates an attractive and interesting environment for learning. The co-ordinator is knowledgeable and enthusiastic. She provides good guidance for teachers on how to teach the different aspects of the subject. The provision for art is very similar to that seen at the time of the previous inspection. The school is in a good position to maintain and improve the art curriculum.

## **DESIGN AND TECHNOLOGY**

104 Pupils, in both key stages, are working at a level above what is expected for their age and they make good progress in design and technology. In both key stages, pupils use a good range of resources and apply the basic skills of measuring, cutting, joining and decorating materials. For example, in a Reception/Year 1 class pupils explained how their playhouse was made into a stable and how they all made cards for Christmas. Pupils produce effective designs, which give them the opportunity to think carefully about the design process and what they are trying to achieve. For example, in a Year 1/2 class, they designed and made square frames using measuring and cutting skills accurately and, in discussion, explained how they could improve their completed models.

105 Pupils in Key Stage 2 accurately measure, cut, fold and join, using a range of strategies suited to different materials. They use a variety of techniques to join materials together, such as glue, wire and string. Pupils' skills in other subjects are used effectively. For example, pupils in Year 3/4 used seeds to create patterns similar to Roman mosaics. In a lesson to reinforce the need to follow instructions carefully, Year 3 pupils made their own finger puppet and created interesting figures using paper and card. Pupils make more sophisticated designs and models as they move through the school. For example, in Year 5/6 good design plans were produced for a competition to design a 'kneeler' for the local church. Pupils worked enthusiastically with high levels of concentration and independence to create good designs incorporating figures to represent both the millennium and school life. Discussions with pupils show a very good link was made to science by pupils in Year 6 when they designed and made model 'buggies', which had to move using different sources of power, such as the wind, an electric motor or an elastic band. Pupils have an appropriate regard for others' safety and use tools sensibly. Pupils with special educational needs make good progress in the targets set for them.

106 The quality of teaching in design and technology is good in both key stages and is having a positive effect on pupils' motivation and their current progress. Teachers have a good knowledge and understanding of the subject and use this to ask challenging questions during lessons. For example, in a Year 5/6 lesson pupils used a variety of tools to assemble a cuboid structure that was being made as a shelter. Pupils were encouraged to work carefully and accurately and evaluate their own progress as they cut, sanded and glued their sections together. Teaching is good in all aspects of the subject. Teachers plan their lessons with good consideration for health and safety issues. Their planning provides good links with other subjects such as English, mathematics, science and information technology. Relationships in the school between teachers, pupils, support staff and volunteer helpers are excellent and make a significant contribution to pupils' attainment, progress, personal and social skills. For example, pupils are encouraged to work together to make models and to critically evaluate their own and each other's work. Introductions to lessons are informative and clear instructions ensure that pupils know exactly what they have to do. Teachers have high expectations of pupils for both work and behaviour. Pupils respond well and their very good attitudes and behaviour have a positive impact on their learning. Teachers set tasks that challenge pupils of all abilities and use a good range of methods in their lessons, working with



individuals and groups according to the requirements of the task. This leads to interesting lessons that motivate pupils to do their best.

107 The design and technology curriculum is broad and balanced. There is a clear policy and scheme of work following national guidelines. The guidelines are used effectively by teachers in their planning of the curriculum to ensure that pupils improve their knowledge, skills and understanding at an appropriate rate. This is an improvement since the previous inspection. There is a knowledgeable and enthusiastic co-ordinator who monitors planning and pupils' work but there are no opportunities for monitoring the quality of teaching of the curriculum. The quantity and quality of resources are good. They are arranged on a trolley for ease of access and used well which makes a positive contribution to the range of experiences that pupils are offered. The school's capacity to improve further is good.

## **GEOGRAPHY**

108 Very few geography lessons were seen. However, sufficient evidence was available through scrutiny of pupils' work, examination of classroom displays and discussions with pupils and teachers to enable judgements to be made.

109 By the end of both key stages, pupils' attainment is above what is expected for their age and they make good progress in geography. This is an improvement since the previous inspection. Pupils have good geographical skills and their knowledge of places and the local area are developed well. They carry out investigative work well and record their findings and present written work to a good standard. A strength of the curriculum is the pupils' mapping skills. In Key Stage 1, pupils have a good knowledge of compass directions and apply these skills well; for example, they write a detailed route for an imaginary journey made by Little Red Riding Hood. This is developed well in Key Stage 2 when Year 4 pupils, on a trip in Fleetwood, work out positions of places on maps using 6 figure grid references. A further strength is the pupils' knowledge of their local environment and the effect of environmental change. In Key Stage 1, pupils identify the range and purpose of buildings in the locality and note their particular features. In Key Stage 2, Years 3 and 4 pupils contrast the differences of the environment of Fleetwood with their own. The development of atlas skills enables pupils to name and locate continents, countries, rivers and major cities from world maps. Pupils in Years 5 and 6 undertake a study of Egypt and contrast the life in an Egyptian village with their own village.

110 The quality of teaching is good and teachers use specific geographical language well. Lessons are led with enthusiasm and confidence and pupils are encouraged to show initiative by participating in discussions and contributing their own predictions. Teachers have high expectations of what pupils will achieve and how they will behave which leads to very positive attitudes. There are good links with other subjects and consequently pupils have opportunities to develop their literacy and numeracy skills, for example Year 2 pupils draw bar graphs representing the number of pupils living in different villages. There are very good relationships between teachers and pupils who respond well to opportunities to work co-operatively and collaboratively. Pupils take pride in the presentation of their work and record their findings of investigations and field trips with a good degree of accuracy. They particularly enjoy opportunities to improve their knowledge and skills through field trips and visits to the local area.

111 The school has a policy statement and very good schemes of work have been developed by the very committed co-ordinator. The school has an effective means of recording what pupils have learnt and how well they have achieved. The procedures for ensuring that planning takes account of previous skills are well developed. The geography resources are good and each topic for each year group has specific resources designated to it, this is having a positive impact on pupils' attainment. Very good use is made of the local environment and field trips to develop pupils' understanding and stimulate their interest.

## **HISTORY**

112 Very few history lessons were seen. However, sufficient evidence was available through scrutiny of pupils' work, examination of classroom displays and discussions with pupils and teachers to enable judgements to be made.

113 By the end of both key stages, pupils work at a level that is above that expected for their age and they make good progress in history. This is an improvement since the previous inspection. In Key Stage 1, pupils understand the difference between past, present, old and new. When learning about the Victorians they visit a living museum where they experience what life was like in this period. They talk about toys and games of the period and contrast them with their modern equivalent. They have a good knowledge of famous people such as Guy Fawkes and sequence a storyboard about his life. By the end of Key Stage 2, pupils are aware of how sources of evidence inform them of the past and contrast the lives of rich and poor children in Tudor times. For example, they write good descriptions about the punishments enforced for certain crimes and compare them with the punishments used today. In Key Stage 2, pupils are knowledgeable about the periods in the past that they have studied and have acquired a sound historical vocabulary. They organise, evaluate and present information derived from historical sources. Year 4 pupils have a good knowledge of the Aztecs and improve their writing skills when describing 'What people knew about the world 500 years ago'. Year 3 pupils are knowledgeable about the Romans and understand how the Roman invasion has influenced both Britain as a whole and the local area specifically. Good features of the history curriculum are the encouragement of personal research, the development of a historical vocabulary and the good links with other subjects, particularly English and art.

114 Only one lesson of history was observed but from planning it is evident that teachers prepare lessons well, make good use of artefacts and extend the pupils' interest and motivation through visits to support the history topic; for example pupils visited Skipton Castle for their topic on Invaders and Settlers. Pupils are well motivated, take pride in the presentation of their work and are articulate and confident when discussing their topics.

115 The history curriculum is planned using a whole school topic cycle. The co-ordinator provides good leadership. There is a history policy and schemes of work are well developed to ensure that activities are planned in an appropriate sequence that builds upon pupils' previous experiences and skills. There is a wide range of resources to support teaching. Very good use is made of the local museum service for artefacts and visits to places of interest to develop pupils' understanding and extend their knowledge.

## **INFORMATION TECHNOLOGY**

116 No lessons in information technology were observed during the inspection. However, the scrutiny of pupils' work, displays and discussions with pupils and teachers allow judgements to be made. Pupils attain standards in information technology that match those expected for pupils aged seven and eleven. The school has made considerable improvements to its curriculum over the past three years. Information technology is valued as an essential part of the curriculum, although the time given to it varies from class to class, often because of breakdowns in the hardware. This adversely affects the quality of what is achieved in the various strands of the subject, which include communicating and handling information, modelling, control and measuring.

117 Pupils in Key Stage 1 make satisfactory progress in developing their skills and knowledge. They use their keyboard skills to produce short pieces of text on the screen, for example a brief piece of personal news. Pupils use the mouse and understand the use of the cursor and of several of the screen icons when amending their work. Pupils in Year 2 identified the programs they use and enthusiastically recalled their use of an art program to make their own pictures in the style of Monet. They explained the advantages of writing their stories on the screen with comments 'It's easier to rub out your mistakes, you

just use the delete button'. They develop their skills in using a range of programs, for example, a graphics program to produce their Christmas cards and a word processing package to add appropriate text and messages. Pupils described how they used the mouse and cursor correctly. Several pupils described how to save their work. In discussion, pupils in Year 2 identified ways in which they use technology to make objects, like the floor robot, move and play music. Pupils in Key Stage 1 show knowledge and understanding of the computer as a tool for investigating a range of possibilities and modelling the possible outcomes. For example, in science they follow a nature trail and identify different creatures on their journey through the program.

118 Pupils in Key Stage 2 build effectively on their skills and knowledge. Several pupils in Year 4 showed their understanding of the word processing program when they worked with a parent correcting a passage on the screen containing a number of deliberate mistakes. In discussions pupils explained how they load and save their work, they were confident using the computer and understood how to bring up the various menus available, for example when closing down the computer. In Year 5, pupils use more sophisticated techniques, such as replacing or amending text. Some pupils in Year 6 are very confident and have a good understanding of how to set up and load computers and how to use the Internet for sending and receiving messages. Their skills had been greatly enhanced by the residential visit where they spoke enthusiastically about the different programs and activities they enjoyed. They use the computer to support their work in other subjects, such as English, for example, the use of word processing to produce a school magazine. This work improved pupils' awareness of information technology across the school because all classes were involved in its production. Older pupils enter data into a database and convert this information to appropriate charts and diagrams. Although pupils in Key Stage 2 develop their understanding of the control and modelling aspects of information technology, especially on their residential visit, their progress in improving their skills is limited by the resources in school, many of which suffer regular breakdowns. The school is aware of this and has very good plans for the development of the subject when the government grant is available.

119 When computers were in use during the inspection, the quality of teachers' support for pupils was good. The scrutiny of teachers' planning, the satisfactory progress in skills development and work on display suggest that the overall quality of teaching is at least satisfactory. All teachers plan in detail and those observed were well prepared to encourage pupils' skills in the use of information technology. Pupils respond enthusiastically to opportunities to use computers to improve their knowledge, skills and understanding in information technology. There are excellent relationships between pupils, teachers and adult support staff, which mean that pupils feel confident when using computers to try different activities, knowing their efforts will be appreciated. Teachers have a good knowledge and understanding of the subject, they give careful and specific explanations to pupils and offer appropriate support to those experiencing difficulty. This is an improvement since the last inspection when teachers' knowledge of the subject was an area for development.

120 The school has a good policy, scheme of work and detailed action plan to guide its work. The subject is well managed by an enthusiastic and well-organised co-ordinator who is keen to move the subject forward. Teachers' planning and the scrutiny of pupils' work form an integral part of the monitoring system. The planned curriculum takes into account all the required aspects of information technology, but the limited time allocated for direct teaching of the subject makes it difficult to cover the curriculum consistently and regularly. Further improvement is hindered by events which are mainly beyond the school's control, as it waits for the school's involvement in the National Grid for Learning. The school is well prepared for this initiative. The school is making good provision within the limits of its resources. Teachers' written reports to parents at the end of the year do not consistently report pupils' attainment and progress in information technology, as a result they do not meet statutory requirements. The school has made significant improvements in provision since the previous inspection and is very well placed to make further improvements.

## **MUSIC**

121 During the inspection, very few opportunities were available to observe music lessons. In the lessons seen, taped broadcast materials were being used. However, music was observed in assemblies and other lessons and standards in Key Stage 1 are above those expected for pupils' ages and well above in Key Stage 2. For some pupils who play musical instruments such as piano, standards are very high in relation to those expected for their age.

122 Music is used in both key stages to enhance pupils' learning, for example, in physical education, pupils move imaginatively and rhythmically to music and respond to mood. In Key Stage 1, pupils control and use their voices expressively and perform enthusiastically with others. Pupils listen carefully and respond appropriately to recorded music. For example, they sing using an 'important voice' or a 'giant's voice', recognising that sounds can be used to achieve particular effects. In Key Stage 2, pupils clap and copy, or change patterns accurately. They cope well with alternating use of spoken and sung phrases. They enjoy paired activities of creating vocal 'sound messages' which they are keen to demonstrate to others. In Years 5 and 6 pupils work in four groups. Each in turn sings the same musical pattern moving one note up the scale each time, an activity which demands careful listening and which pupils clearly enjoy. In the same lesson pupils listen with a discriminating ear to Mozart's 'Horn Concerto', accurately identifying and copying note patterns. The inclusion of percussion instruments to enhance pupils' learning experience was not noted in any of the lessons seen. Music is used well to promote pupils' spiritual and cultural understanding. In assemblies and acts of collective worship, the 'Music Of The Week' is played and pupils listen quietly and respectfully. This good atmosphere for listening is a useful indicator of pupils' sensitivity to music. Music is also used well to promote pupils' personal and social development. Pupils perform in front of others and spontaneously applaud the success of others. All pupils at Key Stage 2, including those with special educational needs, learn to play the recorder and an impressive recorder group plays competently and expressively in assembly, as do two pupils who play the piano. Such inclusion fulfils one of the aims of the school's policy for music, which states that school will celebrate individual excellence in music. Pupils at both key stages make good progress. Their response to music is good and they behave well. They sing well and with obvious pleasure. They sing with an awareness of the musical elements of pitch, recognising high and low sounds, of dynamics, loud and quiet sounds, and of tempo, fast and slow sounds.

123 The quality of teaching is good. The teacher's infectious enthusiasm and dramatic presentation capture and hold pupils' interest and ensure a good response. The quality of teaching and learning is enriched by the weekly involvement of peripatetic teachers of keyboard and brass instruments, for pupils who express an interest in learning to play. Good use is made of the curriculum co-ordinators' expertise in teaching every class in the school, which has a positive effect on pupils' attainment. Resources are sufficient to meet the requirements of the National Curriculum's programme of study and pupils hire the larger instruments they study. The school has maintained and consolidated standards and has secured an improvement in pupils' progress. Its capacity to improve further is good.

## **PHYSICAL EDUCATION**

124 During the inspection it was only possible to observe two physical education lessons in Key Stage 1. By the end of Key Stage 1, pupils attain standards that are above what is expected for their age and they make good progress. In both key stages, pupils experience a broad and balanced curriculum through a good range of physical activities. All pupils are aerobically involved in the warm-up part of their lessons and they have a very good understanding of the relationship between exercise, health and fitness. The school has maintained their high standards seen in the previous inspection.

125 In Key Stage 1, pupils travel, climb and balance well on both the floor and the apparatus. They perform simple skills with agility, showing sound control of their movements when running, marching and changing directions. They have very good skills in gymnastics and show good creativity when exploring

different ways of travelling across a wide range of apparatus. In dance, pupils represent the mood, pace and style of music well and move skilfully with an awareness of others around them; for example, Year 1 pupils portrayed the mood and movement of a thunderstorm. In Key Stage 2 pupils have regular swimming lessons and the standard is very good. All pupils are knowledgeable about games and have a good level of overall fitness. Outdoor and adventurous education is well catered for through the school's successful residential experiences for all pupils in Year 6 and some pupils in Year 5.

126 The quality of teaching is good overall. The best teaching is characterised by secure subject knowledge, an emphasis on pupil demonstrations, high expectations and the effective use of available resources. Teachers prepare their lessons well, have good organisational and management skills and clearly communicate their confidence and enthusiasm for the subject. As a result, pupils' responses are enthusiastic and they have positive attitudes to their work. Teachers set challenging tasks and use praise appropriately to motivate pupils and this leads to pupils enjoying physical education lessons, concentrating for sustained periods of time and following routines systematically. They organise themselves quickly and without fuss and share ideas and performances in group activities. The majority of teachers make effective use of the hall, dress appropriately for the subject and are conscious of health and safety matters. The quality of interpersonal relationships is very good and pupils co-operate well in pairs, groups or teams and are sensitive when evaluating each other's performances.

127 The curriculum co-ordinator provides sound leadership and management and has secure subject knowledge. The current policy statement is good and there is a scheme of work to ensure that teachers are aware of the skills to be taught in each year. Pupils are provided with activities in an appropriate sequence that builds upon their previous learning. Assessment procedures are good and implemented to ensure that pupils' progress is effectively monitored. The accommodation and resources are good and storage facilities are adequate. Physical education makes a good contribution to the social and health development of the pupils and the school actively promotes the importance of fitness. There is a sound range of extra-curricular activities including football and netball, which are taught enthusiastically with the support of parents and support staff.

## **RELIGIOUS EDUCATION**

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

129 Pupils in Years 1 and 2 gain much from looking at a Royal Mail poster of a baby entitled, 'She Is Just Like Her Dad'. Pupils consider how the baby might be like her father and the characteristics they share with their own fathers. Building on this, they understand that Jesus is the perfect expression of God. By the end of the key stage, pupils consolidate their learning about Christianity, through stories from the Bible and from discussions. They know that the Bible is an important book to Christians and the significance of Christmas and birthdays. They know about important people from other faiths, for example, why Muhammad and Ibrahim are special to people of the Islamic faith. They are introduced to key figures of the Hindu faith and learn about places of worship.

130 In Key Stage 2, pupils in Years 3 and 4 learn about the symbolism of 'light'. They show their interest and enjoyment in the topic, resulting from good teaching, when they produce attractive, well presented booklets which include work on various sources of light. Pupils relate well to stories through discussions and writing about their own life experiences and present day issues. Pupils in Years 5 and 6 discuss the Ten Commandments and draw up their own, presented in the form of a 'tablet of stone'. They

know the difference between right and wrong, discuss their feelings about different levels of rules, such as class and school rules and the rules of society. Year 4 pupils discuss the teaching of Jesus Christ about caring for others, relating this to the life of famous personalities in Christian life. They explain how they try to care for others and how they feel about those who care for them. Pupils in Years 5 and 6 learn more about Islam and relate the Old Testament to their knowledge of Judaism.

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

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

133 The subject makes a significant contribution to the school's promotion of spiritual, moral, social and cultural development. Pupils are encouraged to reflect and understand how they fit into the world of school and home. There is very strong moral teaching throughout the agreed syllabus. Pupils are taught to have respect for the opinions, thoughts and beliefs of others during lessons. They are made aware of their own and other cultures and are provided with opportunities to help others. For example, pupils become involved in collecting and sending aid to many charities. At Harvest time, a collection of fruit and vegetables was auctioned and the proceeds were sent to charity. Good quality resource packs to support learning about different faiths have been produced and enhance the provision made for religious education. The school has maintained the quality of the curriculum and the high standards of the last inspection report. The school is in a good position to further improve standards in religious education.