

# INSPECTION REPORT

## **JUMP PRIMARY SCHOOL**

Barnsley

LEA area: Barnsley

Unique Reference Number: 106591

Headteacher: Mr J Wilkinson

Reporting inspector: Dr D A W Biltcliffe  
1025

Dates of inspection: 8<sup>th</sup> - 11<sup>th</sup> May 2001

Inspection number: 192620

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Mr P J Briggs
Date of previous inspection:	3 <sup>rd</sup> - 6 <sup>th</sup> March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
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9034	Mrs J W Biltcliffe	Lay inspector		Attendance Partnership with parents
1261	Mr R Heath	Team inspector	Mathematics Information and communication technology	Leadership and management
22841	Miss P M Jackson	Team inspector	English Physical education Religious education Special educational needs	
2041	Mrs D V Reid	Team inspector	Foundation stage Science Design and technology Geography	
8645	Dr J D Ward	Team inspector	Art Music	Attitudes, values and personal Development Curriculum School's care for pupils

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

### **INFORMATION ABOUT THE SCHOOL**

The school has 207 boys and girls aged 5-11 as well as 40 part-time pupils (from the age of three) in its nursery. It is broadly average in size. The social and economic background of its pupils (as measured by known eligibility to free school meals) is below average. The overall level of attainment of pupils on entry to the school is below the national average. Nine pupils have statements of special educational need (SEN). The proportion (a fifth) of pupils on the school's SEN register is broadly average. The school's population is almost entirely white. There are no children in the school for whom English is an additional language.

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

This is a good school that provides a high quality of education for its pupils. It has a very strong ethos of great care and nurturing of children. Most pupils make good progress. The overall standard of attainment by Year 6 is close to average in most subjects. It is, however, below average in English. The school's leadership is very caring, thoughtful and dedicated. The school is well managed and efficiently organised. Teaching is very good overall. The atmosphere in the school is warmly caring and very well mannered. The school has many substantial strengths and few weaknesses and is firmly committed to improving standards further. It gives good value for money.

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

- Standards are rising throughout the school and most pupils make good progress.
- The quality of teaching is very good overall, even though most teachers have short experience.
- Pupils like school, work hard, enjoy their studies and behave extremely well – a credit to staff and parents.
- Literacy and mathematics are very important here, but the school also provides a good all-round education.
- The school makes very good provision overall for pupils' spiritual, moral, social and cultural development.
- Teachers and other adults offer a high standard of care and encouragement to all pupils.
- The school has very effective communications with parents: they (rightly) rate the school very highly.
- The long-serving headteacher offers enthusiastic, dedicated, wise and caring leadership to the school.

#### **What could be improved**

- The overall standard of reading and writing by the end of Year 6.
- High-attaining pupils require more demanding work in a minority of lessons.
- The overall academic performance of individual pupils and the whole school needs sharper monitoring.

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

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

The school has made good progress overall since its last inspection in 1997. Very few weaknesses were identified at that inspection and the school has addressed them positively – and most with great success. For example, the school's curricular planning is now comprehensive and well structured. The curricular roles of senior staff are well organised, supportive and effective. Pupils' progress is measured in a manageable way, but requires still sharper analysis. Information and communication technology (ICT) and religious education (RE) are now taught in a consistent and effective way across the school.

Pupils' overall standard of attainment in National Curriculum tests is about the same as it was in 1997. The school's standard of teaching has improved substantially. Its introduction of the National Literacy and Numeracy Strategies has been effective. Its balanced emphasis on literacy and numeracy is paying dividends. The school has successfully maintained its strong ethos of care for pupils. Since 1997 the school has shown a good capacity, with few weaknesses remaining, to maintain its previous quality and yet improve its practice. Governors, senior management and all staff are committed to high standards in all aspects of the school's work.

## 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
	1998	1999	2000	2000
English	E*	D	E	E
Mathematics	E	B	D	C
Science	E	A	C	B

Key	
<i>Well above average</i>	A
<i>Above average</i>	B
<i>Average</i>	C
<i>Below average</i>	D
<i>Well below average</i>	E
<i>Very low</i>	E*

Although pupils' overall level of attainment is below average when they come into the nursery, by the end of the reception classes they have made very good progress and attained an average level. Pupils' overall standard of attainment by the end of Year 2 is currently close to average in most subjects and above average in art, design and technology, physical education (PE) and religious education (RE). Results in the national tests for 7 year olds in reading, writing and mathematics in 2000 were well below both the national average and the level achieved by many schools of a similar kind. A fifth of the pupils who took the tests, however, had substantial learning difficulties; the attainment of the rest of the pupils was average in reading and writing, and well above average in mathematics. Most pupils, including those with special educational needs, make good progress between the nursery and the end of Year 2.

At the end of Year 6 the level of attainment in the national tests in 2000 was well below average in English, below average in mathematics, but average in science. Pupils' overall level of attainment is currently average in most subjects, but above average in art, design and technology and PE. The overall standard of English could, however, be higher: its below average position is owing partly to pupils not reading enough and partly to some earlier discontinuous teaching. The higher standard of English in Years 3-4 is working its way through the school. Pupils with special educational needs make good progress, but higher attainers need to be stretched further in a minority of lessons. The major reasons for pupils' generally good rate of progress are the high quality of teaching they receive, the school's very orderly and encouraging atmosphere and pupils' willingness to concentrate and work hard.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils come to school keenly, settle very quickly and work hard.
Behaviour, in and out of classrooms	The overall standard of behaviour is exemplary.
Personal development and relationships	The school is a warm, friendly and very orderly place where children feel cared for and secure. They cooperate very well and form happy relationships with other children and adults.
Attendance	Most pupils attend very well and are punctual. Term-time holidays and a few late arrivers slightly reduce this good picture.

Pupils' attitudes and behaviour are notable strengths of the school. Pupils listen very carefully, respond enthusiastically and take their school work seriously. They are kindly and caring to one another. The whole atmosphere of the school strongly nurtures pupils' maturity and all-round well-being.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
in the lessons seen overall	very good	very 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.*

Teaching is very good overall and a great strength of the school. Teaching was at least satisfactory overall in all lessons, good in 49 per cent and very good (or better) in 38 per cent of those seen. No lesson had unsatisfactory teaching. Teaching is good overall in English, mathematics and science. All teachers work very hard and enthusiastically on behalf of pupils. Pupils respond by showing a high level of interest, concentration and effort. Learning is enjoyable here. In most lessons pupils make good progress through teachers' clear planning and explanations, a brisk pace, very good discipline and rigorous work. Just occasionally, lessons lack sufficient intellectual demand or pace – especially for the highest attainers.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school emphasises literacy and numeracy, still manages to provide the full range of subjects well and meets all statutory requirements.
Provision for pupils with special educational needs	Another strength of the school, based on early identification, good teaching and support and pupils' full involvement in normal classwork.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' moral and social education is particularly strong, but that for their spiritual and cultural growth is not far behind. This is a very good school for children to grow up in.
How well the school cares for its pupils	Staff know pupils very well, carefully supervise them and provide a high level of encouragement and reassurance.

The school provides a well-balanced and wide-ranging curriculum as well as a satisfactory range of extracurricular activities. Teachers plan their work for pupils very well together. The school works closely with parents and tries to keep them well informed. Its databases on pupils' attainments have improved substantially since 1997, but there is still more work to be done. The school has close links with community leaders and outside agencies. Children are very well looked after.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's dedicated work and wise guidance provide strong, encouraging leadership to a young staff. Coordinators for key stages and subjects work closely and effectively together.
How well the governors fulfil their responsibilities	Governors support the school well. They exercise good oversight and have individually assigned interests in different aspects of the school's work.
The school's evaluation of its performance	Much improved since the last inspection and basically sound, but more incisive analysis is required of performance criteria and trends in progress.
The strategic use of resources	Finance is managed and controlled effectively and efficiently, but monitoring the long-term effect of spending decisions needs strengthening.

Most aspects of management and organisation are strong and effective. The school monitors most aspects of individual pupils' progress well and has a wide range of data, but does not evaluate pupils' long-term progress or the school's overall academic performance rigorously enough. Staff are well matched to their subject responsibilities and the ages of the children they teach. Support staff are a great asset. The school has very good accommodation, an attractive site and adequate learning resources. The school plans its budgetary spending carefully.



## 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>• The progress that children make.</li><li>• The school's caring and friendly atmosphere.</li><li>• The high quality of teaching.</li><li>• The close links between school and home.</li><li>• The school's leadership and management.</li></ul>	No significant weakness was identified by parents.

Inspectors' judgements support parents' views strongly. Children enjoy coming to school and most make good progress. The quality of teaching and management are two of the school's strengths. The school values the involvement of parents. The high commendations of the school's work expressed by parents before the inspection show that both parents and the wider community (rightly) have a very favourable view of the school.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

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

1. When pupils join the nursery class, their level of attainment varies very widely, but is below average overall. As a result of teaching and learning experiences of high quality, children make very good progress in the nursery and reception classes. By the time they reach **the end of the reception year**, most pupils achieve the early learning goals set nationally for children of this age. A small minority exceed these goals and work competently on the lower levels of National Curriculum work.
2. In 2000, in the national tests taken towards **the end of Year 2** the proportion of pupils who attained the yardstick of at least Level 2 was, overall, well below average in reading, writing and mathematics. The 1999 results were similar. The proportion of pupils (about one-sixth) who had above average standards and who reached the higher Level 3 in the tests in 2000 was well below the national proportion doing so in reading, below it in mathematics, but above it in writing. Over the last three years the overall standard reached in writing has been a little higher than that in reading, contrary to the national picture, partly because of the school's recent focused efforts on writing. The highest overall results of the last four years were obtained in 1998.
3. Based upon average "point scores", pupils' overall attainment by the end of Year 2 was well below the national average in 2000 in all of reading, writing and mathematics. Teachers assessed pupils' overall standard in science as below average, although the proportion of pupils assessed as doing above average work was broadly in line with the national picture. There was no significant overall difference between boys' and girls' attainment in these national tests.
4. The proportion of pupils in this school, however, who have statements of special educational need (SEN) is double the national average. In 2000 a fifth of the pupils who took the national tests were at the two highest SEN stages. If the attainment of these pupils is not included within the school's statistics, the overall performance of the rest of the school's pupils was close to average in English and well above average in both mathematics and science.
5. When the school's full Year 2 results are compared with those of schools with a similar background (as measured only by the proportion of pupils known to be eligible for free school meals), they were well below average in 1999 and 2000. The school's results are below the national average by broadly the same amount as they were at the last inspection in 1997. The evidence available indicates, however, that pupils' attainment and progress are at least consistent with their attainment on intake.
6. Although pupils vary widely in the standard of their work by the end of Year 2, the overall standard of attainment of the pupils currently near the end of Year 2 is at least average. Work is of an average standard in all the core subjects of English, mathematics and science, as well as in geography, history, information and communication technology (ICT) and music. The overall standard of work in art, design and technology, physical education (PE) and religious education (RE) is a little above average. Pupils achieve well and show measurable improvement from the below average overall standard they had on entry to the school. This good rate of progress is the result of very fine teaching of a consistently high quality and of effective management by the headteacher.
7. In the national tests taken towards **the end of Year 6** in 2000 the proportions of pupils who attained at least the basic Level 4 or the higher Level 5 were well below the national average in English, below average in mathematics, but average in science. In 1999, although the results were below average in English, they were significantly higher in the other two subjects – above average in mathematics and well above average in science.
8. When the school's results at the end of Year 6 in 2000 are set alongside those of schools with a similar "free school meals" background, this school's performance was below average overall – well below average in English, average in mathematics, but above average in science. In 1999, however, the school's results were well above average. Overall, throughout the school, pupils' attainment in English has been below that in

mathematics and (particularly) science. The variation in pupils' performance over the years is largely consistent with the same pupils' attainment earlier on in the school. The trend of the school's results has been rising, broadly in line with the pattern nationally. Boys and girls achieve similar standards overall.

9. Although the school's overall test results are often below average, most pupils make sound **progress** in their studies throughout the school. This is because their earlier level of attainment was also below average overall. Most of the Year 6 pupils in 1999 and 2000, for example, did relatively better in mathematics and science than they had done in the national tests in the same subjects four years earlier. They generally made good progress. Progress in English, in contrast, has been at a lower, though close to satisfactory, level. The higher overall level achieved in mathematics and science indicates that pupils underperform a little in English.
10. The school has worked hard to assemble a wide range of reliable data with which to measure pupils' attainment and progress across Years 1-6. Its information base is now good for most years and a significant improvement on the position at the time of the last inspection. It still, however, has more to do. It does not, for example, have robust criteria for measuring pupils' progress – and the school's effectiveness – over the years of the Foundation Stage (nursery to the end of the reception classes) or for tracking pupils' progress very precisely throughout their time in the school.
11. In current classwork in Year 6 pupils' overall standard of attainment varies very widely, but is close to average overall. Their overall standard is average in mathematics and science, but below average in English. Attainment is above average overall in art, design and technology, PE and RE. Pupils generally make sound progress throughout Years 3-6. The school's major task is therefore to raise the overall standard in English by the end of this key stage. There are already strong signs that this is happening, particularly in Years 3 and 4. This improvement is predominantly because of the high quality of teaching throughout Years 3-6 and especially because of teachers' thorough planning and high expectations. The uniform achievement of appropriately high standards in English requires the weaknesses identified in paragraphs 12-13 and 84 below and in the section on English to be addressed effectively.
12. The overall standard of **reading** is average by the end of Year 2, but below average by the end of Year 6. There is clear evidence that higher reading standards are working their way through the school, so that (for example) an average standard is attained overall in Years 3 and 4. Pupils read well enough to understand confidently the work they are set. Most read aloud with reasonable fluency and expression. Throughout the school pupils improve their reading by an effective implementation of the National Literacy Strategy and an extensive range of well-organised reading schemes. There is (and particularly amongst older pupils), however, an insufficient range of fiction read systematically outside the reading scheme; too little reading of non-fiction books; and not enough skimming of a variety of texts for significant snippets of information, especially by higher-attaining pupils. Reading books are frequently not made available for home use throughout the week.
13. The overall standard of **writing** is average by the end of Year 2, but below average by the end of Year 6. Most pupils carry out written tasks to a reasonable, average standard of content, but a minority write little and slowly. Pupils organise their writing well, partly because teachers provide firm guidance and structure and give very good models to pupils. The range of writing undertaken by the end of Year 2 is wide and generally well executed. The amount of extended, analytical writing or note-taking by the end of Year 6 is below average. Pupils' presentation of work and their handwriting vary widely, but are satisfactory overall: many pieces of work are very well produced, but poor habits of holding pencils and positioning paper mar the work of a minority of older pupils. Spelling, punctuation and the construction of grammatically correct sentences are below average overall by the end of Year 6. Weaknesses in these matters are insufficiently corrected in subjects other than time-tabled English and in time outside the literacy hour.
14. The standard of **listening** is above average throughout the school: pupils listen very carefully to their teachers and to one another. Pupils' standard of **speaking** is broadly average in clarity, audibility and expression. Pupils very willingly answer questions. Although few pupils sustain a long conversation or confidently discuss issues in depth, some good examples of this were seen in Years 2-5. In mathematics pupils take advantage of the many opportunities provided for them to explain their methods of calculation and thinking. A similar emphasis is frequently found in science, history and RE.

15. The overall standard of **mathematics** and of numeracy across the curriculum is average by the end of both Years 2 and 6. Pupils' knowledge of basic facts and competence in mental mathematics are particular strengths, largely because teachers ensure that these skills are frequently practised. Pupils' application of mathematics to solving problems and interpreting data in subjects such as science, design and technology, and geography is above average. The very effective implementation of the National Numeracy Strategy helps pupils to sustain and improve the standard of their mathematical work.
16. Standards in **science** are broadly average by the end of both Years 2 and 6. Pupils' knowledge of the subject is sound: most acquire a good range of knowledge about elementary scientific processes in everyday life, understand their work satisfactorily and show confidence in applying what they have learned to new problems. The quality of discussion, scientific exploration and written summaries of experimental work is generally good, owing largely to well-informed teaching. Pupils are very interested in the subject.
17. Pupils' attainment in **information and communication technology (ICT)** is average throughout the school and has improved significantly since the last inspection. Most pupils are generally competent in elementary word processing. The school has particular strengths in data-logging and the importation of digital images. Teachers' lack of expertise and some outmoded equipment impose limitations on the school's work, but some specialist teaching help is promoting higher standards.
18. Attainment in **religious education (RE)** is generally above average. The school has improved its teaching programme for the subject significantly since the last inspection, with the result that RE is fully in line, at the end of Years 2 and 6, with the level required by the local Agreed Syllabus and of a better quality than often seen. By the age of 11, therefore, pupils have an above average breadth of knowledge of the beliefs, faiths and traditions of the major world religions.
19. The school's targets for pupils' achievement at the end of Year 6 in national tests are reasonable. The most able pupils make satisfactory progress overall, but are not sufficiently extended in a minority of lessons: the excellent provision made for the higher-attaining pupils in Years 5 and 6 in mathematics is a notable exception to this judgement. The level of attainment of pupils with special educational needs is reasonable and in line with the targets set in their individual education plans (IEPs). These pupils make good overall progress throughout the school and achieve well in relation to their abilities.

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

20. Pupils' attitudes are very good indeed and a notable strength of the school. Pupils come eagerly to school and settle down very quickly into the daily routines. They are interested in their lessons and very ready to respond to the work and other opportunities that are set for them. They listen very carefully to their teachers, are keen to answer questions, immediately get on with their tasks and take their school work seriously. Even in the early years, pupils can be trusted to get on with their work without constant, direct adult supervision.
21. In lessons, at break-times and as they move around the school, pupils' behaviour is excellent. Pupils are kindly and caring towards one another and very courteous in their relationships with teachers and all other adults, including visitors. They show great respect for property and equipment. They are confident in school – as shown, for example, when they visit the main office or answer the school's telephone. Bullying and aggressiveness are very rare and no incidents of this kind were seen during the inspection.
22. Pupils cooperate very well in lessons when working in pairs or groups. They form happy relationships with one another and get on with their work without distraction. Inspectors rated all aspects of pupils' attitudes in class very highly. For example, in only one lesson out of the 70 seen were pupils' attitudes less than good. In over four out of every five lessons throughout the school they were very good and in seven lessons quite outstanding. This very high quality of approach to learning is an impressive credit to the headteacher's leadership, to teachers' skill and dedication and to the close working partnership achieved between school and home.
23. Pupils are confident in the way they learn, putting forward their views positively. They are considerate and have a good understanding of the impact of their actions upon others. At school they develop a respect for

the feelings and beliefs of others. In RE lessons, for example, they talk about different ways of life and attitudes and how these should be accepted. Pupils take on a range of responsibilities in the daily life and routines of the school – as, for example, when they get out and replace apparatus in PE very efficiently and safely or when older pupils assist younger pupils and those who have special educational needs. They also run the school's bank and tuck shop.

24. The attendance of the vast majority of pupils is good. The overall level of absence is, however, a little higher than the national pattern. Pupils' attendance is similar to what it was at the last inspection in 1997. In the 1999-2000 academic year pupils' overall attendance was 92.8 per cent – below the national average of 94.1 per cent. Both the level of authorised absence in the same year (6.3 per cent) and the amount of absence without good reason (1.0 per cent) were a little worse than the national picture. Attendance for the first two terms of the current academic year was about the same as in the previous year.
25. The headteacher, his staff and the local authority's education welfare service place high emphasis on all aspects of encouraging, monitoring and recording attendance. Their detailed records show clearly that the main reasons for the school's below average attendance are the taking of family holidays just before or after the Easter and summer holidays, when holiday prices are cheaper, or the poor attendance (until strong intervention) of one or two children. In the current academic year widespread illness in February affected both pupils and staff badly, with the result that attendance dropped to 82-83 per cent over one two-week period.
26. Pupils' punctuality for school is generally very good, but a small minority of pupils are often brought to school a little late by their parents. Pupils are also punctual for lessons, except when assemblies overrun (as they frequently do). At the end of breaks and lunchtime pupils enter the school quickly and settle down very promptly and quietly to work.

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

27. The quality of teaching is one of the great strengths of the school. It ranges from satisfactory to outstanding, but is nearly always at least good. It is never less than satisfactory overall. In about half the lessons seen teaching was good and in nearly a further two-fifths it was very good (and occasionally outstanding). As a result of the high quality of teaching in this school, pupils generally achieve depth in their learning and make good progress. Teaching is of broadly similar quality throughout the school, but consistently at its highest in the Foundation Stage (nursery and reception) and in Key Stage 1 (Years 1-2). All teachers in this school work very hard and enthusiastically on behalf of their pupils.
28. The quality of teaching is noticeably higher than that reported at the last inspection in 1997. Six out of ten of the teaching staff are new to the school since 1997. The weaknesses reported then in relation to class management, poor planning and low expectations have been very successfully addressed. The marking of pupils' work now generally gives pupils clear guidance about how they can improve their work. The amount of teaching that is at least satisfactory has increased from 91 per cent to all being of this quality. The teaching that is good or better has grown from about two-thirds to 87 per cent; 38 per cent of the school's teaching is very good (or even better), compared to ten per cent at the last inspection.
29. Teachers generally have a very good knowledge of the subjects and aspects they teach. As a result, they select appropriate and interesting topics and explain things clearly to pupils. They put an emphasis on subject-specific vocabulary, introduce pupils to challenging ideas and use probing questions. By these means most teachers build up in pupils a secure and appropriately wide range of knowledge and understanding.
30. Most basic skills are taught well, particularly in the earlier years. Teachers regard discussion as of high importance. They strongly encourage and expect pupils to explain their views and reasoning. Most pupils listen very well to their teachers, because the content of lessons is important and made interesting. The National Literacy Strategy is effectively and flexibly implemented. Teachers help pupils to structure their writing carefully and generally work hard to ensure that work is both neatly presented and carefully handwritten.
31. Overall, however, insufficient emphasis is consistently placed across all subjects on older pupils achieving correct spelling, punctuation and sentence structure. Staff teach reading well, carefully grade reading books for difficulty and sequence the reading programme carefully. The slightly lower standard achieved in English than

in mathematics or science by the end of Year 6 is, however, partly attributable to pupils not systematically reading enough non-fiction as well as enough fiction beyond the reading scheme and to individual reading progress sometimes not being diagnosed precisely enough.

32. The National Numeracy Strategy has been very well planned and implemented in school. Teachers use brisk sessions of mental mathematics effectively to increase pupils' understanding and facility with numbers. Through the use of both individual or group work and whole-class chorusing teachers ensure that pupils are confident and competent in arithmetic. For example, pupils in a Year 4 class made rapid gains in handling numbers with agility by quickly counting forwards and backwards in 3s, 4s and 5s or by constructing five questions, within a very short time-span, to give the answer 37. Number lines and mathematical vocabulary are prominently displayed and frequently used. The good (and often very good) teaching of mathematics ensures that pupils enjoy the subject, are confident in it and make good progress.
33. The school's recent clearer and more extensive focus on literacy and the structure of language has yet to feed through fully into improved external test results, particularly at the end of Year 6. It has, however, already resulted in an improved quality of work from the below average results obtained in recent years – for example, in the Year 2 national tests – and has stimulated interest amongst pupils in the structure and mechanics of language.
34. Teachers plan lessons very well, an improvement since the last inspection. They have very clear structures and suitably detailed notes for lessons, often drawn appropriately from cooperative planning across the school and from using schemes of work, suitably adapted and annotated for this school, of the Qualifications and Standards Authority (QCA). Teachers are very clear about what they want to achieve. They map out the use of time very carefully and most adhere to suitable timescales. In most lessons they explain the purpose of lessons very precisely to pupils and constantly, but unobtrusively, refer them to learning targets. They generally revise briskly and coherently the content of previous lessons and divide up the main lesson time into suitable activities. The ends of lessons are used carefully, in the main, to review methodically what has been learned. Occasionally, however, they are rushed or wrapped up superficially, because the teacher has left too little time for proper review and consolidation.
35. Teachers in this school have, on nearly all occasions, appropriately high standards and expectations of what pupils should know and how they should learn. In the vast majority of lessons teachers show great skill in sustaining a brisk pace, posing thoughtful questions, probing further the views pupils give and requiring pupils to give answers in precise or technical language. They create a climate where pupils feel confident in explaining the basis of their thinking and the steps in their arguments, so that everyone is clear about their meaning.
36. In a Year 5 history lesson, for example, pupils were strongly encouraged to explain the evidence in Dickens's *Oliver Twist* that led them to form their views about Victorian town life and social conditions. Reception pupils were asked to look closely at photographs of local buildings they knew and explain their purpose and location. In an English lesson in Year 2, pupils gained a clear insight into such poetic effects as rhyme and emotive language, as well as punctuation, as a result of the teacher's excellent questioning skills and subtle reinforcement. Such thoroughness and intellectual rigour stimulated pupils to think critically and deeply and was often the key in lessons to pupils producing a high standard of work.
37. In the best lessons teachers ensure that pupils use suitably precise vocabulary and take pleasure in the use of technical or expressive words, briskly clarify misconceptions and encourage pupils to examine ideas in fine detail. Brainstorming and note-taking are sometimes well used. In a few lessons learning was broadly satisfactory, but lacked the brisk pace, crisp questioning, dynamism or penetrating discussion and analysis that typified the lessons in which pupils make considerable gains in knowledge and understanding. High-attaining pupils require more demanding work in a minority of lessons in most subjects.
38. Lessons are very well managed - another improvement since 1997 and a great strength of all teaching. Pupils know exactly how to conduct themselves in class and around the school. They respond very well to teachers' guidance. The control of pupils is calm, precise and unfailingly courteous. Teachers use praise, encouragement and humour effectively to sustain pupils' interest. As a result, the atmosphere in classes is purposeful, enjoyable and either quiet or purposefully humming with activity. Pupils come quickly to order.

39. All staff use a suitably wide range of teaching methods. The initial revision of previous learning is invariably thorough, but concise. Explanations to the whole class about what they are to do are nearly always clear and well measured. Subsequent work in groups is thoroughly prepared and carefully organised, sometimes including positive reminders about the techniques and responsibilities of group membership. Teachers circulate helpfully and incisively.
40. Time is generally used very well and much is accomplished in most lessons. Books and equipment are very well organised, stored and valued throughout the school. Both teachers and pupils use ICT well for word processing and desktop publishing. Teachers generally assess pupils' work and progress satisfactorily during lessons, often by suitably circulating or by posing searching questions. Most marking is done carefully, though not always with sufficient helpful advice on how future work can be improved. Support staff are clear and effective in their roles, reinforcing pupils' understanding and confidence and helping them to practise skills. Homework is generally set reasonably, but books are insufficiently provided to assist reading practice at home.
41. Pupils with special educational needs are taught well and learn effectively. They receive good, additional teaching support in most lessons that takes careful account of the targets set for them in their individual education plans (IEPs). Teachers and classroom support assistants are skilled at setting tasks well suited to pupils' needs, with the result that pupils work confidently and make good progress, particularly in English and mathematics. Tasks are closely related to work being done by the rest of the class, ensuring that pupils with special educational needs take a full part in whole-class activities. High-attaining pupils make satisfactory progress, but could make more in a minority of lessons, given suitably demanding work.
42. Teaching is very good overall throughout the school. It is good overall (but often very good) in Key Stage 2 (Years 3-6) and is very good overall in the Foundation Stage (nursery and reception) and in Key Stage 1 (Years 1-2). Teaching is of a fairly similar quality throughout the school, but most impressive overall in Key Stage 1: two-thirds of the teaching in individual lessons, for example, was of very high quality in this key stage, compared with a quarter of the teaching in Key Stage 2. Teaching is good (or even better) overall in all subjects.
43. Pupils generally make good progress in their learning because of the high quality of teaching they receive and the school's powerful ethos of order, fun and calm. Most pupils try hard and take part in lessons with obvious enjoyment or curiosity. They settle down quickly and calmly to work and persevere with the tasks set for them. They can be trusted from an early age to search out information and to exercise sensible initiative. Boys and girls, on the whole, make similar progress.

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

44. The school provides an appropriately broad and balanced curriculum that contains a good quality and range of learning opportunities. The curriculum successfully meets the all-round needs of all the school's pupils (with the exception of high attainers in a minority of cases) and is particularly strong in helping those with special educational needs.
45. The curriculum meets the statutory requirement to teach all subjects of the National Curriculum and RE. The allocation of time to each subject has been carefully considered around the effective implementation of the daily literacy and numeracy hours. The school has been very successful in holding to its belief in an all-round education for children. The overall design of the curriculum strikes a good balance, too, between topic-related activities and discrete subjects. Where possible, realistic links are made between those texts used in the Literacy Hour and, for example, texts with a scientific content.
46. Sex education is taught to pupils in Year 6 with the agreement of the governing body. Health education, which includes the awareness of the dangers of drugs and other substances injurious to health, is taught within science and PE and reinforced through talks given by visiting experts from the local education authority, police and other agencies.
47. Curricular provision is enhanced by a satisfactory range of activities outside daily lessons. These include recorder groups, football and cricket. Pupils also benefit from a good range of educational visits to, for example, Eden Camp, the Yorkshire Sculpture Park and Manchester Airport as well as experiencing residential visits that offer (amongst other opportunities) outdoor pursuits.

48. There are effective policies and schemes of work for all subjects. The school uses extensively the schemes of work produced by QCA. Much hard work has gone into reviewing and redesigning the curriculum to incorporate these national programmes of study within the school's overall planning and, particularly, in its medium- and short-term curricular plans. The weakness in curricular planning reported at the previous inspection has been well addressed. Subject coordinators, which include all three newly qualified teachers, work effectively to share ideas and resources for pupils' activities. Staff willingly seek and appreciate advice from colleagues who have specialist knowledge and skills in particular subjects. Coordinators do not regularly observe their colleagues' lessons, but senior staff have made a start on monitoring how subjects are taught and there are firm plans to increase this aspect of subject management.
49. The school promotes equality of opportunity positively. Boys and girls have, for example, equal access to all the school's activities. The inclusion of pupils with special educational needs in these activities is a strong feature of the school. These pupils have full access to the curriculum and are rarely withdrawn from lessons. When they are, for short periods, pupils work at their own level, but still on the same topic as the rest of the class. For example, in part of a lesson where the majority of pupils were learning about words ending in "-tion", a group of pupils with special educational needs was withdrawn to a quiet area to reinforce their understanding of words ending in "-ing".
50. The school has effective systems in place to ensure that pupils with special educational needs are identified early. Individual education plans are of high quality and clearly specify appropriate targets. Pupils receive additional support with basic skills, ensuring that they are better able to tackle work in other subjects. At present the school does not have a system for clearly identifying gifted or talented pupils.
51. Links with the local community are good. The school is widely perceived as a vital, central part of its community. Links with local churches are very good. Ministers and lay representatives make regular contributions to assemblies and to RE lessons, an outstanding example of which was seen during the inspection. The parents of children in the nursery meet together to discuss educational and other issues relating to their children. Other visitors such as a visiting artist, police officers, theatre groups and professional story-tellers further enhance pupils' learning. There is effective induction to secondary education for pupils in Year 6.
52. The school's provision for the spiritual, moral, social and cultural development of its pupils is very good overall. Pupils' spiritual development is well promoted through daily assemblies, which are also occasions for collective worship. Religious education is a strong feature of the curriculum. Although the main emphasis is on Christianity, other main world religions are also taught. Pupils visit a mosque and a synagogue and appreciate excellent displays in school of artefacts and symbols of major religions. The school meets the statutory requirement to provide a daily act of collective worship for all pupils.
53. Pupils experience spirituality also through their daily lessons. In art and music, for example, they are encouraged to recognise and express deep feelings through their activities. In a music lesson pupils made "space visit" sounds with percussion instruments and were encouraged by their teacher to identify the emotions and sensations to which these sounds referred. In a science lesson pupils were very excited to observe the fine roots of a plant through a magnifying glass. The overall ethos of the school, which emanates from a very caring staff and is further uplifted by the very pleasant site and buildings, contributes significantly to pupils' spiritual development.
54. Provision for pupils' moral development is very good. Above all, the headteacher and all staff set a very good example of desirable conduct and demonstrate in practice a very high standard of care for pupils. The school has established a very orderly and secure community and environment, in which pupils work unimpeded by harassment. The clear system of rewards and sanctions is designed to foster positive attitudes and build pupils' self-esteem. Unambiguous messages are given out in assemblies – about recognising the worth in other people, for example, and the importance of promises. In subjects such as PE pupils learn about rules, fair play and the value of teamwork. Pupils are regularly reminded about the need to care for others. They raise money for charities and are involved in good works such as keeping their school tidy (which they do very well) or performing music for senior citizens.



55. Pupils' social development is also promoted very well. Most lessons include tasks and time for pupils to work with partners or in groups. This type of cooperative working was prominent, for instance, in a very high quality English lesson in Year 4, where pupils wrote a section of a story in pairs, read the text aloud to the class and then received critical comments from other pupils.
56. Very good provision for social activity is made at playtime and lunchtime. Pupils use skipping ropes and play ball games together, for instance, and are often joined in their games by teachers and classroom assistants. The school's site has benches and a variety of welcoming spaces for both relaxation and vigorous play. A good range of school visits and extracurricular activities provide opportunities for pupils to meet new people and learn about appropriate behaviour in differing situations. The school provides pupils with a good range of opportunities to exercise responsibility. These include membership on committees for fund-raising and the formulation of the school's rules, maintaining library books, answering the school's telephone and showing visitors round school.
57. The school's provision for pupils' cultural development is good. Pupils hear a wide selection and range of music in their daily assemblies; during the inspection, for example, Gustav Holst was "composer of the week". In art pupils are introduced to a wide variety of pictures and art objects, including modern sculptures and designs from ancient Rome. In music, pupils learn about the great composers, well-known classical pieces and both orchestral and folk instruments. Many books in school include positive images of people from different ethnic and cultural backgrounds. Cultural development is also enhanced by occasional performances from professional musicians and theatre groups as well as through pupils' own visits to such places of historical and cultural significance as Harewood House and the local Elsecar Heritage Centre.

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

58. The overall standard of care and welfare for pupils is very good. Teachers know their pupils very well. The headteacher has especially detailed knowledge of all pupils and sets a very good example of pastoral care for them. Pupils are supervised very well at all times. All staff are actively involved not only in general supervision, but also in practical assistance when, for example, pupils feel ill or have cuts and bruises; the school's secretary takes a prominent part in providing bandages and reassurance.
59. Health and safety procedures are formally identified, reviewed regularly and diligently followed. The school has very clear guidelines for dealing with accidents, illness and the administration of medicines. Risk assessments, fire-drills and the recording of incidents receive appropriate attention. Arrangements for Child Protection are clearly stated and understood by all staff. The headteacher has responsibility for liaison with such outside agencies as the Area Child Protection Committee.
60. The school monitors and supports pupils' personal development well. Pupils with special educational needs receive particularly close attention, in order to foster their well-being and to facilitate their relationships with others. They are identified systematically from an early age and the school is well supported by appropriate experts and advisers. The targets in individual education plans are appropriate and reviewed regularly. Pupils with special educational needs are treated with care and respect by both staff and their peers.
61. Younger pupils are taught to remember their home address and telephone number, and are allowed to use the school's telephone, if necessary. A high standard of care for pupils permeates all aspects of the school's life. Staff also work together very consistently to promote and achieve the very high standards of behaviour of pupils. The school has a very thorough and effective anti-bullying policy which is implemented with great effectiveness. School rules are well understood by pupils, with the result that there is appropriate behaviour not only in lessons, but also at playtime and lunchtime and when pupils make educational visits.
62. Procedures for assessing pupils' educational attainment and progress are good overall. Much assessment is done during lessons, when pupils receive praise or "merits" for good work or constructive advice about how their work could be improved. Formal assessments in the core subjects, including the results of set tests or an indication of National Curriculum level attained, are recorded half-termly for each year group, although the coverage of all aspects of English is less than the detailed coverage in the other two subjects. In some lessons – as, for example, in mathematics – pupils are motivated to work hard by being told the year-level at which particular tasks are aimed.

63. Information from testing is used well to formulate individual education plans for pupils with special educational needs. In mathematics, assessment helps to place pupils in Years 5 and 6 in groups according to their attainment. Assessment data are also used to make a broad evaluation of pupils' progress within a year group or over a longer period. The school does not, however, have an explicit model or mechanism to enable it to track the progress of pupils over the whole period of time they are in school. This is a weakness that also limits the precision with which management can evaluate the school's overall effectiveness and progress in raising standards. This weakness was also identified in the previous inspection report.
64. Annual reports on pupils' attainment and progress are good. They are very thorough and give clear and reasonably detailed indications to parents of how their children are getting on. Written comments refer to effort as well as attainment, and targets for future improvement are indicated. Overall, although educational jargon is occasionally used, comments are usually written in clear English. The school has worked very hard – and with much success – to remove the weaknesses in its assessment procedures noted at the previous inspection. The completion of this task requires the school to improve the deficiency noted in the previous two paragraphs.

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

65. The evidence of both the pre-inspection questionnaire to parents and the inspection meeting for parents is that parents are very pleased indeed with all aspects of school life. All except one question, for example, elicited at least a 95 per cent positive response: on four questions 98 per cent of parents voted positively, on a fifth this reached 99 per cent, and all respondents felt that teaching in the school was good. This is an impressive set of returns that gives a very strong vote of confidence by parents in the school's work. The degree of expressed parental satisfaction with the school is very well founded and noticeably higher than it was in 1997.
66. Parents feel very strongly, for example, that the school expects their children to work hard and do their best and that it nurtures their maturity. They feel that it is well led and managed and helps their children to make good progress and grow up responsibly. Parents indicated that they had no qualms about approaching the school about any issues to do with their children – a clear endorsement of the school's open-door policy.
67. The 19 parents who attended the pre-inspection meeting expressed very high satisfaction with virtually all aspects of the school's work. In particular, they felt that they had very close links with the school and that the school tried hard to do its best for their children in all aspects of its work. They paid especial tribute to the hard-working headteacher and to both the teaching and non-teaching staff. The views of the high proportion (70 per cent) of parents who returned the questionnaire were fully in accord with the views expressed at the meeting.
68. The only slightly less positive response related to the school's provision of activities outside lessons. Here, nevertheless, a very healthy 84 per cent of respondents were pleased with the school's provision, whilst ten per cent were "don't knows". The inspection team's judgement is that the school's range of extracurricular activities is reasonable and broadly typical of what is found in primary schools of this kind and size.
69. Parents are provided with a good range and quality of information about the school's life and work. The school's policies are clearly laid out and invite the interest and support of parents. Parents' views are actively sought in both formal and informal ways. The school's prospectus is clear and well produced. It has reasonable detail about what children study in school. The twice-termly newsletters are informative and valued.
70. The school occasionally runs sessions on educational topics for parents – as, for example, about the Foundation Stage (nursery and reception) and on computers. It also produces leaflets to provide additional detail on such matters as literacy, numeracy, handwriting and play. During the inspection a small team from *Right Start* was running a three-week course to raise parents' awareness of how they could help their children. The governors' annual report to parents is informative, friendly in tone and free of jargon. Reports about children's progress are readable, informative, specific and of good quality overall.

71. The school has effectively implemented a written home-school agreement. Parents are encouraged to help their children at home by, for example, listening to their children read. The prospectus includes many useful ways in which parents can assist their children's education. The policy for homework is clear and well balanced. The school encourages parents to help in school. It has the regular assistance of some 14 parents and others on such matters as listening to reading (especially), technology, mounting work, extracurricular sport or accompanying children on visits. Many of these voluntary helpers are very experienced and give valuable support to both teachers and pupils. The parents of pupils with special educational needs are consulted and involved at all stages and invited to attend all review meetings about their children.

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

72. The school has a very clear set of appropriate aims and values that are prominently displayed. These are generally realised and reflected very well in practice through a very strong emphasis on pupils' personal development, benevolent vigilance and a clear and purposeful commitment to improving pupils' learning. Although the overall standard of attainment could be a little higher in English by the end of Year 6, pupils receive a good, all-round education and dedicated care. They enjoy their work and school life in general and make good progress. This is a very good school for children to learn and grow up in – a view fully shared by parents.
73. The headteacher's dedicated leadership and very hard work over many years ensure that a very positive ethos of learning and relationships prevails throughout the school. He gives wise guidance and trusting delegation, with appropriate accountability, to a committed staff. His presence around the school, especially during lunchtimes, enables it to run very smoothly, too, on a day-to-day basis. He is very ably supported by enthusiastic key stage coordinators, one of whom acts as a deputy in a transitional management arrangement. This high quality of provision has been achieved in a school where two-thirds of the staff have less than three years' teaching experience and one third are in their first year of teaching – a considerable credit to the school's management and to the teachers themselves.
74. Teachers, non-teaching staff, pupils and parents generally feel valued and share a strong commitment to the school. Very good relationships and a strong sense of pride are evident in all that the school does. These factors are also reflected in the impressively high standard of maintenance of the school's buildings and site and in the very good quality of the presentation and display of pupils' work. Pupils feel very secure and happy here.
75. The governing body meets regularly and, together with its committees, supports the school well. Relationships between the headteacher, staff and governors are very positive, resulting in a firm commitment by all to their shared vision. Governors have high confidence in the headteacher and are actively involved in the life of the school. Each governor, for example, has a close interest in at least one aspect or subject in the school's curriculum and a few visit the school while lessons are in progress. In particular, the chair of governors is linked with English and is committed to improving pupils' standard of work in this subject. The governing body gives appropriate attention to ensuring that all pupils have equality of opportunity to develop their talents and interests. They ensure, for instance, that those pupils with an interest in playing a musical instrument receive the specialist teaching to enable them to do so.
76. The monitoring and evaluation of standards and quality are carried out extensively. This aspect has continued to improve since the last inspection. Such monitoring does not, however, always incorporate sufficient analysis to pinpoint the means of improving pupils' standard of attainment. For example, each teacher is observed teaching at least once each term by a senior teacher and the ensuing discussion on teaching methods and organisation helps to hone their skills. These observations, however, lack sufficient focus on how effectively and precisely teaching improves pupils' learning. On the other hand, this regularity of monitoring the quality of teaching provides a helpful basis on which to manage the performance of teachers and to set them appropriate targets.
77. The assessment of individual pupils' progress is undertaken regularly, especially in the core subjects of English, mathematics and science. The tracking of pupils' short-term and annual progress is generally undertaken well. Such data is not, however, used precisely or comprehensively enough to determine pupils' long-term progress, to identify significant weaknesses or to form robust judgements about trends in the school's overall

performance. The management and coordination of work for pupils with special educational needs within the school are very good, with the exception of the unsystematic identification and monitoring of very high attainers. Staff are well supported and very good use is made of the large number of good classroom support assistants.

78. Planning for future development is generally sound and productive. Action plans broadly provide a clear strategy to improve the targets identified. Intended improvements, however, occasionally lack sufficient clarity in their intended outcomes to enable an accurate evaluation of their effectiveness to be made. For example, the objective "to extend staff knowledge/confidence [in ICT]" lacks sufficient precision to know where to focus resources to achieve the intention or to know when an acceptable level has been reached.
79. The emphasis given to the corporate planning of the curriculum and of lessons, led by subject coordinators as appropriate, is effective and has developed a strong sense of teamwork amongst the staff. Additionally, good arrangements are made, particularly through the direct assistance of the headteacher, to allow subject coordinators to guide and support other staff in the teaching of, for example, science. This programme has increased teachers' confidence in teaching subjects and has helped to improve pupils' attitudes and attainment.
80. The governors and headteacher effectively and efficiently manage the school's finances. They are well informed on matters of income and expenditure. The time is now ripe for more of the detailed tracking of spending to be delegated, thereby providing the headteacher with more time for strategic management. The governors consider how to achieve best value for money and monitor expenditure carefully against the identified priorities of the school's development plan. Alternative strategies are considered for the allocation of the budget, with the main emphasis being put on improving standards and the quality of education. For example, the recent decision to increase the number of classroom support assistants (CSAs) has enabled lower-attaining pupils to make better progress. Overall, however, the governors do not have an adequate system to monitor the longer-term effect and success of their spending decisions. Specific grants are well targeted towards their intended purposes.
81. The school is appropriately staffed. The role and responsibilities of the deputy headteacher are currently being shared between three teachers. The effectiveness of this arrangement is being monitored. The expertise of most teachers is appropriately matched to their subject responsibilities and the age of classes they teach. Very good arrangements are made for the induction of staff, especially the three newly qualified teachers.
82. The classroom support staff in the school are suitably qualified and work closely with teachers in planning lessons, especially those for the youngest pupils. Administrative support is efficient in assisting the headteacher in the daily management of the school and provides a very friendly welcome to pupils, parents and visitors. The caretaker and staff work hard and successfully to provide a consistently clean, safe and tidy environment both within the building and the school's grounds.
83. The buildings offer very good provision for the teaching of the curriculum. Classrooms are adequate in number and generally of sufficient size for the number and ages of the pupils. The hall is effectively used for PE and assemblies. A separate dining room, adjacent to the kitchen, enables lunchtime to be relaxed and sociable. The library provision is broadly adequate for its purpose, but its rather narrow range of non-fiction books (particularly at different levels of readability) limits pupils' reading by restricting the opportunities for them to use books to search for information independently. Extended opportunities for pupils to keep a reading book at home for a week will put additional pressure on the school's stock of reading material. Learning resources are, otherwise, satisfactory overall (and often good) for the effective teaching of the curriculum. The school gives good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

84. The school already achieves high standards in very many aspects of its work. To improve and build further upon the good quality of education that pupils already receive, the governors and senior management of the school should:
- (a) raise further pupils' overall level of attainment and rate of progress in English by the end of Key Stage 2 (Year 6) to match the standards achieved in mathematics and science by:
    - ensuring that high attention is consistently paid to good spelling, punctuation and grammatical structures across all subjects;
    - increasing the range of both fiction and non-fiction books available to pupils and the frequency with which pupils systematically read them across all subjects;
    - ensuring that all pupils are provided with books to read frequently at home by themselves and to their parents or carers; and
    - monitoring progress in literacy with the same frequency and detail as progress is monitored in mathematics and science (## 8 9 12 13 31 62 83 113 115 116 118 119 121 127 183).
  - (b) enhance the school's provision for the highest-attaining pupils by:
    - identifying these pupils clearly;
    - ensuring that there is always sufficient challenge and motivation in their work; and
    - tracking their progress thoroughly throughout the school (## 19 37 41 44 50 77 125 141 154 157 184 190).
  - (c) evaluate and interpret coherently the wealth of data the school already holds on pupils' attainments, in order to:
    - identify significant trends and messages securely;
    - take remedial action when required; and
    - judge reliably the performance of the whole school (## 10 63 76 77 126).

In addition to the key issues above, other less important weaknesses should be considered for inclusion in the school's future plan of action. These are indicated in paragraphs 17 26 34 37 78 80 and in some subject sections.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	71
Number of discussions with staff, governors, other adults and pupils	53

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	35	49	13	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	207
Number of full-time pupils known to be eligible for free school meals	0	51

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	8
Number of pupils on the school's special educational needs register	1	43

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	14
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	6.3
National comparative data	5.2

#### Unauthorised absence

	%
School data	1.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for 1999-2000.

### 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
	2000	15	10	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 or above	Boys	10	11	13
	Girls	6	6	7
	Total	16	17	20
Percentage of pupils at NC level 2 or above	School	64 (78)	68 (59)	80 (67)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 or above	Boys	11	13	13
	Girls	7	7	7
	Total	18	20	20
Percentage of pupils at NC level 2 or above	School	72 (70)	80 (63)	80 (56)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to 1999.

### 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
	2000	19	13	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 or above	Boys	10	14	15
	Girls	8	8	12
	Total	18	22	27
Percentage of pupils at NC level 4 or above	School	56 (63)	69 (76)	84 (92)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 or above	Boys	14	15	14
	Girls	8	8	9
	Total	22	23	23
Percentage of pupils at NC level 4 or above	School	69 (68)	72 (82)	72 (89)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to 1999.

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

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	178
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	2	1
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)	8.0
Number of pupils per qualified teacher	25.9
Average class size	25.9

*FTE means full-time equivalent.*

#### **Education support staff: YR – Y7**

Total number of education support staff	8.0
Total aggregate hours worked per week	216

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	20

Total number of education support staff	1.0
Total aggregate hours worked per week	27

Number of pupils per FTE adult	10
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000-2001
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	£
Total income	466,822
Total expenditure	454,062
Expenditure per pupil	2000
Balance brought forward from previous year	5,441
Balance carried forward to next year	18,201



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out

227

Number of questionnaires returned

161

### Percentage of responses in each category

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	79	19	1	0	1
My child is making good progress in school.	75	24	1	0	0
Behaviour in the school is good.	59	36	2	1	2
My child gets the right amount of work to do at home.	61	34	4	0	1
The teaching is good.	82	18	0	0	0
I am kept well informed about how my child is getting on.	65	30	4	0	1
I would feel comfortable about approaching the school with questions or a problem.	79	20	1	0	0
The school expects my child to work hard and achieve his or her best.	78	20	1	0	1
The school works closely with parents.	60	35	3	0	2
The school is well led and managed.	78	20	1	0	1
The school is helping my child become mature and responsible.	70	28	1	0	1
The school provides an interesting range of activities outside lessons.	56	28	6	0	10

### Other issues raised by parents

There were additional comments from parents on 15 of the 161 questionnaires returned.

There was almost universal praise for all aspects of the school's work. In particular, parents feel that their children are very well cared for and make good progress; that the school has a warm, family atmosphere and high expectations; that the quality of teaching and management are high; and that their children enjoy coming to school. Parents expressed no major concerns about the school.

## **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**

85. There has been significant improvement in the Foundation Stage (for children in the nursery and reception) since the last inspection. At this stage of learning children in this school are organised into three classes - nursery, reception and a mixed class of reception and Year 1 children. This stage now provides a very good start to children's education. The planning and assessment of children's progress are now strengths. Additional outdoor playing space has recently been provided.
86. Children enter the nursery at three years of age with a level of attainment that is below average overall. They make good progress in the nursery and very good progress over the whole of the Foundation Stage. By the time they are ready to start in Year 1, children achieve well: nearly four-fifths of them attain the national Early Learning Goals (ELGs), whilst close to a quarter of them exceed that standard. The majority of children thus progress appropriately towards achieving the ELGs before they enter the main school in Year 1. Pupils with special educational needs are very well supported to achieve their personal best.
87. The accommodation, although adequate, is not specifically designed to "best practice" standards. The staff, however, make the very best use of all available space, including the main school's accommodation. These children have a generally good level of resources and a curriculum well matched to their needs. The overall very good teaching is the major factor in children making significant progress in their learning.
88. The strong team-work of the staff is a significant strength of these early years in this school. Teachers, a range of support staff, parents and volunteers work closely together to provide a very well organised curriculum that is well matched to the Early Learning Goals and meets the needs of this age group. The assessment of individual children's attainments and the areas of learning is detailed, thorough and well organised and is used to guide their subsequent learning, so ensuring that all children achieve their best.
89. Parents are well informed and involved at an early stage with their children's learning and progress. Home visits assess what children can do. Details of the curriculum are explained and prominently displayed. The contributions of parents and other volunteers are valued. Such external guidance as *Right Start* complements well the information sessions provided by the school's staff on such matters as literacy.

### **Personal, social and emotional development**

90. Children make very good progress in this area of learning and achieve the Early Learning Goals by the time they enter Year 1. Relationships between all staff and children are very good. The adults' relationships provide an excellent model for children in the way they show respect, are courteous and value every contribution. The high quality of teaching ensures that children have clear routines, appropriate behaviour and work well, independently or together, in groups of various sizes.
91. Clear routines help children to settle quickly to activities and to know what is expected of them. Children's confidence and self-esteem were successfully boosted when, for example, those in the nursery led a whole-school assembly based on their knowledge of Noah's Ark. Children work and play harmoniously together. Those with a variety of educational needs receive good support from adults and appreciative encouragement from their classmates. Pupils are carefully taught the difference between right and wrong. Their teachers sensitively encourage them to reflect on the consequences of their actions on others, leading them to understand the notion of sharing and taking turns. Very supportive teaching encourages children to have confidence in what they can do.
92. Children are enthusiastic about what they learn, as when those in reception take roles in *Goldilocks and the Three Bears*. Outdoors, they enjoy playing such traditional games as *What time is it, Mr Wolf?* when they share well, listen carefully, eagerly understand the game's routines and have great fun. In *Circle Time* they settle quickly as a result of the strong, enthusiastic teaching from the teacher and support staff. On one

occasion, for example, they explored feelings within the story of Noah. Through discussion and established routines staff continuously reinforce good learning and develop children's independence.

## **Communication, language and literacy**

93. Teachers across this stage are very skilful at promoting the continuous development of children's spoken and written skills. The effective organisation of activities and resources allows children to practise their skills easily in role play. Most importantly, their main learning is through high-quality talking with adults. This enables children to widen the ways they communicate and to respond to adults and one another with increasing skill. They acquire and practise a good range of vocabulary and learn to listen carefully.
94. Children are continually asked *Why?* and *How?* and are encouraged to think carefully about their actions and comments. They learn that a conversation is a two-way exercise. Each class has a rich variety of printed materials, including a good range of fiction and non-fiction books. Children get constant practice in understanding letter sounds, words, phrases, sentences and questions. The "literacy hour" is extremely well planned and used across the whole stage, leading to a full hour's experience towards the end of reception.
95. Children are happy and confident in their learning. They develop a love of books, stories, rhymes and poems that increases their desire to learn to read and write. They understand that print carries meaning. They eagerly take all opportunities to be involved in a range of roles and play and practise making up stories about their play. Two children with their teacher, for example, used a rail track and train to recount the story of a journey, including appropriate sounds of the train – *Choo, Choo, it's coming to the station now.* Children in reception confidently planned and recorded the sequence of making porridge for the three bears and wrote down on a chart their findings about materials.
96. Children listen carefully during sessions directed by adults and respond with appropriate comments. Letter-formation is practised thoroughly from the time children arrive in the nursery. Many opportunities, including the use of ICT, are created for children to practise their writing. By the end of reception the majority of children achieve the Early Learning Goals, whilst some work within Level 1 of the National Curriculum. They write their own names and other labels, form simple sentences and are aware of the correct use of a capital letter and full stop. They are aware that writing can be used for different purposes such as lists, recipes, charts, stories, instructions to give information (for instance, the use of "tags" to show they have gone to the toilet), and the symbols on the "jobs board" to organise their work and time.

## **Mathematical development**

97. By the time children reach the end of the reception year most of them achieve the Early Learning Goals and begin working towards Level 1 of the National Curriculum. Children in reception, for example, confidently count to 20 and several have a very secure knowledge of the order of these numbers. One child gave the smallest number larger than 15. Pupils learn to add and take away some objects to and from a set.
98. Children gain a firm foundation in number in the nursery. By systematic teaching, easy access to well-organised mathematical activities and using the many opportunities arising from activities in the other areas of learning, children learn to count the number of objects in a set and know the order of the numbers to about 10. One nursery child said "15 comes after 12".
99. Children learn well to make comparisons of objects by size, length, weight and capacity. They begin to understand the passage of time and associate specific times of day with a clock face. The good provision of equipment for water and sand play helps children to understand such comparisons as "holds more than", when comparing the capacities of two containers. By the time they reach reception age, children can put a set of similar objects in order of size and talk about the smallest and largest. They learn to recognise common shapes such as squares, triangles and circles and to identify these shapes on containers.
100. Teachers provide a good range of practical activities for children to learn mathematics that helps them to build their knowledge and understanding on a firm foundation. Misconceptions are picked up quickly and classified. Good use is made of the opportunities that arise in other areas of learning to consolidate children's understanding of numbers, measures and shape.

## Knowledge and understanding of the world

101. Children progress well in this area. They attain the Early Learning Goals and a few children achieve at a higher level. Staff create very well planned opportunities for children to explore and investigate the world around them, including the people and living things they encounter. All staff are very skilled at encouraging children to explain what might happen and why. Children build and construct using a variety of materials, selecting carefully and changing models as they work. They research, for instance, the theme of toys and draw ideas before making them. They select tools carefully for making patterns in sand. They begin to understand about different materials by describing the properties of objects. The making of porridge in food technology, for instance, is well related to literacy, using the theme of *Goldilocks and the Three Bears*. Children follow a recipe, evaluate the range of toppings by tasting and can record the sequence of the activity. When asked, children could comment on the changes that had happened and knew that heat was the cause.
102. Children work with ICT confidently and progress to achieve the Early Learning Goals by the time they enter Year 1, with a few children working towards Level 1 of the National Curriculum. They use computers confidently and develop well their control of the mouse. A child in the nursery, for example, accurately used the mouse to match a toy to three kittens. Progress in learning to use the keyboard is good. By the end of reception, children know where to find most letters on the keyboard and how to type their names, using lower case letters following a capital letter. There is a good range of opportunities for older children to use computers to consolidate their numeracy and literacy skills. Children confidently use listening centres to hear stories and also have access to programmable toys.
103. By the end of their time in reception, children have begun to understand a little about the passage of time and to realise how far back some events occurred. They learn how they themselves grow up and change by, for example, sequencing their birthdates according to the months of the year and by recording this in their *Now and Then* book. They gain knowledge of the Christmas story by sequencing its events. Through the theme of toys, pupils draw on evidence from objects, pictures, stories and an educational visit to discern how the nature of toys has changed over time. They achieve the Early Learning Goals and begin to work towards Level 1 of the National Curriculum.
104. Pupils develop a sense of place by visits in the locality. They understand and use the whole of the school's environment and make very good use of role play about, for example, the "office". In reception, they map out a route with dough and pinpoint features of Jump village, following a walk around. They develop care and respect for the environment through the day's routines and the school's ethos of ensuring that they learn in an attractive, well cared for place. Through *Small World* apparatus children act out life in different settings – as, for example, the princess story and castles in the nursery. Good use is made of photographs, visitors and volunteer helpers.

## Physical development

105. Children make good progress in this area. The carefully planned provision is well matched to the developing capabilities of the children. The very good teaching encourages children's confidence and knowledge about, for example, matters of health and safety in a manner appropriate to their age and needs. Children respond well to staff's high expectations and achieve well. By the end of reception the majority of children have achieved the Early Learning Goals and work towards Level 1 of the National Curriculum. Children with special educational needs are very well supported, take part in all activities and make steady progress.
106. Children move confidently and acquire increasing control. At the age of three, they show a good sense of space, as they manoeuvre wheeled vehicles outside and work with large apparatus in the hall and the adventure play area. In the hall, for instance, using large apparatus, they move around confidently, aware of the apparatus and other children. They are aware of the parts of their bodies and that exercise and certain foods help to keep the body healthy. They exercise their imagination by, for example, "driving" vehicles around pretend obstacles or by telling a story whilst playing with a model train track.

107. Teachers provide children with good opportunities to develop the full range of learning in this area. By the ages of four and five, children can run, hop, climb and balance as well as use space well, when using large apparatus in the hall or in the adventure playground. They handle small equipment and apparatus with growing precision, handle a range of mark-making equipment confidently in the nursery and write confidently at the end of reception. They are competent, for example, in scribing investigations of the properties of materials and in forming letters in a shared writing session. They learn to cut and glue, use a range of equipment to fill and pour and explore shapes in dough.

### **Creative development**

108. Children of all abilities make good progress in this area of learning. On entry to Year 1, the majority have achieved the Early Learning Goals. Teachers' planning and provision cover well all elements of this element of learning. Pupils explore colour through using a range of paint and crayons. The use of coloured water, for instance, stimulates children's interest and helps them to develop their mathematical learning about capacity.

109. In music children learn about different kinds of instruments and name them accurately. They learn about rhythms, use symbols for composing and "read" their own music. They know that percussion instruments are struck or shaken. Children listen attentively both in lessons and assemblies and sing simple songs from memory. They develop the use of their senses well – as, for example, in using "feely bags", when investigating materials or evaluating a variety of toppings in food technology. All staff take every opportunity to ensure that development in this area is reinforced through role play and other imaginative provision.

### **ENGLISH**

110. The standard of work attained by seven year olds at the end of Year 2 is broadly in line with national expectations. At the end of Year 6, 11 year olds reach an overall standard below that expected nationally. In 2000 the national test results showed that overall standards in the school at the end of both Years 2 and 6 were well below national averages and below what pupils in schools with similar social circumstances tend to achieve.

111. In the national tests taken towards the end of Year 2 in 2000, smaller proportions of pupils than do so nationally reached the basic Level 2. A smaller proportion had an above average standard in reading, but a slightly larger proportion than did so nationally had an above average standard (Level 3) in writing. Over the last four years pupils in this school have usually done relatively better in writing than reading, when compared with the national picture. Pupils' tests results in reading and writing have been broadly similar, over the last four years, to those in mathematics and to teachers' assessments of pupils' attainment in science.

112. The linguistic work seen during the inspection indicates that pupils' overall standard towards the end of Year 2 is broadly average. This indicates that pupils have made significant progress and improvement in Years 1-2 (Key Stage 1), particularly as the group of pupils who are now seven years old were judged by the school to have been below average in overall attainment on entry to the school at five years old. This improvement is in good measure due to the consistently high quality of teaching that pupils receive.

113. In the national tests taken towards the end of Year 6 in 2000 only a very small proportion of pupils reached an above average standard in the subject. The proportion reaching the basic standard expected nationally was well below average. Over the last five years the overall standard of English has been significantly below the (usually average) standard reached in mathematics and science. The Year 6 pupils in 1999 and 2000 made good progress in mathematics and science over the four years of Key Stage 2 (Years 3-6), but at best only sustained their well below average standard in English. This underperformance in English is recognised and is being thoughtfully tackled by the school, but more remains to be done.

114. Pupils' skills in speaking and listening are soundly developed to an average level by the time children are five years old. Through well-planned "talk time" and other focused activities in a wide range of subjects in Years 1 and 2, pupils' confidence and proficiency in describing, reporting and questioning are close to average overall. Pupils' understanding and use of subject-specific vocabulary develops well across other

subjects. By the age of seven, pupils listen very carefully to explanations and instructions and make reasoned and relevant responses to questions.

115. Although current 11-year-olds are good listeners and are given a wide range of opportunities to explain their work and discuss ideas, their ability to express themselves often lacks fluency and they use a limited range of vocabulary and linguistic structures. This partly reflects the fairly narrow opportunities provided for pupils to read, on a systematic and daily basis, a wide enough range of fiction and non-fiction material, partly in order to increase their vocabulary and broaden their knowledge and understanding of sentence structures.
116. Progress is generally good throughout the school in reading and writing. Pupils in Years 5 and 6, however, still do not achieve as well as they should, partly because the gaps in these pupils' learning from previous years have still not been fully remedied. This particularly applies to weaknesses in punctuation, grammar and spelling. A small minority of pupils still hold writing tools awkwardly and position writing-paper poorly. Pupils with special educational needs progress well throughout the school, largely because their learning is effectively enhanced by good individual help and well-designed tasks.
117. Most seven year olds read accurately, fluently and with delightful expression. All enjoy books. The majority confidently tackle unfamiliar words, using a variety of ways to decode them. These strategies include blending letter sounds and "jumping over" the unfamiliar word to look at the whole context of the sentence. Higher-attaining pupils talk enthusiastically about different books and recount stories concisely and accurately. They readily identify such terms as *title* and *author* and have a clear understanding of the difference between fiction and non-fiction. Lower attainers are keen to read and talk cogently about what they have read, recalling the main facts and characters.
118. This enthusiasm for reading is also evident in Years 3 and 4, but older pupils (and particularly those in Year 6) often show less keenness. By the age of 11, only a few pupils are fluent and expressive readers who enjoy reading for pleasure. The majority enjoy the books they read in school, but rarely read for enjoyment more than two or three times a week. A small minority of pupils recall more than three or four authors.
119. The majority, however, have insufficient knowledge of a range of children's literature and cannot enter into detailed discussions about poetry, plays, classical fiction and non-fictional material. The great majority of the oldest pupils are not aware of the idea of bias and persuasiveness in different types of text and very few pupils regularly use a library. The skills of researching and accessing information from a range of books and other written material to complete specific tasks are generally below average and insufficiently developed. In contrast, pupils' understanding and skill in skimming and scanning a piece of text for specific information, as well as their ability to access information from CD-ROMs and the Internet, are broadly average.
120. Progress in writing is good by the end of Year 2. From Year 1, pupils clearly understand that stories have a beginning, a middle and an end and by the age of seven write their own simple stories. By this age, too, they have a good understand of poetry and compose simple, rhyming phrases and sentences. Higher-attaining pupils, for example, were extremely excited by their creation of a poem about leaves, whilst low-attaining pupils, with very good support, were equally delighted by their poem. Pupils write satisfactorily for a number of different purposes - such as brainstorming a bank of words in preparation for writing poetry, labelling diagrams, giving short accounts of stories heard, making lists and writing simple instructions and questions. Appropriate examples of writing were also seen in other subjects such as science and RE: pupils produced very thoughtful sentences, for example, as they reflected on Jonah's feeling during his different experiences.
121. By the age of 11, pupils have experience of structuring a variety of types of writing. They write from a personal perspective (both opinions and letters) and for such different purposes as note-taking, brainstorming and recording. In Years 3 and 4 the majority of pupils' writing shows appropriate grammatical knowledge, with often good spelling and punctuation. Pupils clearly take pride in their work: their handwriting is neat, correctly formed and well presented. Pupils in Year 5 have progressed well during the year and usually have spelling and punctuation of a satisfactory standard. Year 6 pupils have also improved their writing during the year and in some aspects, such as their understanding and use of verbs, they have reached the level expected for their age. Other aspects of their written work, however, such as handwriting,

spelling and punctuation, are still unsatisfactory overall and much of their writing lacks lively, imaginative vocabulary.

122. The overall quality of teaching is at least good and over half of it is very good, especially in Key Stage 1. No lessons were unsatisfactorily taught. The high standards of teaching in many year-groups have contributed very significantly to the improvement in standards. Teachers have a very thorough knowledge and understanding of the National Literacy Strategy and use its structure well to plan lessons carefully, using a wide range of teaching methods.
123. Throughout the school, teachers use a variety of texts at the start of each lesson that are often linked to work in other subjects. In Year 6, for example, the week's text about the Olympic Games linked well with work in history on the Ancient Greeks. Carefully selected texts also provide good opportunities for pupils to reflect upon and discuss a wide range of authors, styles of writing and both fiction and non-fiction.
124. Teachers are mostly very skilled at asking challenging and probing questions to make pupils think about what the author is communicating and why. Year 3 pupils were particularly well challenged after reading together an extract from *Alice in Wonderland*. Together they explored the behaviour of the different characters who attended the Madhatter's tea-party and the effect each had on the others.
125. Tasks set for individual pupils are mostly well matched to their abilities or earlier level of attainment, providing suitable challenge to extend and consolidate pupils' learning. This matching is especially effective for lower-attaining pupils and those with special educational needs, who are also well supported by classroom support assistants (CSAs). The higher-attaining pupils in Years 5 and 6 are not, however, always sufficiently extended. Excellent relationships throughout the school very effectively create a climate in which pupils are extremely well motivated to work hard and to behave impeccably.
126. Teachers know their pupils very well and, on a daily basis, make good assessments of their learning. Pupils are mostly well aware of what progress they make, but specific, personal targets are not set in all aspects of the subject or in all classes. Where whole-school targets have been set – as, for example, in handwriting – pupils are very aware of them and try hard to meet them. In handwriting lessons in Year 4, for example, pupils scrutinised one another's work, sensitively made constructive comments about the standard reached and suggested areas for improvement. More formal assessments of all areas of work are now made each year, but the wealth of data available is insufficiently used to identify, track and fully address each pupil's needs.
127. The two coordinators have worked extremely hard to address the previously below average standards in both key stages, focusing particularly on writing, speaking and listening. This effort is having a significant, positive effect as pupils move through the school. The school has not, however, sufficiently addressed the need to improve reading, particularly for the oldest pupils. There has been improvement in the subject since the last inspection and the overall trend of improvement has kept in line with that nationally.

## **MATHEMATICS**

128. The proportion of pupils who achieved the basic standard expected of seven year olds in the 2000 national tests at the end of Year 2 was well below the national average. The proportion achieving the higher Level 3+ was greater, but still below average. Results over recent years have improved steadily overall, despite fluctuations caused by relatively large proportions of pupils with significant special educational needs; for example, five such pupils were included in the class of 25 pupils who took the tests in 2000. This factor was also significant in causing pupils' overall attainment to be very low, when compared with that of schools in similar social circumstances. The boys did a little better than the girls overall.
129. The proportion of pupils who achieved either the basic standard or higher levels expected of 11 year olds in the 2000 national tests at the end of Year 6 was a little below average. Based upon the average points scored by all pupils, the school's results were a little lower than the national average for all schools, but average when compared with those of schools in similar social circumstances. Despite some fluctuations, results in recent years have improved steadily overall in line with the national trend; girls have done slightly better than boys overall.

130. As a result of very good teaching, pupils make good progress throughout Years 1 and 2 so that, by the end of Year 2, the standard of most pupils is at the level expected of seven year olds. At this age pupils show a good understanding of, for example, numbers to 100, and higher, and develop successful methods of mental calculation when adding or subtracting pairs of numbers. They learn to solve appropriate problems in everyday settings that involve money or measures, and represent and interpret data in suitable graphs. Higher-attaining pupils are frequently extended by more challenging work, such as finding all the choices of coins that make a given sum of money.
131. Pupils with special educational needs respond positively to the very good support they receive from their teachers and classroom assistants and make good progress. One such group, with help, successfully completed tasks similar to those of the rest of the class in putting two or three coins together to make, for example, seven pence.
132. By working through carefully structured practical activities, pupils make good progress throughout Year 1 and quickly acquire a firm understanding of counting and ordering appropriate ranges of numbers. By the age of six, pupils make correct comparisons of the size, weight and capacity of objects and containers, and recognise common shapes. Confidence in handling numbers is boosted by short, daily sessions of mental work, during which pupils learn or consolidate appropriate basic knowledge to the level expected.
133. Pupils' progress in Years 3-6 is good. The methods of teaching prescribed by the National Numeracy Strategy are used effectively, and often with considerable success, by teachers throughout the school. The benefits of these methods are clearly evident by the time pupils reach Years 5 and 6, where these two classes are regrouped for mathematics: the higher-achieving pupils are taught by the headteacher, whilst two smaller sets of pupils are taught by their class teachers. These arrangements allow, by skilful teaching, higher-attaining pupils to achieve speed and accuracy in mental mathematics and high levels of mathematical thinking.
134. For example, this set of pupils gave quick responses to a sequence of questions that required them to provide the square of 13 and the square root of 144. They then went on to make generalisations about sequences of numbers into a grid and to hypothesise about, and establish, relationships between these sequences. From there, they were able to deduce, for instance, the seventy-third even number and odd number; went on to readily establish that the product of two consecutive numbers always ends in 0, 2 or 6; and then used all they had learned to deduce (for example), by trial and improvement methods, that 156 has consecutive factors of 12 and 13.
135. Meanwhile, the other pupils in Years 5 and 6, including those with special educational needs, made good progress in, for example, understanding the concept of ratio. By skilfully using teaching methods and a pace of learning well matched to pupils' needs, pupils in both sets understood the mathematical ideas and used their knowledge to solve suitable problems.
136. By the end of Year 6, most pupils achieve the standard expected of 11 year olds. They generally have a ready recall of basic number facts, perform accurately the standard methods of calculation and develop efficient strategies for doing appropriate mental calculations. They apply such knowledge to problems in everyday settings very well. Pupils' basic knowledge of shapes with two or three dimensions is satisfactory and they have sufficient knowledge of the properties of common shapes to identify those which satisfy a number of given conditions. Their understanding of the expected methods of representation and interpretation of data in graphs is sound. They have an intuitive understanding of elementary probability.
137. Pupils in Years 3 and 4 make good progress and achieve the standards expected of this age group. For example, both classes of pupils identify well both the relevant and the redundant information in "word problems" described in everyday contexts and successfully calculate correct answers from the information extracted. In mental arithmetic sessions they recite with confidence, for instance, the multiples of 3.
138. Pupils' response to the teaching they receive is very good. They have very positive attitudes, are willing to work hard and, on the whole, present their work neatly – an improvement since the last inspection. They are eager to answer questions and explain their ways of working out mental calculations. Behaviour in lessons



is excellent. Pupils form constructive relationships with their teachers and their peers, and enjoy sharing humour.

139. Teaching is good and a little of it, especially in Years 1-2, is excellent. The overall quality of teaching has improved since the last inspection. In the instances of very good or excellent teaching considerable subject knowledge, combined with high expectations of what pupils can do, ensured that lessons were very well planned and included highly effective methods of teaching. This enabled those teachers to respond encouragingly to pupils' answers by making good connections to other parts of the subject or by helping them to refine and extend their thinking. It also helped such teaching to be conducted at a fast pace.
140. For example, in the class of pupils in Year 2, the introductory activity of finding the total value of given sets of coins was quickly related to pupils' knowledge of multiples of 10 and to counting in tens. Pupils were asked to explain their strategies for calculation and alternatives were explored and compared. The very good use of an overhead projector, with well-constructed, challenging questions, enabled pupils to quickly recognise ways of selecting coins equivalent to a given value. The lesson flowed at a cracking pace. Pupils responded eagerly, learned effectively and improved their mathematical thinking.
141. Teachers' expectations and planning overall reflect a sound knowledge of the National Numeracy Strategy. Their planning frequently includes work suitably adapted to meet the needs of pupils at three levels of learning. Occasionally, however, it lacks challenging work to extend higher-attaining pupils.
142. Teaching methods and classroom organisation are strongly influenced by the guidance given in the national strategy. Lessons are clearly divided into the recommended three parts and appropriate activities are included. Teachers give clear starts to lessons, explaining the purpose and their expectations to pupils. They have effective ways of ensuring that all pupils take an active part in lessons, often by means of well-targeted questions. Introductory activities successfully include those designed to improve pupils' confident recall of number facts and increase their strategies of mental calculations. Occasionally this could be done at a faster pace and require more accurate explanations of their thinking from pupils.
143. The stage of lessons where pupils work independently or in groups is conducted effectively. Tasks are clearly explained, the number of groups is manageable and suitably modified tasks are provided on the same theme. Occasionally the pace of lessons is not brisk enough when pupils do not have specific times during which to complete these tasks. Teachers quickly identify errors and deal effectively with misunderstandings or half-remembered knowledge. They generally arrange good opportunities to work intensively with one group without too much interruption from other pupils. Plenary sessions are used well to sort out misconceptions, allow pupils to explain their work to the rest of the class and to consolidate learning.
144. Homework is used well to enhance pupils' learning. Teachers have calm and effective ways of managing the behaviour of pupils very successfully. The assessment of pupils' progress is done in a variety of helpful ways and used well to influence planning. The recording of each pupil's progress is done well. The subject has a good range of resources. Information and communication technology is used well to improve pupils' learning, especially that of pupils with special educational needs. Coordination and management of the subject are good.

## **SCIENCE**

145. The overall standard in the subject is in line with the national average at the end of both Year 2 and Year 6. This presents a similar picture to the last inspection, when standards had begun to rise. Teachers' assessments of standards at the end of Year 2 in 2000 indicated that the overall level of pupils' attainment was well below average at Level 2 or above, but close to average at Level 3. Pupils' overall attainment has fallen in recent years, owing to an increasing proportion of them having significant special educational needs.
146. The proportions of pupils who achieved either the national average or the higher level expected of 11 year olds in the 2000 national tests at the end of Year 6 were close to the national average. Based upon average points scored by all pupils, the results were close to average compared with all schools and were above

average in comparison with schools in similar social circumstances. Results overall during recent years have improved in line with the national trend. Boys generally perform very slightly better than girls overall.

147. Most pupils make good progress in all year groups and attain at appropriate levels. This is the result of good (and often very good) teaching. Strong subject knowledge, clear, detailed planning, high expectations and good quality assessment ensure that pupils' learning is systematically developed. The considerable and consistent emphasis given to developing pupils' investigative skills alongside their scientific knowledge has a direct, positive impact on pupils' attitudes to the subject.
148. By the age of seven, pupils attain the standards expected nationally. They have a secure knowledge base, have covered all planned aspects of the subject in sufficient depth, enjoy their work and are enthused whilst studying the subject. Pupils in Year 1, for example, identify what the materials of objects are by describing and identifying their properties. They give accurate descriptions by using all their senses, asking appropriate questions and testing their answers. For example, with considerable confidence, they collated and wrote up their findings to the question "Is it really stretchy or squashy?", using a chart.
149. In Year 2 pupils make accurate, detailed observations of human beings, making comparisons by careful observation and by noting significant similarities and differences. About a third of seven year olds achieve beyond the basic level expected nationally. Pupils with special educational needs are well supported and make solid progress. Most pupils begin to use correct scientific terms and vocabulary well and grow in confidence. The inability of some pupils to clearly articulate or write their findings inhibits their progress.
150. Pupils in Key Stage 2 continue to make good progress and develop a secure grasp of scientific knowledge. By the age of 11 they have covered all aspects of the subject in sufficient depth and attain the standard expected of them. At the end of Year 6, pupils confidently handle apparatus, make decisions about appropriate ways to separate solid and liquid mixtures and organise investigations correctly. They show a good understanding of, for instance, evaporation, solutions, dissolving, filtration and solutions. They work in a safe, controlled manner, whilst showing considerable enthusiasm.
151. Pupils in Year 3 know and understand, for example, how water travels through the stem of a plant to the leaves, understand prediction and can identify the parts of a plant. All pupils make good progress, including many with special educational needs. Pupils in Year 4 show a very good knowledge and understanding of habitats, organisms and investigative science that exceeds the normal expectation for their age. In devising a test to check the conditions preferred by wood lice, for instance, they asked very specific questions, made predictions, gave evidence and (importantly) understood the notion of a "fair test". They think for themselves and challenge their own thinking. Pupils in Year 5 recall accurately previous learning about major food groups and describe well what exercise does to the body and its effects. Again, for some pupils, particularly in the older year groups, their inability to articulate or write their findings clearly inhibits their progress in the subject.
152. Pupils look forward eagerly to science lessons. This is mainly because of the emphasis on practical investigation that is built into every lesson. They are clear about the format of lessons and teachers' high expectations of them, and enjoy their work. As one pupil in Year 6 said, "Science is fun and interesting 'cos you get to think, learn *and* do things". Pupils are becoming confident scientists and growing well in knowledge and understanding.
153. Work is planned to include whole-class, paired and group work. Pupils work very well together and are keen to be involved in question and answer sessions. Resources are well, safely and carefully used and shared. The vast majority of pupils show pride in setting out their work neatly and take careful note of teachers' comments in their books. The very good and sometimes excellent behaviour and attitudes displayed consistently in the subject are a key factor in the good progress that pupils make, as they move through the school.
154. The teaching is good or very good in about equal proportions throughout the school. Occasionally it is outstanding. Very good subject knowledge enables teachers to plan clear, detailed, well-resourced lessons that ensure that pupils build up their knowledge and understanding, year on year. The work in lessons takes account of differing abilities and is often set at the right level of demand, challenging pupils to improve. This

is not always the case for more able pupils, because their work is sometimes too easy. Learning objectives and key questions are clear and understood by pupils. As a result, pupils work productively and at a good pace.

155. All lessons are structured in the same way, with a good balance of direct teaching, practical work, the recording of findings and, at the end, an assessment of progress against the learning objectives. Teachers' high expectations of behaviour, including safety, result in consistently high standards from the pupils. A programme of assessment and monitoring of lessons is beginning to give clear information as to precisely what is going well and where teaching could improve further. The ongoing assessment in lessons, thorough marking of pupils' written work and appropriate praise help pupils to improve their learning. Pupils develop and deepen their understanding best where teachers' use of incisive questioning thoroughly probes their understanding, sensitively deals with misconceptions and develops confident use of scientific vocabulary and terminology.
156. Information and communication technology is used very well in some aspects of the subject – as, for example, in the use of CD-ROM information whilst learning about health and exercise in Year 5 and in the use of digital photographs of pupils to identify and compare physical features in Year 2. Not all teaching, however, uses the subject sufficiently well as a vehicle for developing pupils' writing skills.
157. The subject is well and confidently led. The coordination and support for staff are good. The coordinator is very knowledgeable, loves the subject and has a very clear idea about what is needed to secure further improvement in attainment. The assessment and monitoring begun last September are beginning to give useful information on which to focus actions for improvement: these are mainly in enhancing the use and range of vocabulary and writing in the subject and in paying greater regard to the demands asked of more able pupils.

## **ART**

158. Although only two art lessons could be seen during the inspection, it is possible to make firm judgements on the standards pupils achieve, because the school provided a very good selection of pupils' work and a comprehensive photographic record of the work of each year group.
159. By the time pupils reach the end of Year 2, their overall attainment is above average. Pupils use pastels with confidence. They make line-drawings and use the "smudge and blow" shading technique to achieve a three-dimensional effect in representing a cylinder. They also experiment with colour-mixing and complete a picture that has been cut in half as a means of encouraging fine observation.
160. Pupils' overall level of attainment by the end of Year 6 is also above average. At this stage their ability to observe very carefully and draw accurately and realistically is well advanced. They use a variety of media in their work, including drawing in ink and sometimes adding a colour wash. A multi-media approach is also used in their creation of large displays – such as, for example, a scene about the Tudors. Sketchbooks include good examples of human figures in action, facial expressions and techniques of profile drawing.
161. The quality of learning in Years 1-2 is good overall. Pupils enter Year 1 with varied levels of artistic perception and skill, although they have had a very good start in the nursery and reception classes. Well-focused teaching enables pupils to develop appropriate levels of skill with pencil, pastel and paint brush for picture-making and for cutting and gluing for collages. In the combined Reception/Year 1 class, pupils both use mirrors to observe their own features and look at famous portraits to help them to make self-portraits.
162. Pupils are very interested in their lessons. Especially good learning was observed in a lesson with pupils in Year 2. They were taken outside to look at the overall shapes and details of wooden climbing frames, constructed from cylindrical logs. Later, back in class, they were helped to construct their pictures both by seeing the teacher draw a cylinder and by looking at digital photographs of the climbing frame.
163. In Years 3-6 learning is also good. For example, pupils make mosaics, based on Roman designs, from small slabs of clay. In Year 5 they make sculptures by collecting and selecting objects found nearby. They

use a view-finder to observe parts of the sculpture which they then enlarge to gain interesting visual and textural effects.

164. Throughout the school pupils' attitudes to learning are very good. Pupils take great interest in their lessons, behave in an exemplary manner and quickly develop a mature approach to their work. They are very keen to respond to teachers' questions and work hard to meet the challenges which are set for them. They concentrate very well for lengthy periods and persist with tasks until they are satisfactorily completed.
165. Teaching is good and sometimes very good. Teachers are confident in their own skills and ensure that they have exactly the correct resources and methods to enable pupils to make good progress. Good attention is paid to the correct use of vocabulary, when discussing or evaluating pupils' work. Lessons are prepared in fine detail and the different sections of the lesson are carefully timed. Teachers expect pupils to work hard and achieve their best. The movement of pupils from one part of a classroom to another or around the school and site are managed very well.
166. The subject is soundly coordinated by a newly qualified teacher, who has already brought her personal enthusiasm to bear on the subject. Although the quality of pupils' work is insufficiently monitored and assessed, this aspect is developing soundly, especially through the present practice of photographing all pieces of work.

## **DESIGN AND TECHNOLOGY**

167. During the course of the inspection it was possible to observe only two lessons. Other evidence was, however, obtained through discussions with pupils aged seven and 11, from the coordinator and other staff, previous work on display, photographic evidence and a scrutiny of previous work in books and folders. This evidence indicates that pupils' overall attainment is above average by the age of seven and close to average by the age of 11. Older pupils make good progress in designing, but lack finesse in the skills of making things.
168. The school has made good progress since the last inspection. There has been improvement in curricular breadth in, for example, food technology and textiles. Of particular note is that teaching now always incorporates the elements of designing and making, with the result that pupils now gain from systematic teaching of the skills, knowledge and understanding of the subject from year to year. Pupils in Years 3 and 4 build well on the firm foundations established in the earlier years. Older pupils, however, have not had the benefit of this improved teaching, but work hard to catch up, particularly in the skills of making things.
169. By the age of seven, the overall standard is above what is normally expected for their age. Pupils have good knowledge and very good understanding of the subject. They have very good skills in designing and making things. They use technical and descriptive vocabulary very well when talking about the work they do when designing and making vehicles – as, for example, when they described how “we created a star effect to make the top and sides effective”. The process of creating designs is well understood: on the occasion outlined above pupils had successfully incorporated mathematical knowledge in their early research by measuring wood and card accurately to make the body and chassis. They evaluate their work and suggest how they would do it better next time – as one pupil said, “Paper would have been better for that bit”.
170. By the age of 11, pupils talk enthusiastically about their work in designing and making such things as slippers and show a clear understanding of the process involved. In a lesson on structures the teacher concentrated on accurate measurement and the cutting of square-section wood to enable pupils to compare the relative strength of two methods of joining. This work, in preparation for building a model adventure playground, showed that pupils make good progress in design, but that their attainment in making things is well below what can be expected for their age.
171. The good rate of progress throughout most of the school shows that pupils benefit from a well-planned curriculum. They learn in sufficient depth, revisiting each aspect throughout their school life to extend their skills, knowledge and understanding. The school has retained examples of good quality work on structures, movement, pop-up books, musical instruments and mosaics. A good variety of materials, tools and media is used in every year group.

172. Pupils behave in a very orderly, safe way and pay good attention to hygiene. They respond well to clear guidance, rules and routines. They are enthusiastic about the subject, clear about what they are learning and doing, and know that lessons will always involve the same processes of designing and making. Pupils are very proud of their achievements in this subject.
173. Teachers have sufficient subject knowledge overall and a good knowledge of food and textiles. Confidence in planning, preparation and on-going assessment is engendered by a clear scheme of work for the development of pupils' knowledge and skills. Well-planned and carefully organised lessons lead to pupils making a purposeful, concentrated effort. The emphasis put on developing pupils' skills and leading to successful completion of practical tasks motivates pupils to learn and increases their confidence.
174. Additional support from parents and volunteers is greatly valued by teachers and pupils. Work seen as a result indicates its positive impact on improving pupils' attainment. Opportunities are taken to develop other subjects through design and technology. In an RE lesson, for example, six and seven year old pupils made artefacts from wood and fabric that enhanced their understanding of what life was like at the time of Jesus. The school has very well organised resources of high quality that enhance both teaching and learning. Good attention is paid to extending competence in speaking, listening, literacy and numeracy. A digital camera is used very effectively in teaching the subject.
175. The subject is well led. The coordinator has a very good knowledge of the subject and is confident and enthusiastic about it. She is clear about the subject's strengths and weaknesses and provides excellent support and detailed guidance to others. Taking account of the expertise available in the school, developments since the last inspection and current standards, this subject is well placed to continue to improve.

## **GEOGRAPHY**

176. Three lessons were planned for the week of the inspection and all were seen. These, along with discussions and a scrutiny of pupils' work over time (including displays of previous work), formed a reasonable basis of evidence to make judgements about the subject.
177. Standards in the subject are broadly average at the end of both Years 2 and 6, as they were at the last inspection. Pupils with special educational needs make steady progress. The caring ethos of the school and sensitive use of the whole school site successfully promote pupils' understanding of caring for the wider environment. Pupils' knowledge and investigation of their locality, alongside the school's good resources – and particularly the use of maps and photographic evidence – are the main strengths of the subject.
178. By the age of seven, standards are in line with what is expected nationally. Pupils have a good knowledge of their locality. They pinpoint local features, buildings and roads accurately and make maps to show routes. Good teaching, with an emphasis on fieldwork, motivates pupils well. Pupils make steady progress through a well-planned curriculum, covering all aspects in sufficient depth.
179. Between the ages of seven and 11, pupils are taught a broad and appropriate range of knowledge and understanding of the subject that helps them to attain an average standard overall by the age of 11. Pupils in Year 3, for example, learn about the human and physical features of the locality, whilst in Year 5 they study carefully the features of rivers. Pupils' understanding is successfully reinforced by residential visits that allow them to make judgements and comparisons between contrasting localities.
180. Pupils in Year 4, for example, contrast features of Jump with those of Whitby. Good preparatory work, combined with a carefully organised and well-resourced lesson, motivated pupils and enabled them to make good progress. Pupils in Year 3 compare simple maps of a locality within a town. They understand what is required and apply their mathematical knowledge well to complete the tasks set, with appropriate help from their teacher. Good teaching ensures that pupils use their existing knowledge of local maps and an understanding of scale from local experience to successfully complete the tasks. As a result, the pupils make good progress and attain a satisfactory level.

181. Pupils' good attitudes to the subject contribute very positively to the standards achieved. Pupils are very well behaved, closely engaged in their learning, concentrate hard and are eager to respond to tasks and questions. Most take a pride in recording what they have learned in their books and on worksheets. They particularly enjoy working in the local area.
182. Teaching is good. Lessons, displays and written work show that lessons are clear and well prepared and that they cover all the aspects required by the National Curriculum. Teachers' knowledge of the subject is secure, guided by the consistent use of a detailed scheme of work. Well-planned visits, field trips and attractive displays enhance both the curriculum and pupils' learning. Support staff are involved closely in the planning of lessons and, with class teachers, ensure that pupils' attitudes to learning and behaviour are very good. Pupils respond well to these high expectations and grow in self-discipline within an atmosphere of very good relationships.
183. Good use is made of high-quality resources and the limited time available for the subject. Although ongoing assessment checks pupils' knowledge and understanding, assessment procedures are not rigorous enough to ensure that work is well matched to pupils' differing needs rather than the same work always being set for the whole class. Greater attention to literacy skills is required to improve further both the progress and attainment of pupils.
184. The subject is well led. The coordinator has worked hard with all staff to ensure that the new QCA scheme of work is well established and has clear plans for assessing pupils' attainment at the end of each unit of work. The ongoing review of the scheme of work is already giving a clear direction for improvement – such as the need to ensure that enquiry skills are taught more consistently and progressively and that rigorous work is always provided for the more able pupils.

## **HISTORY**

185. Pupils' standard of attainment varies from above average to well below average, but is overall close to average by the ends of both Years 2 and 6. By the end of Year 2 most pupils have a fair knowledge of such aspects as important events in their own families. With the help of visits, photographs, artefacts and class discussion they have a satisfactory understanding about homes and domestic life. They begin to form an idea about changes over time by, for example, looking at domestic objects such as irons, waterbottles and washing machines and analysing how and why products change over time. They put events into a historical sequence with the help of a time-line.
186. By the end of Year 2 pupils have average knowledge about a small range of important historical figures as diverse as Robert the Bruce and Florence Nightingale - the latter being able to practise her skill in Year 2 within her own classroom-hospital. Their knowledge and understanding about important historical events are centred around such occurrences as the Great Fire of London in 1666 and the Crimean War. They acquire a reasonable, elementary understanding of the passage of time and use a variety of sources such as family members, first-hand investigations, visits and books. Most pupils have an elementary understanding of differences between the past and the present.
187. By the end of Year 6, overall attainment is broadly average. Through their work on Egypt, the Romans, the Tudors, the Victorians and recent and local history, most pupils acquire an outline framework of chronology and a fair understanding of the passage of time. They acquire reasonable confidence in identifying how things change and in understanding how people lived and thought differently in the past. Most pupils are able to see events as part of a sequence and begin to understand something of the reasons for, and consequences of, events.
188. They know a range of significant facts about the daily lives and cultures of some past civilisations. Through extensive work on the Romans in Year 3, for instance, pupils learned about many facets of their daily lives from agricultural and domestic life to their religious beliefs and technologies, as well as some features of Celtic life. The story of Oliver Twist was very well used in Year 5 to help pupils to understand about the veracity of sources, about bias and about the nature of primary and secondary sources of information. In Year 6 many pupils understand and comment thoughtfully upon significant differences between lifestyles in, for example, the 1950s and the present day.

189. Most pupils have a reasonable skill in searching out relevant evidence in reference books and photographs, in using other kinds of evidence and in recording their findings in handwritten notes or through word processing. A minority are confident in making informed judgements about the reliability, authenticity and nature of source material. By the age of 11 most pupils have acquired a suitable range of specific historical vocabulary and give reasons for changes in events.
190. Pupils' learning and progress in their studies are usually sound throughout the school. This is because pupils enjoy the subject as a result of carefully chosen topics, suitable resources and thorough teaching. Pupils generally work with concentration and interest. They respond very well to teachers' questions, share ideas sensibly and work conscientiously without close supervision, only rarely needing reminders to concentrate on what they are doing. High-attaining pupils generally learn satisfactorily, but are not required often enough to think or write in the depth or length of which they are capable. Pupils with special educational needs generally make good progress in their studies.
191. The quality of teaching is good (and sometimes very good indeed) throughout the school. Teachers are keen on the subject, well organised and know enough about the subject to handle pupils' questions confidently. They provide relevant documentary materials of suitable quality to help to bring the subject alive, sometimes drawing on their own possessions. The best teaching of the subject is marked by a challenging step-by-step exploration of evidence and ideas and by a requirement to "think like a historian" in analysing sources and explaining events.
192. The curriculum offered is reasonably balanced. The topics studied contain fair breadth. The curriculum is based around the QCA scheme of work, suitably adapted, and on well-referenced, shorter-term planning. Ideas on how to teach the subject are well assembled and recorded and the coordinator works hard and effectively to offer support to other colleagues. The subject is lightly but effectively monitored to ensure that sound standards and understanding are achieved and that sufficient time within lessons is devoted to historical enquiry.
193. There are occasional study visits to such regional historical locations as Cannon Hall, Eden Camp, the Yorkshire Mining Museum and Dewsbury Toy Museum, as well as to the immediate environment. Displays of relevant work (in a wide variety of media and formats) in classes and around the school are very carefully presented and explained. There is a satisfactory range of books, artefacts and videos for providing basic information and enhancing historical awareness, but other reference materials, such as old maps, postcards and photographs, are in limited supply. Overall, pupils are well taught, learn much and enjoy the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

194. By the age of seven pupils' overall attainment is generally at the level expected nationally. For example, they confidently use a suitable word processing package to enter, edit and print text. They make good use of a number of other features of the package such as changing the font and size of characters. Pupils at this age have experience of sending and receiving messages by e-mail. They also make sound progress in seeing how to communicate information in such other ways as importing photographs taken by a digital camera into the computer, adding text about the picture and printing the results. Following earlier work in art, pupils in Year 2, for instance, used well the tool bar of a commercial graphics package to select a tool, change its size and colour and produce a repeating pattern of these images.
195. Pupils in Year 1 consolidate well their keyboard skills and use of the mouse in editing word-processed text. They quickly learn the importance of the order of instructions when putting together a sequence of commands to control the movement of a programmable toy. As a result of good teaching, the mixed-age class of pupils in Years 1 and 2 readily learned how to move such a toy forward and backward a specified number of steps and to turn it left or right through a right angle. They enjoyed the challenge of putting together a sequence of instructions to move the toy from one part of the classroom to another, navigating various obstacles.
196. Pupils in Years 3-6 make satisfactory progress overall in a range of ICT applications. By the age of 11 most pupils' attainment is broadly what is expected. They are confident in such basic operations as using the keyboard, mouse and printer. They select the required software from displays of screen icons to fulfil tasks

set by their teacher and use menus correctly. They learn how to open files, enter text, edit errors and tidy up the format before printing their document. They use these skills well in English to improve the quality of their writing.

197. Pupils in Key Stage 2 extend their knowledge and understanding of the communication of information by electronic means through their use of CD-ROMs, e-mail and the Internet. They confidently use such media to find information about topics they are studying – such as ‘*keeping healthy*’ in a science lesson for pupils in Year 5. Similarly, the same pupils learned to store and interrogate information in a database, quickly realising the need for consistency in collecting and storing their data. Pupils in Year 6 gain a good understanding of how to capture, display and interpret data collected over a period of time. For example, during an earlier lesson they had recorded sounds in the classroom over 12 hours, using data-logging equipment, and interpreted with much interest the peaks and troughs of the graph of the data. They went on to use the same equipment to compare the effectiveness of several pairs of sunglasses by measuring the intensity of light passing through them. Their graph, produced on the computer, showed clearly the “best buy”.
198. The relatively small amount of teaching inspected, given by two teachers, was overall of sound quality. In these lessons teachers’ knowledge of the subject was good. A priority in the school’s development plan this year is to improve teachers’ knowledge of ICT. Pupils are taught competently the basic skills of operating a computer and using a word-processing package. Teachers make good use of programs that enable pupils with special educational needs to consolidate basic skills in, for example, numeracy and literacy as well as learning the basic operations of a computer.
199. Much of pupils’ learning of ICT is integrated effectively into their learning of other subjects, such as when pupils in Year 4 used data-logging equipment in a science lesson during their study of the needs and effects of light on the habitats of living things. Teachers keep a close eye on pupils’ progress and maintain detailed records of their uses of ICT. These records, however, lack assessment of pupils’ attainment matched to the levels of attainment in the National Curriculum – a gap that is firmly planned to be addressed in the next academic year.
200. Pupils’ attitudes to the subject are very positive. They concentrate well, are bold in their attempts to achieve their goals and try hard to succeed. Behaviour is exemplary and results in a sensible use of equipment. Good relationships are evident in pupils’ willingness to help others. The subject is well coordinated.

## MUSIC

201. By the time pupils reach the end of Year 2 their overall attainment is in line with the level expected nationally for this age group. Pupils know the correct names of percussion instruments and use them with good control. They keep a good pulse in, for example, a circle-game in which they pass a bean bag around in time to a beat. They also play instruments with expression and understand how the “question and answer” form works in music. They listen intelligently to music and recognise some orchestral instruments, such as the clarinet in Prokofiev’s *Peter and the Wolf*.
202. Overall attainment by the end of Year 6 is also in line with the nationally expected level. Pupils have a fair understanding of rudimentary musical notation and understand the dimensions of rhythm and pitch. They have good experience in cooperating with others to make a performance that includes songs, simple accompanying parts and sound effects. They know about some major composers and a few of their more popular works. They have good knowledge of orchestral and folk instruments. Pupils’ musical knowledge throughout the school is well enhanced by playing the music of the “composer of the week” in assembly.
203. The quality of learning in Years 1-2 is good. Pupils listen very attentively to their teachers and try hard to do well in the tasks they are given. Especially good concentration was observed in a Year 2 class, where the teacher showed pupils how to play the tambour loudly, softly or with *diminuendo* or *crescendo*. Selected pupils played in a manner of their own choice, whilst the rest of the class decided on the correct musical term to describe the playing. Pupils show great interest and often much enthusiasm in their lessons. Pupils with special educational needs make good progress in music.



204. In Years 3-6 learning is also good. Pupils remember well from one lesson to another and, as was demonstrated by a Year 6 class, remember work they covered some weeks previously. Older pupils show increased musical maturity, especially in the way they listen to the performances of their peers and make constructive, critical comments. Pupils work very productively in groups – as, for example, when they invented and rehearsed short pieces about space travel in a lesson in Year 5. In this lesson they were asked to find words about emotions and sensations and to understand the difference between these two concepts. Pupils use instruments sensitively and with good control.
205. Pupils' attitudes to the subject are very good. They come to lessons already expecting to work seriously. They behave very well, maintain good concentration and retain much of what they are taught. Older pupils show increasing maturity in the way they approach their tasks and respond to questions. They behave very well in lessons and get on with work, even when not directly supervised.
206. Teaching is good overall and occasionally very good. Teachers vary in their levels of confidence in teaching, but succeed well with pupils by being thoroughly prepared and using common teaching methods. Where appropriate, they incorporate correct musical terminology or use music deliberately to elicit imaginative language. The management of pupils in class is very good. Pupils' work is usually praised appropriately and teachers often encourage pupils to evaluate their own work.
207. Music is coordinated by an enthusiastic newly qualified teacher, who shares her expertise well with colleagues. There are, however, no procedures for assessment in the subject. At present, around 20 pupils receive instrumental music lessons from visiting teachers of strings. Around 25 pupils learn recorders at lunchtimes with school staff. Pupils regularly take part in concerts and a choir performs for senior citizens.

## **PHYSICAL EDUCATION**

208. The overall standard attained by pupils throughout the school is good. In most of the lessons seen, which covered gymnastics, dance and athletics, the majority of pupils performed at a level higher than normally seen amongst pupils of a similar age. Most Year 6 pupils also reach the required standard in swimming and many achieve beyond it.
209. By the age of seven, pupils have good awareness and control of their own body movements. They respond creatively and sensitively to a variety of stimuli such as mechanical sounds and poetry. In moving with twisting, tumbling and floating actions they show good understanding of different speeds and an ability to work at different levels. Younger pupils, in Year 1, are already able to perform simple sequences of three movements with good control and quality. Many then perform their rehearsed sequence on large apparatus such as benches and stools.
210. Pupils make good progress over time, with the result that by Years 5 and 6 they perform gymnastic movements with good control and precision on a variety of apparatus. Several pupils in both Years 5 and 6, for example, confidently complete inverse rolls up wall-bars and on ropes. Year 4 pupils have a very good knowledge of running techniques and demonstrated well their understanding of the different styles necessary for sprinting, half-pace and long-distance running. Pupils throughout the school, including those who are less agile or able at physical activities, are very enthusiastic and strive extremely hard to improve their performances in all aspects of the subject.
211. Teaching is good overall and never less than satisfactory. Most teachers have a thorough knowledge of the subject but, in a small minority of lessons, teachers' lack of expertise prevents pupils being taught a full range of skills. Particularly good attention is paid to matters of health and safety. From the time pupils enter the reception class, all teachers ensure that pupils change into appropriate clothing for PE lessons. Pupils are systematically taught, again from an early age, to handle large apparatus safely. It is impressive to see Year 3 pupils transform an empty hall into an exciting and challenging gymnasium in a matter of two or three minutes.
212. In most lessons appropriate attention is given to warming up and cooling down. Pupils are helped to understand the effects of exercise on their bodies. In Year 1, for example, pupils were asked if they could feel their hearts beating faster, whilst in Year 4 pupils were able to explain that exercise causes the heart to

beat faster, enabling increased blood circulation to take oxygen to the muscles. In all lessons, pupils' understanding and knowledge are heightened through the use of good demonstrations, but in only about half the lessons are good questioning techniques used to sharpen pupils' evaluative skills. Most lessons are lively and challenging and enhance pupils' literacy skills through the good use of technical language. Behaviour is exceptionally good.

213. Extra-curricular provision – and particularly the gymnastics club and the opportunity for girls to play competitive football – makes a good contribution to this subject. Older pupils also experience good opportunities to try such adventurous activities as canoeing, hiking and rock-climbing, whilst on residential visits. Although the new coordinator is inexperienced and new to the post, she is enthusiastic and has very supportive and experienced colleagues, including the headteacher, to ensure that high standards are maintained. There is, however, no comprehensive system in place to make regular assessments of individual pupils' attainment and to monitor their progress. The school has done well to maintain the high standards reported at the last inspection, despite its necessary concentration on literacy and numeracy.

## RELIGIOUS EDUCATION

214. By the ages of seven and 11, pupils have made good (and often very good) progress in the subject. They attain overall standards that by the end of Year 2 are at least in line with, and frequently above, the expectations of the local Agreed Syllabus. By the end of Year 6 the overall standard is average. This represents very good improvement since the last inspection, when the subject was regarded as a substantial weakness.
215. By the age of seven, pupils know that people hold different beliefs, worship God in different ways and hold different ceremonies to celebrate important aspects of their religions. Pupils' learning has been well enhanced by visits from religious leaders and by visits to local places of worship. They have explored values, beliefs and customs associated with different faiths. They have, for example, role-played a Christian wedding in a local chapel, had dolls baptised by an Anglican chaplain and learned about the similarities between the Christian Harvest Festival and the Jewish Shabbat. Year 2 pupils understand that, although the Bible is the Christian Holy Book, the Old Testament stories are an important part of the Jewish faith too and were written before Jesus was born. They also know that the New Testament is essentially about the life of Jesus.
216. Pupils are also helped to express their own feelings and to understand and empathise with the feelings of others. In a very effective Year 2 lesson, for instance, following the story of Jonah and the Whale, pupils described Jonah's feelings when, firstly, he did not want to do what God asked of him; secondly, when the storm arose; thirdly, when inside the whale; and, finally, when resting under the tree in Nineveh. This opportunity to express and apply a range of vocabulary makes a very valuable contribution to the development of pupils' literacy.
217. By the age of 11, pupils have a sound knowledge and understanding of several world faiths and, importantly, about many of the similarities. They know especially about the places of worship, special festivals and customs of Christianity, Judaism and Islam. Pupils in Years 3 and 4 recalled enthusiastically, but with touching reverence, their recent visit to a Jewish synagogue. Year 4 pupils described in great detail, and used the correct Jewish words for, many of the special articles they were shown. They explained their specific use with careful precision and genuine interest. Several pupils made interesting comparisons with their earlier visit to a mosque.
218. Year 5 pupils have a mature understanding of how stories and having a faith can affect the way people live. In discussions about the Christian interpretation of "Who is my neighbour?", pupils showed respect and careful consideration for others' opinions and were confident to share their own beliefs. This respect for, and deepening understanding of, what is important to others was very movingly extended in an excellent Year 6 lesson on prayer and meditation. A visiting chaplain very sensitively led the session, in which pupils experienced for themselves the peace of relaxation and focused thought. They were also helped to understand that people, whether or not they believe in God, find meditation helpful and calming and that people with a faith, whatever their religion, call this prayer.

219. The teaching of the subject is impressive. In the lessons seen it was never less than good and mostly very good. Teachers have good subject knowledge and teach lessons with particular sensitivity and respect for all beliefs and cultures. Throughout the school, lessons are well planned and most teachers are unusually enthusiastic about the subject in a way that enhances pupils' interest and motivation. Much of this increased enthusiasm is the result of the very good leadership of the coordinator, who works extremely hard to support her colleagues.
220. Particularly good use is made of visits, specialists and artefacts which, together with some good displays, enrich pupils' learning. Teachers are careful to teach correct vocabulary and to provide good opportunities for developing such literacy skills as speaking, listening and writing. Pupils in Year 5, for example, working in small groups, brainstormed ideas and made notes of collective decisions before feeding back to the whole class. Most teachers are especially skilled at extending pupils' thinking and understanding by their frequent, searching questions. Opportunities for pupils to ask questions and undertake independent research are less frequent, but satisfactory overall.
221. Religious education lessons make a very valuable contribution to pupils' spiritual, moral, social and cultural development. Since the last inspection the school has worked hard and has very successfully remedied the weaknesses identified in 1997.