

INSPECTION REPORT

NORTH FEATHERSTONE JUNIOR AND INFANT SCHOOL

Featherstone

LEA area: Wakefield

Unique reference number: 108206

Headteacher: Mr JT Hall

Reporting inspector: Mr S Bywater
18463

Dates of inspection: 20th and 21st June 2000

Inspection number: 193146

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of Chair of Governors:	Mr A Belfield
Date of previous inspection:	December 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

North Featherstone Junior and Infant School is a larger than average sized primary school with pupils aged between 4 and 11 years and a nursery with places for 52 children on a part-time basis. The school has about 20 more pupils than at the time of the previous inspection and is over-subscribed. The general attainment of pupils on entry to the school is typical in range and average overall. The majority of pupils who attend the school live nearby. Most pupils are from families where at least one adult is in full-time work. Twenty one per cent of pupils are registered for free school meals which is close to the national average and about the same proportion of pupils as it was during the previous inspection. No pupils speak English as an additional language. There are 45 pupils on the special educational needs register, a proportion which is close to the national average. Seven pupils have a statement of special educational need which is above the national average.

HOW GOOD THE SCHOOL IS

This is a very good school with a great deal to celebrate. Pupils make good progress and results at the end of Key Stages 1 and 2 last year were well above the national average and in comparison with similar schools in English, mathematics and science. The school is very well led and teaching is generally good. It provides very good value for money and serves its community very well.

What the school does well

- The headteacher, with the support of staff, governors, parents and pupils, creates a very good ethos and promotes high standards. The school cares for its pupils well.
- Pupils' attitudes to learning and relationships are very good. Pupils' behaviour is very good.
- Teaching is good. Teachers have high expectations of the content and presentation of work.
- Provision for pupils' spiritual, moral, social, personal and cultural development is very good.
- The school's partnership with parents and the community is good.

What could be improved

- The curriculum for children under five.
- The precision in teachers' planning for pupils of different ages and abilities.

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 developed well since the last inspection in December 1996. It is a tribute to the teamwork of staff, governors and parents that the school has maintained the high standards acknowledged in the previous report and improved provision in a number of areas.

There were four issues for development in the last report and the school has responded well and dealt with them effectively. The National Literacy and Numeracy Strategies have been introduced with positive results and many other new schemes of work are now in place to help teachers plan more effectively. In September 1999, a comprehensive assessment policy was introduced and this now provides a sound basis to inform teachers of the pupils' progress and to help them make plans for future learning. The governors and staff now produce a more detailed school development plan which clearly shows how priorities will be achieved, how resources will be allocated and success measured. Monitoring by the headteacher, deputy headteacher

and curriculum coordinators gives the school an accurate view of the standards being achieved and the quality of education provided. Improvements have been good.

The school is well placed to make further improvements, largely because of the enthusiastic and supportive response of staff, governors, parents and pupils.

STANDARDS

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

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

Key	
Very high	A *
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

The table shows that in the most recent national tests for eleven year olds, pupils' performance in English was above the national average. In mathematics and science, it was well above the national average. In comparison with similar schools, standards were well above average in English and mathematics and in science standards were very high, being in the top five per cent of schools nationally. Results over the past four years have been above the national trend.

The full range of inspection evidence shows that the attainment of children on entry to the reception class is broadly typical for their age. By the age of five the vast majority are at least at the levels expected and a small number are above average in their reading, writing and numeracy. By the age of seven, standards are above average in English, mathematics and science. By the age of eleven, standards are average in English and mathematics and above average in science. This year is unusual in that a larger than average proportion of the current Year 6 are on the special educational needs register and their attainment is likely to be lower than the Year 6 group of last year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very enthusiastic about school. They are eager learners who persevere and always do their best. They have very good attitudes.
Behaviour, in and out of classrooms	Behaviour is very good throughout the school day. Pupils are very sensible and they value the feelings of others.
Personal development and relationships	Throughout the school, pupils' relationships are very good. Pupils' personal development is good. Most pupils welcome responsibility and respond very well to the opportunities given to them.
Attendance	Attendance is good. Pupils are punctual and enjoy coming to school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
18 lessons seen overall	Satisfactory	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 good overall. It was at least satisfactory in all lessons. It was good or better in 72 per cent of lessons. In 28 per cent of lessons teaching was very good. The quality of teaching of children under five in the nursery and reception class is satisfactory overall with good features. The teaching of the basic skills in reading, writing and numeracy is good. In the nursery, the teacher and staff work well as a team and plan stimulating and challenging activities indoors but do not use outdoor play enough. The reception teacher plans demanding tasks for children but they often have to sit and listen for too long. They need more practical opportunities to enable them to learn through play (including outdoors), investigation and exploration. Teaching in Key Stages 1 and 2 is good overall. It is particularly impressive in mathematics. The teaching of literacy and numeracy is good and pupils' literacy and numeracy skills are developed in many subjects. The better teaching results from detailed planning, imaginative use of resources, high expectations and very good relationships with the class. Pupils enjoy their lessons thoroughly and know that their contributions are valued. Relative weaknesses in teaching include the lack of precision in the planning of pupils' work on occasions.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children under five in the nursery is stimulating. In nursery and reception it effectively promotes the development of pupils' literacy and numeracy. Physical development of children in early years is somewhat restricted due to limited use of large outdoor apparatus. The transition from a practical curriculum to a more formal curriculum in the reception class is too much of a leap. It is not steady and systematic. The curriculum for pupils in Key Stages 1 and 2 is broad, balanced and relevant to their needs. Planning is sometimes imprecise, especially when setting work for pupils of different ages in Key Stage 1 and different abilities throughout the school. A very broad range of extra-curricular activities enhances pupils' learning.
Provision for pupils with special educational needs	Good. A skilled special educational needs co-ordinator manages this aspect well. Most individual education plans are well constructed and support is effectively focused on meeting pupils' needs. Some are a little vague. The school should also include the needs of gifted pupils and those with needs in subjects other than English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' moral, social and cultural development is very good whilst provision for spiritual development is good. The school has strong moral values which enhance the very pleasant ethos of the school. Staff provide very good role models. They expect their pupils to work hard and behave well. This supports pupils' understanding of their moral and social responsibilities.
How well the school cares for its pupils	Good. There is a strong commitment to the well-being of pupils in the day-to-day work of the staff. The procedures for assessing pupils' academic

	performance in English, mathematics and science are sound.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and is totally committed to the school. He receives very good support from the deputy headteacher and all staff. They work as an effective team and carry out their duties very well in a very good working atmosphere.
How well the governors fulfil their responsibilities	Good. The governing body is efficient. Statutory requirements are met and governors help to shape the direction of the school. They take an active role in strategic planning but their role in monitoring school performance is not yet developed. They support the school very well.
The school's evaluation of its performance	Regular monitoring promotes high standards of teaching and learning, especially in English and mathematics. Rigorous analysis of test results and target setting, coupled with a comparison of the school's performance with other schools, ensures that the school identifies and deals with areas for action.
The strategic use of resources	Good. The school's spending reflects the priorities expressed in its aims and detailed school development plan. Governors and the headteacher are conversant with the principles of best value and apply them effectively to ensure that good use is made of all resources, including staff.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and they make good progress. • The teaching is good and the school expects children to work hard and achieve their best. • The school works closely with parents and keeps parents well informed about how their child is getting on. • Parents feel comfortable about approaching the school with questions or a problem. • The school is well led and managed. • The school helps children to become mature and responsible. 	

This table takes into account the views of seven parents attending a meeting held with the lead inspector prior to the inspection and those expressed in 56 returned questionnaires. The inspection team agrees with the positive views of parents. Of the 12 questions on the questionnaire, over 80 per cent of parents either agreed with or strongly agreed with the school's provision in all but one question. A small number of parents felt that there was too much homework but there were no serious or significant concerns raised in the parents' questionnaire or meeting. Inspectors feel that the homework provided is appropriate.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher, with the support of staff, governors, parents and pupils, creates a very good ethos and promotes high standards. The school cares for its pupils well.

1. The headteacher displays very good leadership and is supported very effectively by the deputy headteacher, staff, governors, parents and pupils. As a result, the school benefits from a very good ethos. All associated with the school are committed to equal opportunity and to raising standards. This results in a warm, friendly and industrious learning environment. The management of the school is very efficient and carried out within a context of genuine care for all pupils. The commitment reflects the aims of the school which are central to school life. The promotion of self-respect, self-esteem and the importance of valuing others are evident at all times and have a significant impact on pupils' learning. Through school policies and his day-to-day involvement with pupils, staff, parents and governors, the headteacher communicates this very effectively. He is well liked and highly respected by all of them. Everyone shares a common sense of purpose and communication within school is very good. It is little wonder that the school was awarded the "Investors in People" accolade without having to find additional evidence.
2. Rigorous monitoring by the headteacher, deputy head, literacy and mathematics co-ordinators and a local education authority adviser clearly identifies the strengths and areas for development in teaching. Teachers have taught demonstration lessons and supported colleagues in numeracy and literacy. This has led to the good quality of teaching and standards which are well above average when compared with similar schools. The teachers know what constitutes high standards in attainment and teaching.
3. Governors are very supportive of the school and fully meet their statutory requirements. They are fully involved in planning the direction of the school. A well-designed school development plan effectively balances national priorities, such as the National Literacy and Numeracy Strategies, with those identified by the school and is a useful tool in taking the school forward. Targets within the plan are precise, action planning is suitably detailed, individual responsibilities and timescales are clear and resource implications have been evaluated. Governors are not yet involved in monitoring of teaching or pupils' work but they do analyse the performance of the school in national tests.
4. Effective financial procedures and spending priorities are identified in the school development plan and linked accurately to the school budget. Financial administration by the administration officer is very efficient. The governing body works well with the headteacher, both in the setting of the initial budget and in its review. There are efficient procedures for monitoring and evaluating the success of financial decisions, particularly when related to staffing, building and the curriculum. A larger than average carry over in the budget is appropriately explained and used to maintain the current numbers of teaching staff and maintain smaller class sizes in Key Stage 1. Overall, the school makes very good use of the resources available and is well aware of the principles of best value. The school makes a detailed analysis of assessment results, including comparisons with other schools. Targets for the school and for individual pupils are realistic, relevant and suitably challenging. The satisfactory assessment systems enable monitoring to bring about improvements.
5. Issues relating to special educational needs are managed well by the special educational needs co-ordinator. Pupils' individual education plans are well-constructed by class teachers with the assistance of the special educational needs co-ordinator who oversees early identification, ensures regular communication with staff and governors and maintains records meticulously. The special needs governor is a regular and welcome visitor.

Pupils' attitudes to learning and relationships are very good. Pupils' behaviour is very good.

6. Pupils' behave very well and have very good attitudes to learning. Relationships between pupils and teachers and pupils with one another are also very good. This is a key strength of the school. Children arrive happily to the nursery class and are eager to participate in the activities. They quickly develop in confidence and learn the routines of the class. When given the opportunity, they show growing levels of independence but sometimes children are not guided sufficiently to take responsibility themselves. For example, the staff often tidy up after children and put resources away. Children are polite and caring and are happy to talk to visitors about what they are doing.
7. Throughout Key Stages 1 and 2, pupils' behaviour is very good in lessons and around school and their attitude to learning is exemplary. Pupils are keen and enthusiastic learners and very mature in their approach to school. All pupils, including those with special educational needs, have developed very good work habits. They settle down to work quickly, concentrate well and work sensibly on their own and in collaboration with others. In every Year 6 lesson observed, pupils were very well focused and determined to do their best. Pupils are very courteous and well mannered towards their teachers and to visitors. In a number of pleasant conversations, pupils told inspectors how much they enjoyed school and Year 6 pupils talked of not wanting to leave. A number of pupils return to visit their 'old' teachers after leaving for secondary school. No anti-social behaviour or bullying was observed during the inspection. Parents are justifiably proud and pleased about the behaviour of pupils. They are confident that the school deals quickly and fairly with any rare incidents of unpleasantness. The inspection evidence confirms this view.
8. Some very good opportunities exist for pupils to take responsibility for activities in and around the school. Pupils know they are trusted and their responsible actions are valued. For example, pupils in Year 6 take responsibility to look after younger pupils on wet playtimes and with lunchtime arrangements. They set out the audio-visual equipment for collective worship, some pupils perform in assemblies and others tidy up voluntarily. In information technology lessons, pupils with computer skills are often seen tutoring their colleagues and provide many of the posters seen in school. Their personal development is enhanced further when they enjoy a residential visit, for example to Scarborough.

Teaching is good overall. Teachers have high expectations of the content and presentation of pupils' work.

9. The quality of teaching is good overall and a strong feature of the school. During the inspection, teaching was observed to be at least satisfactory or better in all lessons, 72 per cent of lessons were good or better and 28 per cent were very good. Very good teaching was seen in a number of classes and especially in Years 2 and 6. The high quality of teaching enables pupils to make good progress and this contributes to the high standards achieved.
10. Teachers carefully prepare their lessons to ensure that these are well-paced, resourced well and provide challenge to motivate and enthuse pupils. They plan 'extension' work for higher achieving pupils whilst making sure that lower attainers are given suitable work and pressed hard to achieve as well as they are able. Staff have a good knowledge of their pupils and have a good range of skills with which to teach them. They have high expectations of their pupils to behave very well. Teachers use praise and encouragement regularly to motivate pupils into giving of their best at all times. Relationships between teachers and pupils are very good and result in a very positive working atmosphere.
11. In all of the very good lessons, planning makes very clear what pupils are to learn. The teacher explains this at the beginning of the lesson and reminds pupils at the end. This has a positive effect in consolidating pupils' learning. In a very good physical education lesson in Year 6, the teacher

built on the learning from the previous five lessons and challenged the pupils to produce a controlled sequence of movements. All pupils knew exactly what was required of them, were able to demonstrate to each other, appraise each other's performance and give ideas how to improve. In addition to developing pupils' skills in gymnastics, it also promoted their personal and social development through impressive collaboration. A weakness, in a small number of lessons, is the short-term planning which does not always take into account what pupils of different ages and abilities already know and what they are expected to learn. When planning is not precise enough, the work is sometimes too easy or too difficult for groups of pupils. It is helpful to relate planning to National Curriculum levels to support accurate assessment.

12. The teaching of literacy and numeracy is good overall. Most teachers have a secure understanding of the National Literacy and National Numeracy Strategies. The teaching of literacy skills is good and in most lessons, teachers sustain pupils' interest and concentration. In a Year 2 literacy lesson, the teacher's enthusiasm for literature communicated itself to the pupils so that they quickly and enjoyably learned about classic narrative poetry. The mood was set as the teacher darkened the hall and pupils used role-play to inspire pupils to write descriptive poetry based on the poem "The Smuggler's Song" by Rudyard Kipling. The imaginative method and organisation enabled pupils to produce high quality writing with much extended and vivid vocabulary. Teaching of numeracy skills is good overall and builds well on pupils' prior learning. Teachers take into account pupils' need for clear explanations interspersed with practical activity and, in the better lessons, teachers make the best of opportunities to discuss a variety of strategies for problem solving. In the majority of classes, skilful questioning in both literacy and numeracy lessons promotes thinking and learning. Teachers use plenary sessions effectively to assess the level of pupils' understanding and ensure that they are challenged further in future lessons. In three very good mathematics lessons, a crisp start with challenging yet enjoyable mental arithmetic and very well organised class and group activities motivated pupils well. The concentration and perseverance from pupils of all ages was impressive.
13. Marking is generally very helpful and encouraging to the pupils and gives good guidance in how to improve their work. Teachers encourage pupils to work neatly and they respond very well. The presentation is mostly neat and tidy and there are high quality displays of pupils' work.

Provision for pupils' spiritual, moral, social, personal and cultural development is excellent.

14. Provision for the spiritual, moral, social and cultural development of pupils is very good. Teachers successfully create an environment where pupils' contributions are valued. Within the daily act of collective worship, teachers provide opportunities for pupils to listen quietly to music at the start and have moments for prayer, stillness and reflection. Visits to church and visits by the local clergy are also used to enhance pupils' spiritual development. In religious education, pupils learn about a greater being. In studies of the world's major religions, pupils in Key Stage 2 learn about prayer and its importance.
15. Pupils' moral development is very good. The school teaches pupils to know right from wrong and to behave well. Staff consistently promote its moral code and the pupils recognise and respect it. The school lays an emphasis on developing self-discipline. Pupils in all classes are given opportunities to be involved in making rules for their classrooms. Staff and pupils are aware of the importance of thinking about others. This can often be seen in written work, for example in Year 5 work under the heading "These are the hands that..." Pupils support various charities, including donating to a local hospice, throughout the school year. Teachers praise good behaviour and encourage pupils to develop an understanding of their moral responsibilities and the consequences of the actions that they take. Pupils display mature listening and speaking skills and respect for each other's views. This was seen to good effect in a Year 6 literacy lesson where pupils discussed the contentious issue of capital punishment. This lesson also enhanced pupils' understanding of citizenship, as did discussions about racism in football.

16. Provision for pupils' social development is very good. Older pupils have appropriate opportunities to exercise responsibility. For example, they assist with lunchtime arrangements and carry out a variety of administrative tasks. Staff act as positive role models for pupils through their very good example and pupils are expected to be polite and courteous. Participation in a wide range of extra-curricular activities such as computer club, drama club, art club and a wide range of sporting and musical activities plays a positive role in developing pupils' social skills. Through these activities pupils are given opportunities to work as a team, and to mix with other children and adults from within the school. Parents and pupils alike express their appreciation for the extra-curricular activities. A very supportive parent teacher association organises a number of events which are well attended by adults and children. The school actively encourages pupils to support and take care of others both personally and through supporting charities. Pupils are encouraged to take care of their own environment and also by considering wider environmental issues such as vandalism and pollution. A good range of educational visits further promotes pupils' social development. Pupils show a genuine concern for each other. In Year 6, one pupil who was suffering from hay fever was offered medication by another! Although it was not given or accepted of course, such an example is typical of this school and shows the extent to which the school also promotes social development.
17. Provision for pupils' cultural development is very good, with many opportunities for pupils to explore their own cultural heritage through studies of Featherstone, for example in Year 5 there is a study of Victorian Featherstone and the mining traditions, and participation in Maypole dancing. Pupils' awareness of their own cultural traditions is very good and they have a good appreciation of the diversity and richness of other cultures. In religious education lessons, pupils demonstrate a secure awareness of a number of faiths including Christianity, Judaism and Sikhism. They also learn about other cultures, customs, festivals and celebrations in assemblies. On occasions visitors speak about their cultures, for example a Moroccan parent spoke to the pupils about her family and different traditions. Pupils' awareness of ancient cultures is developed through the school's history work, for example on Ancient Greece. Cultural experiences include pupils experiencing a variety of music in assemblies and the artwork of famous artists such as Van Gogh and Monet. There are also opportunities for pupils to experience the artwork of other cultures including Malaysian and African artwork in Year 2 and Aboriginal artwork in Year 3. Visits and visitors play a substantial part in promoting pupils' cultural development. For example, an author, musicians and theatre groups have visited the school and pupils have visited many museums, an art gallery and other places of interest.

The school's partnership with parents is good.

18. The school has good links with parents. Parents are interested and involved with the work of the school and want to know how their children are doing and to support them. Parents help in school, providing extra support in the classroom and when accompanying trips and visits. The hardworking parent teacher association also puts on fund raising and social events to improve the resources for the school. For example, they have provided the funding which has improved the provision of computers and this in turn has helped to raise standards in information technology.
19. Parents are kept well informed about what their children are doing and their progress. The prospectus and governors' annual report are informative and readable and give all the statutory information. Special meetings, for instance to inform parents of the National Literacy and Numeracy Strategies, give parents the opportunity to find out more about their children's education. The format of pupils' reports has recently been updated and they are good overall. They tell parents in specific terms what their children know, understand and can do and also allow for parents and pupils to comment. They could be improved even further by indicating targets for improvement for the children. Class assemblies to which parents are invited help to demonstrate what children have been learning.
20. Parents were very involved in the contents of the home/school agreement and all parents have signed the agreement. Parents are supportive of homework and 79 per cent of parents who returned the questionnaire strongly agree or agree that the school gives the right amount. However, at the

meeting of parents, many parents felt that the school gives too much homework. Parents regularly hear their children read at home and comment in reading diaries. Parents keep school well informed if their children are absent from school. Parents of pupils with special educational needs are properly involved in annual reviews and the setting up of individual education plans.

WHAT COULD BE IMPROVED

The curriculum for children under five does not always provide sufficient opportunities for exploratory and investigative learning and for them to increase and refine their skills with large and outdoor apparatus.

21. The school provides a satisfactory curriculum for children under five with an emphasis on personal and social education, literacy and numeracy.
22. The quality of direct teaching and the opportunities created for reading and writing are good in both the nursery and reception classes. Children enjoy their books and are supported well by adult helpers in school and by their own parents when they take home their reading books as homework. There is some evidence of role-play in the nursery where the teachers and support staff provided constant verbal instruction, but role-play is less effectively used in an informal setting in the reception class.
23. There are some concerns about the curriculum for under fives. Children in nursery do not experience outdoor and large apparatus work as often as they could and children in reception do not have access to this at all. As a result, children's physical development is not promoted as well as it could be. The school has recognised this and the school development plan highlights the need to improve this provision.
24. Other areas of the curriculum are planned effectively to cover the nationally recommended areas of learning for the age group and prepare them well for the National Curriculum. However, in the reception class, whilst the curriculum is broad and balanced, the children move on to more formal activities too quickly. They are expected to sit and listen for too long and miss the practical opportunities which enable them to learn through investigation and exploration. This prevents the less mature children from learning through doing and curtails the natural curiosity of higher attaining pupils from observing closely and asking questions. In addition, there is a little too much instruction at times and missed opportunities to promote pupils' personal development. For example, the staff get out and put away the scissors, glue and paper, a task children could and should be doing themselves. While the medium term planning is satisfactory, the daily planning is too generalised and too focused on task management than on what the children might learn from tasks. Adults who work directly with the children sometimes lack the guidance necessary to promote maximum learning from the children's activities. .
25. Although there is effective teaching of skills such as cutting, sticking and joining, children are not given sufficient opportunities to make choices from a range of materials and equipment for their own purposes. For example, they often given the same size of paper and same materials to use. Whilst the nursery provides a stimulating environment, there are not the same level of interesting displays in the reception class. More consideration should be given to producing displays that might allow children to touch and handle objects, arouse their curiosity, and promote excitement and wonder. More can be done to add to the current good practice in the formal teaching of reading, writing and mathematics to add sparkle and enrich the curriculum.

Some teachers' planning is not precise enough.

26. Most teachers set realistic and challenging targets for most pupils and plan lessons well. However, many teachers do not refer to the National Curriculum programmes of study or indicate the levels they are assisting different groups of pupils to achieve. Most lessons are planned well and pupils

are challenged, but problems are likely to occur in the future in classes where there is more than one year group. The current planning does not always make clear what it is that pupils of different ages and abilities are expected to learn. This makes accurate assessment difficult and consequently the use of assessment to inform future planning is likely to be less helpful. Some planning is currently a little vague in that teachers' confuse what the pupils are expected to do with what they expect the pupils to learn. There is however, very good planning at times and the good practice, for example such as seen in the Year 2 class, needs to be shared with all staff.

27. Individual education plans are mostly well constructed and set clear targets. Occasionally they are too general in their targets and concentrate on developing literacy skills. Very few individual education plans have targets for pupils who are experiencing problems with mathematics. In addition there are pupils who are identified as gifted. Gifted pupils also need to be considered when individual education plans are drawn up so that provision is more focussed. It must be stressed that the current provision is good, but it needs to be underpinned by a more systematic approach to ensure it continues to be good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. In order to raise standards and improve the quality of education the governors, headteacher and staff should:

- (1) provide more opportunities for children under five in the reception class to participate in more exploratory and investigative learning and provide further opportunities for children in nursery and reception classes to increase and refine their skills with outdoor and large apparatus. This can be done by:
 - i) improving the quality of short term planning by including specific learning outcomes for each activity and by explicitly identifying the vocabulary and the language to be promoted;
 - ii) making more spontaneous use of the outdoor environment and resources for children to engage in challenging physical activities.

(paragraphs 22 – 25)

- (2) improve the detail in teachers' planning by;
 - i) ensuring that lesson plans are not too generalised by saying simply what pupils are going to do;
 - ii) identifying more clearly what it is that pupils of different ages and abilities are expected to learn from the tasks and, where possible, make reference to the National Curriculum levels;
 - iii) developing pupils' individual education plans with more specific targets and include the needs of gifted pupils and those with needs in other subjects, for example in mathematics;
 - iv) sharing the current good practice in school;

(paragraphs 11, 24, 26, 27)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	5	8	5	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	YN – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	261
Number of full-time pupils eligible for free school meals	49

FTE means full-time equivalent.

Special educational needs	YN – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	44

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	21
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	13	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	13	12
	Girls	22	22	22
	Total	34	35	34
Percentage of pupils at NC level 2 or above	School	92 (87)	95 (87)	92 (94)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	9
	Girls	22	22	22
	Total	34	34	31
Percentage of pupils at NC level 2 or above	School	92 (87)	92 (88)	84 (91)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	10	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	8	10
	Girls	17	18	19
	Total	23	26	29
Percentage of pupils at NC level 4 or above	School	77 (61)	87 (66)	97 (85)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	9
	Girls	18	18	19
	Total	25	26	28
Percentage of pupils at NC level 4 or above	School	83 (61)	87 (61)	93 (68)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	211
Any other minority ethnic group	2

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	3	2
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR - Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	25
Average class size	29

Education support staff: YR - Y6

Total number of education support staff	4
Total aggregate hours worked per week	66

Financial information

Financial year	1998-99
	£
Total income	272,966
Total expenditure	271,668
Expenditure per pupil	1,677
Balance brought forward from previous year	47,780
Balance carried forward to next year	49,078

Results of the survey of parents and carers

Questionnaire return rate 47%

Number of questionnaires sent out	287
Number of questionnaires returned	56

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	21	0	0	0
My child is making good progress in school.	66	32	0	0	2
Behaviour in the school is good.	60	38	0	0	2
My child gets the right amount of work to do at home.	41	38	9	0	12
The teaching is good.	70	28	0	0	2
I am kept well informed about how my child is getting on.	46	41	9	0	4
I would feel comfortable about approaching the school with questions or a problem.	68	30	0	2	0
The school expects my child to work hard and achieve his or her best.	70	28	0	0	2
The school works closely with parents.	45	48	5	0	2
The school is well led and managed.	70	26	2	0	2
The school is helping my child become mature and responsible.	60	38	0	0	2
The school provides an interesting range of activities outside lessons.	59	29	7	0	5