

INSPECTION REPORT

Todmorden Church of England Primary School
Todmorden

LEA area: Calderdale

Unique Reference Number: 107556

Headteacher: Mr J C Wightman

Reporting inspector: Mr R H Linstead
19041

Dates of inspection: 4 – 7 October 1999

Under OFSTED contract number: 706866

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

© Crown Copyright 1999

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

Under the Education (Schools) Act 1992 and the Education Act 1993, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
Type of control:	Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Burnley Road Todmorden Lancashire OL14 7BS
Telephone number:	01706 812019
Fax number:	01706 818967
Appropriate authority:	Governing Body
Name of chair of governors:	Reverend P Calvert
Date of previous inspection:	21 – 24 May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr R H Linstead, Rgl	English Design and technology Physical education English as an additional language	Attainment and progress Teaching Leadership and management
Mrs M Manning, Lay inspector	Equal opportunities	Attendance Attitudes, behaviour and personal development Support, guidance and pupils' welfare Partnership with parents and the community Staffing accommodation and learning resources
Mr R Evans	Mathematics Art Music Under-fives	Pupils' spiritual, moral, social, and cultural development Efficiency
Mr J Haves	Science Information technology Geography History Special educational needs	The curriculum and assessment

The inspection contractor was:

TWA Inspections Ltd
5 Lakeside
Werrington
Peterborough
PE4 6QZ
Telephone: 01733 570753

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

The Registrar
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

Paragraph

MAIN FINDINGS

- What the school does well
- Where the school has weaknesses
- How the school has improved since the last inspection
- Standards in subjects
- Quality of teaching
- Other aspects of the school
- The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

- Characteristics of the school 1 - 5
- Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

- Attainment and progress 6 - 24
- Attitudes, behaviour and personal development 25 - 28
- Attendance 29

Quality of education provided

- Teaching 30 - 37
- The curriculum and assessment 38 - 44
- Pupils' spiritual, moral, social and cultural development 45 - 48
- Support, guidance and pupils' welfare 49 - 53
- Partnership with parents and the community 54 - 57

The management and efficiency of the school

- Leadership and management 58 - 63
- Staffing, accommodation and learning resources 64 - 66
- The efficiency of the school 67 - 70

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five 71 - 81

English, mathematics, science and information technology 82 - 118

Other subjects or courses 119 - 145

PART C: INSPECTION DATA

Summary of inspection evidence 151 - 152

Data and indicators

Main findings

What the school does well

- Pupils' attainment and progress in reading and in all areas of mathematical learning, including mental calculation, are above average at the end of Key Stage 1.
- Pupils make good progress at Key Stage 1 in English, science and art, and at Key Stage 2 in art.
- Pupils' attitudes to work, their behaviour and their personal development are good. They have good relationships with members of staff and one another.
- The quality of teaching throughout the school is good. There are good arrangements for assessing pupils' progress.
- The school makes good provision for pupils for whom English is an additional language.
- The school makes good provision for pupils' spiritual, moral, social and cultural development.
- Arrangements to develop good behaviour and discipline are good.
- The school promotes attendance and punctuality well.
- The school has strong partnerships with parents and the local community.
- The school has good financial planning and uses its resources and accommodation well.

Where the school has weaknesses

- I. Attainment in English and mathematics is below the national average by the end of Key Stage 2.
- II. Attainment is below the national expectation in information technology by the end of both key stages.
- III. Procedures for child protection and for promoting pupils' well-being, health and safety are unsatisfactory.

The school's strengths outweigh the areas requiring improvement. The weaknesses will form the basis of the governors' action plan which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has improved the consistency in the quality of teaching in Key Stage 2 since the last inspection. The overall quality of teaching is now good, and better than at the time of the last inspection, when nearly a quarter of teaching was unsatisfactory. This improved teaching quality is having a significant impact on learning and on raising standards. The curriculum now has satisfactory breadth and balance. The curriculum for design and technology is now satisfactory. Planning is now satisfactory and there are adequate schemes of work in all subjects. Arrangements to assess pupils' attainments and progress are now good. Arrangements for reporting to parents are now good and meet statutory requirements. The leadership and management of the school are now satisfactory. The quality of resources is now satisfactory. The quality of the library is now very good. The very poor accommodation continues to affect adversely the quality of teaching and learning, and pupils' recreation. Standards in English and mathematics by the end of Key Stage 2 have fallen since the last inspection and are now below the national average. The main reasons for the lower standards are the negative impact of the previous inconsistent quality of teaching on pupils now at Key Stage 2 and the smaller impact of the new national strategies for teaching English and mathematics at this key stage. Standards in information technology remain below the national

expectation, although the school has worked hard to improve them.

• **Standards in subjects**

This table shows the standards achieved by 11-year-olds in 1999, based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	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
English	E	E		
Mathematics	E	D		
Science	E	E		

Inspection evidence shows that present standards are higher than those shown in the table above. Although the 1999 results are well below the national average there was an increase, over the previous year, in the percentage of pupils attaining levels in line with the national average. For example, the proportion of pupils reaching the standard expected for their age in science increased by 19 per cent.

Pupils' competencies in English, mathematics and information technology are below those expected for pupils of this age. Standards attained in other subjects are generally those expected for primary-aged pupils. The exception is in art, where standards are above those expected for pupils' ages.

• **Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Good	Satisfactory
Science	-	Good	Good
Information technology	-	Unsatisfactory	Unsatisfactory
Religious education	-	-	-
Other subjects	Good	Good	Good

The quality of teaching is good overall, with significant amounts of very good and excellent teaching that are having a very positive effect on pupils' attainment and progress. Teaching is satisfactory or better in 98 per cent of lessons, with 58 per cent good, two per cent very good and four per cent excellent. Only two per cent of teaching is unsatisfactory. In Reception teaching is good in six lessons out of seven. At Key Stages 1 and 2 nearly two thirds of lessons are good or better. This is commendable. The highest quality teaching is in Year 2 and is the main reason for continued higher standards by the end of Key Stage 1. The general quality of teaching has improved significantly since the last inspection and is the main reason for the present good progress in Key Stage 1 lessons and the satisfactory progress in Key Stage 2 lessons.

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

• **Other aspects of the school**

Aspect	Comment
Behaviour	Pupils' behaviour in and around the school is good. They have good relationships and attitudes.
Attendance	Satisfactory and is in line with the national average.
Ethos*	Good.
Leadership and management	The headteacher provides sound leadership and management. The governing body makes a good and appropriate contribution to the leadership and management of the school.
Curriculum	Provision is sound because of improvement since the last inspection.
Pupils with special educational needs	Provision for pupils with special educational needs is sound. For bilingual pupils it is good.
Spiritual, moral, social & cultural development	The school maintains good provision for each of these aspects of pupils' development.
Staffing, resources and accommodation	The school has adequate staffing and resources. The very poor quality of the site and building has an adverse effect on the quality of learning and pupils' recreation.
Value for money	The school gives sound value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

• **The parents' views of the school**

Forty questionnaires were returned. This was 21 per cent of those sent out. Twelve parents attended the pre-inspection meeting for parents.

What most parents like about the school

- IV. The school encourages them to be involved in the life of the school
- V. Parents find staff approachable
- VI. The school handles complaints well
- VII. The school keeps them well informed about their children's progress
- VIII. The school enables pupils to achieve a good standard of work
- IX. The school encourages pupils to get involved in more than their daily lessons
- X. Parents are satisfied by the standard of work produced by children
- XI. Parents are satisfied with the homework pupils receive
- XII. The school's attitudes and values have a positive effect on children
- XIII. The school achieves high standards of behaviour
- XIV. Children enjoy coming to school

What some parents are not happy about

- XV. The school does not inform them
- XVI. There is not enough homework

Inspectors' judgements support most of the parents' positive views, except that pupils do not attain highly enough in information technology by the end of both key stages, or in English and mathematics by the end of Key Stage 2. Inspectors find homework and the quality and amount of information for parents satisfactory.

Key issues for action

The headteacher and staff, in conjunction with the governing body, should:

1. raise attainment in English at Key Stage 2 by:

- improving the quality, presentation and fluency of pupils' handwriting;
- improving pupils' progress in spelling;
- improving pupils' understanding and use of punctuation;
- developing pupils' present good practice in drafting and editing their writing;
- maintaining the present variety of pupils' writing experiences;

[Paragraphs 12, 19, 84, 90, 91]

1. raise attainment in mathematics by the end of Key Stage 2 by:

- ensuring full and balanced coverage of all requirements of the National Curriculum;
- making full use of assessment data to set challenging class targets;

[Paragraphs 13, 97, 99]

3. continue to raise standards in information and control technology by ensuring that pupils:

- have improved access to computers and related equipment;
- have sufficient time each week to develop their knowledge, understanding and skills;
- gain broader experience of information technology across all areas of the curriculum;
- gain increased knowledge, understanding and skill in control, monitoring and modelling;

[Paragraphs 15, 110, 112, 115 - 117]

4. improve procedures for child protection and the promotion of pupils' well-being, health and safety by:

- raising the awareness of all staff of child protection issues;
- improving arrangements for the supervision of playground areas;
- updating all the school's health and safety procedures.

[Paragraphs 53, 58]

In addition to the key issues above, the following less important areas for improvement should be considered for inclusion in the action plan:

- arrange for the governing body to ratify the draft policy for sex education so as to meet statutory requirements; [Paragraph 38]
- ensure that the governors' annual report to parents meets all statutory requirements.

- [Paragraph 55, 61]

-

- **Introduction**

- **Characteristics of the school**

1. Todmorden Church of England Primary School is a one-form entry school for boys and girls, close to the centre of Todmorden in Calderdale. Most of the 205 pupils (110 boys and 95 girls) come from privately owned or rented houses nearby. Pupils come from a range of social and economic circumstances. Employment in the area is declining. The number of pupils at the school is slightly lower than it was at the time of the last inspection. Pupils are taught in seven classes by seven full-time and two part-time teachers. Nearly all pupils are of white ethnic origin. Five per cent are Pakistani. Punjabi is the first language of these pupils. The school admits children at the beginning of the year in which they are five. They are taught in a designated reception class for the whole of their first year in school. At the time of the inspection, 22 children were under five. Attainment on entry is average. Thirty four per cent of pupils are entitled to free school meals. Over half the children in the present reception class have nursery or playgroup experience before they start.
2. The school gives priority for admission to: children with special educational needs; children of parents who are practising members of the Church of England; children with a brother or sister already attending the school. There are 31 pupils with special educational needs (about 18 per cent). This figure, which is close to the national average, has risen since the last inspection. Two pupils have statements of special educational need.
3. The school aims to give all pupils a rich provision of quality learning experiences so as to:
 - .enhance their self esteem;
 - .develop natural curiosity about themselves and their world;
 - .foster positive attitudes to learning;
 - .develop the full potential of each individual;
 - .develop social awareness, group responsibility and empathy;
 - .let them acquire concepts and skills to help them understand themselves;
 - .develop understanding of a healthy, hygienic and safe lifestyle.
1. The key issues from the last inspection were to:
 - . fulfil National Curriculum requirements for information technology and design and technology;
 - . fulfil statutory requirements in publishing information for parents;
 - . improve the consistency in the quality of teaching at Key Stage 2;
 - . improve the quality of assessment recording and reporting to parents;
 - . improve the quality of planning in most subjects, identifying clear learning objectives;
 - . sustain the good provision for pupils' spiritual, moral, social and cultural development.
1. The school's present priorities are to review and assess the first year of the national Literacy Hour and to put the national Numeracy Hour in place. The school aims also to raise standards in the remaining subjects of the National Curriculum and to improve the monitoring of lessons, the use of the library, attendance and reading.

5. Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	19	17	36

5. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	18	17	17
	Girls	15	15	15
	Total	33	32	32
Percentage at NC Level 2 or above	School	92(89)	89(89)	89(89)
	National	82(80)	83(81)	87(84)

5. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	18	17	17
	Girls	14	14	15
	Total	32	31	32
Percentage at NC Level 2 or above	School	89(89)	86(94)	89(89)
	National	82(80)	86(85)	87(86)

Attainment at Key Stage 2¹

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1999	21	13	34

5. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	10	11
	Girls	9	7	9
	Total	17	17	20
Percentage at NC Level 4 or above	School	50(43)	50(39)	59(40)
	National	70(65)	69(59)	78(69)

5. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	9	7
	Girls	11	10	8
	Total	19	19	15
Percentage at NC Level 4 or above	School	56(41)	56(41)	44(37)
	National	68(65)	69(65)	75(71)

¹ Percentages in parentheses refer to the year before the latest reporting year

5. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	6.3
	Absence	National comparative data	5.7
	Unauthorised	School	0.5
	Absence	National comparative data	0.5

5.

5. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

5. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	6
	Satisfactory or better	98
	Less than satisfactory	2

5. **PART A: ASPECTS OF THE SCHOOL**

5. **Educational standards achieved by pupils at the school**

5. **Attainment and progress**

2. In the 1999 Key Stage 1 national tests, pupils' attainment was above the national average in reading. In writing and mathematics it was in line with the national average. In the teachers' assessment for science, results were broadly in line with the national average. Results in English were well above the national average for similar schools. Results in mathematics were above the average for similar schools. In these end of key stage tests over the last three years, standards have gone up in English but remained the same in mathematics. Current inspection judgements confirm the standards attained in the national tests. The 1999 national tests show similar standards in English to the 1998 tests. However, a higher proportion of pupils reached standards above those expected for seven year olds in mathematics in 1999.
3. In the 1999 Key Stage 2 national tests, attainment was well below the national average in English, mathematics and science. It was also well below the average of similar schools. Over the three years 1996 to 1998 standards in all these subjects declined, particularly in 1998, but improved significantly in 1999. The main reason for the rise in standards in the 1999 tests was the improved quality of teaching. Nine per cent of pupils who were attaining the standards expected for eleven-year-olds were absent at the time of the 1999 tests. In the 1998 Year 6 group there was an unusually high proportion of pupils with special educational needs. Many of them had emotional and behavioural difficulties. Three had statements of special educational needs.
4. In the 1999 national tests, the percentages of pupils who attained the nationally expected levels in English, mathematics and science all increased. For example, 19 per cent more pupils reached this level in science, 11 per cent in mathematics and nine per cent in English. Current inspection evidence confirms improving standards for this year. The school uses a satisfactory range of information to set targets for pupils in Key Stage 2. In the year 2002, when the present Year 4 pupils take these tests, the targets are for 79 per cent of pupils to reach the nationally expected level in English. The target for mathematics is 76 per cent. Although teaching and learning quality have significantly improved at Key Stage 2, these targets appear too high, given pupils' present standards. Pupils did not reach the 1999 targets for English and mathematics because they were also set too high.
5. By the age of five, children's attainment is as expected for this age in language and literacy, mathematics, knowledge and understanding of the world, and creative, physical, social and personal development. Children have the expected early reading and writing skills. They use an appropriate number of words for their age in speech, reading and writing. Nearly all make themselves clearly understood in speech. They know the sounds and the names of the letters. They recognise and read an expected range of words. Pupils copy and learn letter shapes accurately. Brighter and average pupils write short sentences.
6. Pupils match simple patterns and know names of basic shapes such as the triangle. They count together with the teacher up to 20 and count objects they see up to seven. They have an appropriate understanding of time, and put actions in time order. They

recognise differences between old and new toys. In topic work they understand key facts about their bodies. They sing children's songs from memory, mostly in time and tune. In art and craft work, pupils use pencils, crayons, paints, glue and scissors with expected levels of skill. In physical activities, they move, copy and follow demonstrations accurately. Pupils have insufficient space and opportunity through play to develop physically using pedal and moving toys, climbing and balancing equipment.

7. Inspection evidence shows that pupils' standards in English are in line with the national expectation by the end of Key Stage 1. In mathematics they are above average. Inspection evidence also shows that by the end of Key Stage 2, standards are average in science, but below average in English and mathematics. The main reasons for the difference between test results and present standards are the increasing impact of the Literacy and Numeracy Hours at this key stage, effectively targeted additional support for pupils and the improved quality of teaching through the school. Standards in mathematics at the end of Key Stage 1 are higher than those found at the last inspection. Inspection findings show that standards in English and mathematics by the end of Key Stage 2 have fallen when compared with those reported at the time of the last inspection. The school has maintained the sound standards in science previously reported.
8. In English at both key stages, attainment in reading, speaking and listening are broadly in line with national expectations. Standards in writing are average by the end of Key Stage 1, but below average by the end of Key Stage 2. This is because of the effect on pupils at Key Stage 2 of previous inconsistencies in teaching quality at this key stage. The difference also highlights the unsatisfactory development over time of writing techniques at Key Stage 2.
9. In mathematics at Key Stage 1 attainment is above average in all areas of learning, including mental calculation. At Key Stage 2 attainment is below average. This is because of insufficient development through the key stage of aspects such as co-ordinates, data handling and decimal multiplication and division. Pupils make satisfactory use of numeracy and literacy skills across the school.
10. In science, by the end of both key stages, attainment is average. It is above average in experimental and investigative work. This is because of skilled teaching and the school's aim of encouraging pupils to discover for themselves. Attainment in other aspects of science is average.
11. Attainment in information technology is below national expectations by the end of both key stages. In design and technology, history, geography, music and physical education, pupils at both key stages are reaching the standards expected for their ages. In art, standards are above those expected for pupils' ages. Inspection evidence shows that there has been an improvement in design and technology at Key Stage 2 and in physical education at both key stages. Standards in information technology by the end of Key Stage 1 are lower than those reported previously.
12. There are no significant differences between the attainment of boys and girls. Pupils with special educational needs attain satisfactory standards in relation to their prior attainment and their individual targets. Pupils whose first language is not English make sound progress in learning it as an additional language. Those who speak English only at school have below average attainment in those subjects that involve a lot of reading

and writing.

13. Children who are under five make good progress across all areas of learning.
14. At Key Stage 1 progress in relation to prior attainment and over time is good in English overall, mathematics, science and art. There is good progress in reading. The good progress in English and mathematics results from the greater impact of the literacy hour at Key Stage 1 and the high quality teaching in the second half of the key stage. Progress in writing, speaking and listening is satisfactory. Progress in information technology is unsatisfactory. Progress in the remaining Key Stage 1 subjects is satisfactory.
15. At Key Stage 2 there is good progress in art. Progress in English, mathematics and information technology is unsatisfactory. Progress in the remaining subjects is satisfactory.
16. Several factors affect the pattern of pupils' progress through the school. The most significant is the quality of teaching. This has improved significantly since the last inspection, particularly as a result of literacy training for teachers in the last two years, and is no longer inconsistent at Key 2. Improved teaching quality at this key stage is beginning to make an impact on standards. However, teaching quality is better at Key Stage 1, where there is no unsatisfactory teaching and some very good and excellent teaching. The school has also now improved arrangements for the shared teaching of the Year 6 class, which were found unsatisfactory in the last school year. There are also significant variations in attainment on entry. For example, attainment on entry was below average in 1998 but average in 1999. The proportion of pupils in each class with special educational needs or English as an additional language also varies significantly from year to year. This significantly affects end of key stage tests, and results in marked variations in the rate of progress over time.
17. The examples below show the qualities of teaching that are improving pupils' progress in lessons at both key stages and in the reception class:
 - Children in the reception class made good progress in making "Humpty Dumpty" puppets. The teacher's clear directions enabled the rest of the class to use colour by themselves. Pupils made good progress in using scissors and sticky tape, selecting patterns, choosing colours and constructing their models. Good teamwork with the reception class assistant supported this progress well. The children also made good progress in number work, counting up to five and back, counting numbers on dice, recognising numbers and spotting the missing ones.
 - Year 2 pupils made good progress in design and technology whilst making puppets with moving parts. The teacher's aim was for them to discover the importance of design. They made the puppets and talked excitedly about their work. The puppets did not work well. Pupils saw that they needed to think out carefully what to do first.
 - Year 3 pupils made good progress in improving their reading skills. The language support assistant expertly varied their tasks and kept up a challenging pace. As a result pupils enjoyed solving a range of spelling problems. Because they wanted to be first with the right answer, they worked as fast as they could, and covered a lot of ground.

- In a Year 4 English lesson, pupils made good progress in group work. This was because the teacher had prepared resources of very good quality. Each group had a notice board with different printed directions. The teacher had made sets of different worksheets to match pupils' abilities. As a result, pupils concentrated well and made good progress, leaving the teacher free to guide those who most needed help.
 - Following a visit to Fountains Abbey, Year 5 pupils made good progress in a history lesson. They considered all the sources of evidence about the past. They realised how the quality of data would be different. The teacher steered their discussion very well to develop their thinking and speech with questions such as: "Could you broaden that out?"
1. Pupils with special educational needs make good progress at both key stages in nearly all lessons. Good individual and group teaching sustains their progress. Their progress towards their individual targets is satisfactory overall, although it depends on the accuracy of their individual education plans and the extent to which staff use them. More-able pupils make similar progress to that of other pupils. Lower attaining pupils, those with special educational needs and those for whom English is an additional language make good progress in the whole-class parts of the Literacy and Numeracy Hours. Bilingual pupils at the early stages of acquiring English make good progress through translation support from the bilingual assistant. There are no significant differences between the rates of progress of boys and girls.
 2. Good quality teaching is the main reason for improving progress and attainment in English and mathematics at Key Stage 2. The good start to using the new methods of teaching these subjects is beginning to improve the rate of progress at both key stages, but at present has more impact at Key Stage 1 because pupils are at the early stages of learning key skills. Careful planning, skilled questioning and guidance sustain the good progress in science at Key stage 1.
 3. Pupils' overall progress in information technology is unsatisfactory at both key stages in spite of significant amounts of good teaching. This is because limited access to computers and the small amount of time pupils use them each week are slowing progress.
 24. **Attitudes, behaviour and personal development**
 4. Pupils show good attitudes to their learning. Children under five enjoy coming to school, are interested in their activities and work together well. Generally pupils involve themselves well in their lessons, are keen to answer questions and are enthusiastic, as was seen in a Year 2 history lesson. Pupils in a Year 6 science lesson were very positive in their desire to learn. They were really excited by the challenge of the new work. Most listen carefully and enjoy the challenges of varying activities, for example in physical education or in the Literacy Hour. Where they are less keen, a large proportion in a class may not do homework in preparation for a lesson, as occurred in Year 3 design and technology. Generally pupils sustain their concentration well and when this is less good it is most likely to be towards the end of the day, when they are tired.
 5. Behaviour at school is good. Pupils are particularly well behaved when gathered

together in large groups, such as in assemblies or at lunchtime in the hall. They move around sensibly within the school. Teachers rarely need to raise their voices to them in lessons, although many pupils can get over-enthusiastic. Behaviour in the playground is boisterous at times and can appear rough but, in view of the very restricted space available, it is good. Pupils in Years 2, 3 and 4 are quite likely to bump into each other when they are trying to play outside, which can cause tension. Boys tend to dominate the main area available for the older pupils outside for football games, although some girls enthusiastically join in. Although parents at the pre-inspection meeting showed some concern about the behaviour of a particular year group, there was no evidence that this was a problem in class. No pupils have had to be excluded for poor behaviour in recent years, which is an improvement since the last inspection.

6. Pupils are polite to adults in school and show a natural courtesy towards visitors. The relationships they have with their teachers are good. Pupils are prepared to listen to each other and have the confidence to describe to the whole class any problems they may be having with their work. The whole school listened very well when a group of pupils put on a presentation in assembly. There is no evidence that any particular group of pupils is treated unfairly by the others.
7. Older pupils take pride in the tasks they have in school and are conscientious in carrying these out. They show considerable maturity by the time they have reached Year 6. Duties include supervising the youngest children at lunchtime, sorting out class reading books and going around the school recording the house points that have been awarded. Some girls also help to look after the youngest children in the playground at break times as a matter of course. Older boys help to put out physical education equipment to help the teacher, without being asked.

28. **Attendance**

8. Pupils' attendance is satisfactory and school figures are broadly in line with those of primary schools nationally, as is the level of unauthorised absence. Registration takes place as soon as the bell goes in the morning and administration matters are mostly dealt with efficiently so that lessons get off to a prompt start. Most pupils arrive at school in good time. A very small number of pupils arrive late quite regularly and this affects the amount of education they receive. Their late arrival does not disrupt the rest of the class, because of the good management of lessons.

29. **Quality of education provided**

29. **Teaching**

9. The good quality of teaching at each key stage is the main reason for the present improving standards. The last inspection found unsatisfactory and sometimes poor teaching in nearly a quarter of lessons. The quality of teaching is now good overall, with significant very good and excellent teaching which lifts standards at the end of Key Stage 1. At Key Stage 2 overall teaching quality has improved because of effective extra support for lower attaining pupils in literacy in Years 3 and 4, and for higher attaining pupils in English and mathematics in Years 5 and 6.
10. Teaching is satisfactory or better in 98 per cent of lessons, with 58 per cent good, two

per cent very good and four per cent excellent. Only two per cent of lessons are now less than satisfactory. At Key Stage 1 the overall quality of teaching is good and ranges from satisfactory to excellent. At Key Stage 2 it is also good, but ranges from poor to good. At Key Stage 1 teaching is good in English, mathematics, science, art, design and technology, geography and history. The teaching of music and physical education is satisfactory. The teaching of information technology is unsatisfactory. At Key Stage 2 teaching is good in English, science, art, design and technology, geography and history. The teaching of mathematics, music and physical education is satisfactory. The teaching of information technology is unsatisfactory.

11. The school has met Key Issue 5 from the previous inspection report: "Improve the consistency in the quality of teaching in Key Stage 2". New arrangements for the shared teaching of the Year 6 class are now resulting in better progress this year.
12. The quality of teaching for children under five is good. Of the seven lessons seen, six were good and one was satisfactory. The reception class teacher's expertise and experience with under-fives underpin their good progress. Well-planned lessons take pupils securely towards the desirable learning outcomes for five-year-olds². The children have good choice and variety in their play and taught activities. Learning is well supported by the caring relationships with the children and the teacher's good team work with the reception class assistant. High expectations, good management and resources, and the effective use of assessment sustain progress.
13. Throughout the school, teachers are conscientious and prepare work carefully for each lesson. In nearly all lessons, good quality planning now ensures that pupils understand the purpose of learning and the steps they need to take. As a result, pupils have good motivation and increased interest in their work. The school now therefore fulfils Key Issue 6: "Improve the quality of planning in most subjects, identifying clear learning objectives." In a small proportion of lessons the lack of such objectives prevents pupils making adequate progress. Teachers assess pupils' progress carefully so as to modify future work. As a result tasks match abilities and understanding well. Teachers ensure that pupils with special educational needs and those for whom English is an additional language have appropriate work. Teachers use a good range of methods and conduct lessons at a good pace. The good management of pupils results in good standards of discipline and co-operation. Teachers use whole-class instruction and activities, and group and individual work. Lessons also include practical, investigative and problem-solving tasks. Teachers have good knowledge and understanding of the National Curriculum subjects. They make sound use of time and resources. Teachers use the national literacy and numeracy strategies to good effect. They use homework effectively, particularly in English and mathematics. A particular strength of the teaching is its success in getting pupils to learn from observation and experience.
14. The overall quality of marking is satisfactory. Teachers mark most work. The best examples show pupils what to do next to improve their work. Detailed marking of written work in the second half of Key Stage 2 is improving writing standards. This is not, however, consistent in all classes. All teachers frequently discuss pupils' work with them

² Desirable learning outcomes – these are goals for learning for children by the time they enter compulsory education at the age of five. They mainly refer to literacy (speaking, listening, reading (recognising their own names and common words, enjoyment of stories, books and pictures) and writing; e.g., writing their names and recognising UPPER and lower case), numeracy (recognising the meaning of numbers, beginning to add and subtract small numbers, sorting and matching objects and numbers and recognising common shapes and patterns) and personal and social skills (showing confidence, self-respect, ability to work with other children and adults, concentrating, offering ideas, taking turns and sharing).

individually.

15. The school provides a satisfactory level of homework. Good support for reading at home includes step-by-step suggestions for parents. Such arrangements help sustain sound progress in reading at both key stages.
16. In information technology teachers do not use computers enough in lessons. Teachers have sufficient knowledge to teach and demonstrate a range of skills confidently. They use support assistants well to supervise the workstations. Teachers plan carefully to overcome the difficulty of providing whole or half-class teaching with only one computer per class.

37. **The curriculum and assessment**

17. The school provides a broad and balanced curriculum, which meets the requirements of the National Curriculum. There is an appropriate balance in teaching time across all subjects, except that in information technology pupils have insufficient time to develop a full range of skills. The full programmes of study are taught in the foundation subjects. The curriculum for children under the age of five is of good quality and provides adequately for all the required areas of learning. The curriculum promotes pupils' spiritual, intellectual, physical and personal development well and prepares them adequately for the next stage in their education. Sex education is covered thoroughly within the curriculum, through science and in other areas when it becomes appropriate. The school ensures that it is taught within a moral framework. There is a clear and detailed policy document which informs this area of the curriculum well. However, the policy is still in draft form.
18. Equal opportunities operate throughout the curriculum, although pupils with special educational needs do not always attend both physical education sessions each week. The provision for pupils with special educational needs is sound and they make satisfactory progress throughout the school. The headteacher has the role of co-ordinator and a special educational needs support assistant is also employed. A bilingual language support assistant works with pupils for whom English is not the first language, significantly improving their opportunities and access to the curriculum. Pupils at the earliest stages of learning English as an additional language also have good access to the curriculum through simultaneous translation. This provision also includes enhanced school-home links with the families of bilingual pupils. Support assistants provide useful additional help to individual pupils with statements of educational need and to other groups of pupils. This includes extension work with more-able pupils. Individual education plans are maintained appropriately, though there is some inconsistency in the written detail describing pupils' targets. All requirements of the Code of Practice are met³.
19. The curriculum is planned well to ensure effective links between year groups and key stages. Schemes of work are in place for all subjects. These are appropriately matched to statutory requirements, where they apply. In a number of subject areas the school has adopted new national guidelines. These provide good support for curricular planning. Within the curriculum, topics are revisited as pupils progress. This system

³ Code of Practice – [this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.](#)

helpfully supports consolidation of learning. The implementation of the National Literacy Strategy and National Numeracy Strategy has ensured that continuity and progression are planned for all pupils. Specific tasks are identified for pupils of differing abilities. In other areas of the curriculum there are some examples of this occurring, as in science. However, elsewhere differentiation is mainly achieved by measuring the outcome of pupils' work.

20. The schools' provision for extra-curricular activities is good. The school organises a good range of sports including football, gymnastics and netball. A residential visit provides opportunities for older pupils to develop skills in information technology and to take part in adventure activities. The school also provides a choir and music group, and professional cricket and football coaching courses.
21. Since the last inspection a number of improvements have taken place. The introduction of national strategies has improved the curriculum in English and mathematics. There is now a good design and technology programme. Schemes of work are now in place across the curriculum and therefore planning is more effective. Curriculum monitoring is thorough, and this enables provision to be improved.
22. The school has a substantial number of systems in place for assessing pupils' progress. In reception, the assessment of children provides early information on their attainment on entry. Subsequent testing tracks their progress. Throughout the school, in English, mathematics and science, all pupils have half-termly tests. Specific testing in writing, spelling and reading occurs regularly. Numeracy tests track progress in mathematics. Pupils sit practice tests ahead of their national tests at the ages of seven and eleven. In the foundation subjects tracking sheets enable progress to be monitored. The school carefully monitors and evaluates the results obtained and this helps to inform planning. A target setting action plan is in place. A good example of assessment informing planning is found in the analysis of national test results in science, which identified a need to teach scientific vocabulary more thoroughly.
23. Since the last inspection the arrangements for assessment have greatly improved. Previously they were judged unsatisfactory; they are now good. Secure systems are in place, staff use them competently and they provide much useful information on pupils' progress. Overall, the schools' curriculum and assessment arrangements are having a positive impact upon the progress pupils make.

44. **Pupils' spiritual, moral, social and cultural development**

24. The last inspection report stated that the school's provision for these aspects was good. It also made the continuation of these high levels a key issue. The school has worked hard to ensure this and its provision is still of high quality. The school makes appropriate and effective provision for these aspects of personal development for children under five. Collective worship and religious education contribute very strongly to pupils' spiritual development, giving pupils good insight into religious values and beliefs. There are close links with the local church. Pupils regularly attend services, and the vicar, who is also the chair of the governors, is an influential figure in the school. Some morning and afternoon sessions end with a prayer offered by the whole class. Music, art, history, stories and poems offer pupils the opportunity to use their imaginations, reflect and develop their self-awareness. Teachers use these and other opportunities well to expand pupils' experience. For example, pupils studying the period

following World War Two considered the conditions of that time and compared them with their own lives today.

25. The school's good provision for pupils' moral education is underpinned by its commitment to the teachings of the Christian faith. There are strong policies for promoting good behaviour and dealing with bullying. These emphasise and reward positive behaviour and reinforce the school's ethos of putting others' needs first. The school actively teaches pupils the difference between right and wrong. Pupils' good behaviour in the classroom and particularly in the very restrictive playgrounds is evidence of the success of these policies. Wider issues, such as injustice in the world, feature in Year 6. Pupils consider fair trade between countries and the school's support of those in need. For example, pupils contribute to various charities and sent parcels to Bosnia during the war in that country.
26. Provision for pupils' social development in the school is good. They relate well to one another in and out of class. They collaborate well in group work, sharing materials and equipment readily. In discussion sessions they listen carefully to each other and value others' points of view. Often a good answer or piece of work is greeted by applause. The school develops pupils' social behaviour and relationships well by arranging excursions to places of interest, including an annual residential course for Year 6 pupils. Older pupils help younger ones at lunchtime and sometimes play with them. There is a culture of helping teachers to tidy up the classroom after activities. The three houses elect their own house captains, and other senior pupils act as monitors, librarians and computer assistants. Many pupils are active in the community. The choir sings at the old people's home. Pupils read lessons in church, and help with "strawberry teas". They give concerts in school and perform at the Hippodrome Theatre.
27. The school makes good provision for pupils' cultural development. Local visits and geography studies give pupils a good sense of their locality and heritage. There are very good displays around the school of multi-cultural art created by all classes. These feature pictures and artefacts inspired by different world cultures. Pupils are very aware of these, but there is insufficient input from religious education. The study of world faiths required by the Diocesan syllabus does not at present give pupils meaningful insight into the beliefs, traditions and culture of faiths other than Christianity. However, in one classroom there is a good representation of a Hindu shrine. There have been many visitors to the school who have enriched the pupils' experiences. These have included theatre groups, a music workshop, a science group, and artists.
48. **Support, guidance and pupils' welfare**
28. There are many strengths in the support, guidance and attention the school gives to pupils' welfare, as the last inspection noted. However, some important areas are not well enough attended to. Pupils and teachers have good relationships and parents feel that their children are happy in school and are well supported.
29. The school monitors pupils' progress in their work well, and teachers' assessments of pupils' progress are reported to parents thoroughly each year. Pupils in all classes are involved in assessing their own progress and setting their own targets for the next year. Pupils record these targets in the annual report. Teachers move around class regularly during lessons, checking work and giving good one-to-one support where necessary. There is a lack of consistency in the targets set for pupils with special educational

needs, but the school does involve parents in their annual reviews. The school has good links with outside agencies to support the progress of pupils with special educational needs, and those for whom English is an additional language.

30. Attendance is well monitored and the school has the support of the educational welfare officer for the small number of pupils with a persistent problem of lateness. Class teachers keep additional records in their registers, which show that pupils' punctuality improves with encouragement. The school encourages good attendance also by awarding certificates in assemblies, and parents feel that most pupils want to come to school.
31. The school effectively promotes good behaviour through praising good work and attitudes. Achievements are acknowledged in front of the whole school in assemblies, and the weekly newsletter to parents includes examples of good work for them to share and enjoy. Pupils know how they should behave and also know that if their behaviour or work were unsatisfactory they would have to spend some time in a classroom at break, which they do not like. Pupils feel that the incidence of bullying is not high, although in the previous school year the older pupils occasionally felt threatened. In such instances, the teachers handle the situation well, though supervisors are less confident at managing pupils' behaviour.
32. The attention given to pupils' general well-being, health and safety is not satisfactory. The headteacher is the named child protection officer and has been trained, but procedures in practice are very informal and teaching and support staff are not sufficiently aware of their responsibilities. The school carries out regular fire drills and the pupils know exactly what to do and where to go. However, the steepness of the staircases and their lack of non-slip surfaces are hazardous for the older children. There is no formal risk assessment carried out in the school. All staff have been trained to administer first aid, but day-to-day records are not kept of treatment given, although the very few serious accidents are properly reported. The number of supervisors in the playground is appropriate for the number of pupils. However, the awkwardness of the site makes it difficult for them to look after the children properly. This is particularly so for the youngest children. Supervisors cannot prevent so many pupils of all ages from running into each other and causing minor bumps and squabbles. The school has not found a satisfactory solution to these problems. The arrangements the school makes for children joining the school at four to become familiar with school life are good, as are those to support pupils' transfer to secondary school.

53. **Partnership with parents and the community**

33. The school has a good partnership with parents and the community.
34. The quality of the information which parents receive from the school is good. In particular there are informative weekly newsletters written in a pleasant, friendly style. Pupils' reports to parents are thorough and parents have appropriate opportunities to discuss them with teachers. This is an area that has improved since the last inspection. The school's prospectus is informative. However, as it is not produced by the school itself, it concentrates on giving factual details rather than actively welcoming parents and pupils to the school. The most recent annual governors' report to parents has some omissions, such as the arrangements the school makes to admit pupils with disabilities. It also omits a statement on the progress of the school's action plan following the last

inspection. The school has held meetings for parents on the Literacy Hour, numeracy and home/school agreements. Particularly in the reception class and at Key Stage 1, parents are evidently very welcome to come into school at the beginning and end of the day to talk to teachers. The reception class teacher visits children at home before they start school. The bilingual assistant makes regular home visits to ethnic minority families. She helps parents by translating information from school so that they can be more involved. Parents are very confident that the school is approachable if they have any problems, and a parent governor is very often in school to be available for advice.

35. Parents' involvement with the school and with their children's work at home is good. A thriving parent/teacher association supports the school well and has recently funded improvements in the library. There is very good liaison with parents of children joining the school at four years of age. Parents are invited to individual discussions with the reception staff, prior to their child's entry to school. Parents are made very welcome in the reception class. Informal discussion takes place as parents bring their children into the classroom, or at the end of the day. Parents and grandparents help in school as volunteers and the school has trained some of them to become support assistants. Pupils have home/school reading records in which parents can make comments. The school also uses a "bookmark" system, which gives parents guidance on matching pupils' reading progress. Although a few parents at the pre-inspection meeting felt there was some inconsistency over homework, there is now a clear timetable and there are newly introduced homework diaries.
36. The school and the parish church are all part of the local community, and many events are inextricably linked. Although there are no connections with any local or national businesses to support the work of the school, community links are good as a whole. The after-school club, the breakfast club and the holiday club are all closely connected with the school and benefit local families. A good number of children attend a play school with which the school is associated, prior to joining the reception class. The school has visitors who support the work in the curriculum, such as a jazz and rhythm workshop. Pupils visit places of interest which broaden their education such as Fountains Abbey and an industrial museum. Regular football matches and netball matches are played against teams from other schools, and the school teams are able to use a local park so that the pupils can participate. Professional football and cricket teams in the area offer opportunities to pupils for coaching.

57. **The management and efficiency of the school**

57. **Leadership and management**

37. The quality of leadership and management is sound. It has improved significantly since the last inspection when it was unsatisfactory. The school has therefore met Key Issue 3: "Improve the quality of leadership and management". The headteacher leads the school well. He gives a clear direction for the school's work. He sets a good example of hard work and commitment enhanced by friendliness and humour. As a result he has developed good team spirit among the staff. This helps to develop an ethos which encourages pupils to do their best. He is well supported by the deputy headteacher with whom he works closely. As a result she was able to run the school effectively at the time of his absence in 1998. He has a direct concern to sustain recent improvement in standards after a time when they declined. Monitoring of teaching and pupils' progress

has increased and has resulted in well-targeted extra support. For example, the school now provides effective extra support for higher attaining pupils in the second half of Key Stage 2, and additional literacy support for lower attaining pupils at the beginning of this key stage. The headteacher encourages all to work towards full personal development for each child. As a result the school continues to fulfil Key Issue 6 from the last inspection: "Maintain the good provision for pupils' spiritual, moral social and cultural development". However, there is a lack of formal arrangements in some areas of management. As a result, procedures for child-protection and promoting pupils' well being, health and safety are unsatisfactory.

38. All teachers have responsibilities for the management of subjects and have satisfactory job descriptions. Subject co-ordinators have clear views on how they want subjects to develop. Their work is having a positive effect on standards in most subjects. The leadership provided by the literacy co-ordinator is very good. There is good leadership of work for the under fives and in science, information technology, art, design and technology, geography and history. This is an improvement since the last inspection. Subject co-ordinators monitor teachers' planning within their subjects effectively. However, they do not have enough opportunities to observe lessons.
39. The headteacher and deputy monitor lessons well and report back effectively to teachers. The school closely monitors attainment in English and mathematics so as to set improvement targets. It now meets statutory requirements to publish the full range of information for parents.
40. The governing body maintains the strong commitment to the work of the school noted at the last inspection. They make a good and appropriate contribution to the leadership and management of the school. The extent of governors' involvement in the daily life of the school is well above average. For example, the chair of governors is in school nearly every day to take lessons or assemblies. He works very closely with the headteacher on a day-to-day basis. The acting secretary is also the governor with responsibility for literacy and special educational needs. As a result the governing body has a good and continuous awareness of the school's performance, achievements and problems. Governors have appropriate involvement in school development planning. They also now monitor and evaluate its implementation. Governors have made satisfactory arrangements to monitor literacy, numeracy and special educational needs provision. The governing body had not ratified a sex education policy for the school at the time of the inspection. The governors' annual report to parents does not outline the school's arrangements for pupils with disabilities, or report on progress with the inspection action plan.
41. The school development plan is of sound quality, with an adequate overview of the years 1998-2002. Its basis is a list of needs, targets and priorities compiled early each year in a meeting of all teachers. The plan gives a clear view of needed action, responsibilities, monitoring arrangements, timescales, success criteria and outcomes. The senior management team and governing body monitor effectively the progress of the plan into action.
42. The quality of the school's stated aims is sound. However, they do not all reflect the mission statement. Nor do they express a strong commitment to high achievement. The school meets its varied aims satisfactorily. Parents give strong support to the values it promotes. The good relationships throughout the school reflect its positive ethos.

63. Staffing, accommodation and learning resources

43. There are sufficient appropriately qualified teachers in the school to teach children of primary school age and those aged under five. The staff is balanced in terms of experience and gender. Staff appraisals take place as part of the monitoring procedure and all staff have undergone effective training as part of their professional development. This has recently concentrated effectively on teaching the national strategies for literacy and numeracy. Newly qualified teachers are effectively helped by mentors, and several of the staff have had appropriate recent training for this work. The school has the help of a generous number of support assistants, who are encouraged to undertake further training. The bilingual assistant who supports the pupils who have English as an additional language has ample time for this work. These measures are improving the progress of pupils of all abilities. There are sufficient hours for the administrative staff and there is also a bursar who visits monthly. The school has a caretaker and cleaner who work hard to keep the buildings clean and well maintained, making a significant contribution to its ethos.
44. The accommodation of the school is very poor. Despite strong efforts by governors, the very necessary building of a new classroom has not taken place. Generally the accommodation is much the same as was reported at the last inspection. The temporary portable classroom was regarded as ageing at the time of the last inspection and, although bright and cheerful inside, it is not getting any younger. The school has made some improvements by turning a redundant cloakroom into storage areas, but there is little more that can be achieved with the existing building. Classroom accommodation is worst at Key Stage 2, where the number of pupils in the rooms is largest. In one such classroom it is difficult for the teacher to move between desks, although these have been arranged as well as they can be. Desks cannot be moved around easily to make a space for different types of activity and this makes the teaching of science and information technology particularly difficult. The cramped accommodation for half the Key Stage 2 classes significantly limits teachers' methods and effectiveness. Staircases through classrooms and the fact that one room is the stage show that the school is using the building to its absolute capacity. The playground is very unsuitable for the number and size of the pupils. For the children under five it is unacceptable. There is not sufficient space to give pupils the choice of joining in noisy games or sitting quietly. There is limited space for outdoor physical education and the school does not have its own field, although it does have the use of a public park about a quarter of a mile away.
45. Resources in school are now satisfactory in quality and number in most subjects. New resources for literacy and numeracy contribute significantly to current improvements. The overall quality and range of resources for information technology are inadequate. The ratio of pupils to computers is 25:1. Resources for religious education and also library provision, which were unsatisfactory at the last inspection, are now at an acceptable level, including multi-cultural resources. Despite the provision of new central storage areas, access to learning materials is not very easy, particularly for the Key Stage 2 classes. The school makes use of the parish church as a learning resource and pupils visit places such as museums and historical buildings.

66. The efficiency of the school

46. There are good procedures for ensuring that educational development is supported by careful financial planning and control. The good school development plan is drawn up by the headteacher and deputy, following consultation with the whole staff. Priorities in management, curriculum, in-service training and maintenance are identified for the forthcoming year and main requirements for the two years after that are also included. Timescales are put upon the targets and costings included for resources and in-service training. The committees of the governing body are closely involved in scrutinising the drafting and preparation of the plan, and the final version receives their approval. Costings of the plan are incorporated into the school budget, which is prepared by the headteacher in consultation with the governors' finance committee. The final budget is approved by the governors and the local education authority. Expenditure is monitored by the finance committee at its termly meetings, and also monthly by the visiting bursar. Over the years the school has maintained an agreed budget surplus to provide for contingencies such as long-term staff absences and to fund additional teaching and support staff. The surplus is currently maintained to offset a reduction in local authority funding as a result of falling rolls this year and next. This year's intake is roughly a third lower than the school's capacity, and a similar intake is forecast for next year. In two years' time, however, the intake is forecast to rise again. The school appropriately allocates the funds provided by the local education authority for staff development and pupils with special educational needs. These funds are augmented from the school's own budget to ensure a high level of provision. The school also funds a high level of provision for pupils for whom English is an additional language. Capital grants from the Department for Education and Employment for voluntary aided schools have been used over the past years to renew windows and provide a new entrance, cloakrooms and toilet accommodation.
47. In the long-term absence of the school secretary the headteacher has temporarily taken responsibility for purchasing arrangements. The secretarial and administrative work is being undertaken by a temporary secretary who is also a school governor. All members of staff have co-operated fully to minimise any difficulties in this situation. The day-to-day financial control and school administration are operating smoothly. The most recent internal audit report in July 1999 found that the overall financial administration of the school was good. The minor recommendations of the report have been satisfactorily addressed. The deployment of the staff is satisfactory. Year 6 pupils are taught by two teachers on a job-share basis, one of whom teaches extra time during the morning, leading class music. She also effectively works with higher attaining pupils in Years 5 and 6. Support staff work closely with teachers in planning and assisting in lessons. They make a substantial contribution to pupils' attainment and progress, particularly of those pupils with special educational needs, lower-attaining pupils and those for whom English is an additional language.
48. The school has worked effectively to improve the areas which were key issues in the last report. In particular the quality of teaching in Key Stage 2 was found to be inconsistent. The present inspection found teaching to be good, leading to a substantial improvement from the low standards of attainment achieved by pupils in national testing in 1998. This quality of teaching takes place in the context of very poor accommodation, which severely restricts the possibility of practical work in Key Stage 2, and limits the free movement of teachers about the classrooms.
49. The school makes efficient use of its resources, although the limitations of the building place severe constraints on storage and accessibility. For example, teachers have to

fetch art materials from a separate building in the playground. Taking into consideration the socio-economic context of the school, the slightly higher than average unit cost per pupil, the improving standards of pupils' attainment over the past year, their good behaviour and attitudes, and the good quality of teaching in substandard accommodation, the school provides sound value for money.

70. **PART B: CURRICULUM AREAS AND SUBJECTS**

70. **Areas of learning for children under five**

50. Children's attainment on entry this year is close to the average expectation for their age. The school had not completed an assessment of the new intake at the time of the inspection. Interim results suggested that most children were making good progress towards the desirable learning outcomes for children under five and will successfully achieve these targets by the time they reach this age.
51. Though the initial thrust of the children's learning has been towards their personal and social development, language and literacy, and mathematics, the children are also satisfactorily experiencing other areas of the curriculum. Assessment of their attainment and progress is good. The teacher makes frequent notes on children's records and profiles.

Personal and social development

52. It was evident at the early stage of the school year when the inspection took place that the children had settled easily and well into the routines of the reception class. Members of staff have succeeded in providing a secure, welcoming and stimulating environment for the children. Most listen carefully to the teacher in whole-class sessions and follow her instructions. Outside the classroom, for example in physical education, their listening skills are not so well focused. Apart from this, the children respond well to the teacher and the reception class assistant. They have learned to put up their hands and wait to be asked to answer questions. They share materials and equipment willingly and collaborate well in their group activities. The children are able to maintain concentration and work confidently on their tasks. Their relationships with each other and with adults are developing well. They have achieved some independence in dressing and personal hygiene. The children are making good progress in their personal and social development.

73. **Language and literacy**

53. Children are also making sound progress in this area. They know a good number of nursery rhymes and recite them confidently. Most predict a rhyme through looking at a picture and recite the words as the teacher points to them. Children are familiar with books. They understand the terms "cover", "title" and "page" and know that words convey the meaning of the pictures. When listening to taped stories and following them in picture books, they know when to turn pages. Some correctly recall the sequence of the story by looking at the pictures. Children learn initial sounds of words and connect them with letters. They are beginning to trace and copy the letters. They read short sentences associated with their reading scheme.

74. **Mathematics**

54. Children make good progress. They are on target to achieve the desirable learning outcomes by the time they are five. Their number skills are developing well. The children count in unison to ten. Individually they count on from a given number to five; some count on further. They correctly count back from five. Using fingers and other resources they understand what taking one away means. They correctly build block towers to 5 and place the right numeral on top. Children enjoy rolling a large dice and accurately count the number of spots. Some children correctly recognise numbers up to 5 and write the number 5. All children are involved in the activities, including those with English as an additional language. They understand mathematical terms such as “how many” and “take away”. The children sing counting songs and clap their names rhythmically, counting up to three syllables. In sand and water play they are beginning to understand ideas of measure like “full” and “nearly full”.

75. **Knowledge and understanding of the world**

55. Although less formal work was seen in this area, the children are making sound progress towards the learning outcomes. They experience a good range of activities. The children looked at, handled and tasted fruit. They found difficulty in finding appropriate language to make comparisons. Their vocabulary in describing it was limited to “hard and “soft”. They knew that apple pips grow into apple trees and that the apples hang from branches on their stalks. One child, however, imaginatively described a peeled banana as “moon-shaped”. Using small toys and building bricks as a stimulus, the children successfully described different modes of travel as they considered real and imaginary journeys. Good use is made of the computer. In their choice of activities a good number of the class go to the computer and use it effectively. They show good control of the mouse as they click on and drag matching shapes and correctly sort and match shoes to different sizes of feet. Already they have a good understanding of the computer’s functions.

76. **Creative development**

56. The principal activities enjoyed by the pupils in this area are singing and painting. They are making good progress in both. Their singing, led by the specialist teacher, is tuneful, with a good sense of pitch for their age. In this they are greatly helped by the reception staff singing along with them. The songs enhance work in other areas. For example, they sing a good number of nursery rhymes, linking well with their language work, as well as counting and number songs. Harvest songs reinforce the message of assemblies as well as helping appreciation of the seasons. The children’s sense of rhythm is developing well as they clap the beat of a song. They successfully clap the rhythm of their names, keeping a steady pulse. The children know colours well and some name “purple” correctly. They paint caterpillars accurately, showing form, colour and good control of their brushes. They successfully cut out different coloured squares and form them into flags.

77. **Physical development**

57. Observation of children's physical development was limited to one lesson in the hall, which was concerned with starting and stopping movement. Their ability to listen and respond to the teacher's direction was markedly less effective than in the classroom. Children's physical development is also severely limited by the restricted playground area and the lack of opportunity for them to play with wheeled toys and climbing apparatus. As a result gross motor skills develop more slowly. Their use and control of pencils, brushes and scissors is developing well.

78. **Teaching and provision**

58. The teaching of children under five is consistently good. Planning is meticulous, with clear objectives and activities specifically designed to achieve them. The reception class teacher has considerable expertise and experience in this area. Lessons are well structured to ensure that whole-class teaching is subsequently reflected in group activities. Children have a good choice of play and learning activities within the classroom. These are well co-ordinated and supported by the teacher and the classroom assistant.

59. The teacher makes good use of various resources to ensure pupils' learning. They are well prepared and to hand. Questioning is effective and involves children of different attainment levels. The reception staff have established very good relationships with the children and provided a secure learning environment. The teacher and her assistant plan and work very well together, forming an effective team to promote the children's learning and progress. They have high expectations of children's behaviour and success, and a good understanding of individual children's needs.

60. The children make good progress towards all the desirable learning outcomes. As a result, by the time they are five they achieve the expected levels of attainment in language and literacy, mathematical development, knowledge and understanding of the world, and creative, personal, social and physical development.

81.

81. **English, mathematics, science, and information technology**

81. **English**

61. In the 1999 national tests at the end of Key Stage 1, pupils' reading standards were above the national average. Writing standards were average. Pupils' standards in both reading and writing were well above the average of similar schools. Smaller proportions than in 1998 reached the standards above those expected for seven-year-olds in reading and writing. In 1998 writing standards at the end of the key stage were higher than those in reading. The change in 1999 reflects the emphasis of the literacy hour.

Teachers' assessments of pupils' attainments at the end of the key stage found very similar standards in reading and writing to those achieved in tests. They found above average standards in speaking and listening. Standards in these tests rose in the years 1996-98. In 1999 the school maintained the good standards in English achieved in the tests in the previous year. Girls achieved higher standards than boys, as is the case nationally. Standards have remained broadly the same as those found at the last inspection.

62. In the 1999 tests at the end of Key Stage 2, attainment improved but remained well

below the national average. The proportion of pupils achieving the level expected for 11-year-olds increased but was well below the national average. Teachers' assessments confirmed these standards. Standards were well below average overall in the years 1996-98, because of the low standards achieved by pupils who took the end of key stage tests in 1998. Girls consistently achieved higher standards than boys in these years, again following a national pattern.

63. Inspection judgements confirm that present standards are close to the national expectation by the end of Key Stage 1, as at the time of the last inspection. By the end of Key Stage 2 they are below national expectations and lower than at the time of the last inspection. By the end of Key Stage 1 standards in speaking, listening and writing are in line with national expectations. Standards in reading are above expectations. By the end of Key Stage 2, standards of speech, listening and reading are in line with expectations, but standards of writing are below.
64. By the end of Key Stage 1 pupils listen attentively to explanations and directions for work. All pupils ask and answer questions clearly about stories at the beginning of the literacy hour. They talk clearly and confidently about their work, reading and important discoveries. Nearly all listen to each other and remember to take turns in class discussion
65. By the end of Key Stage 2, pupils follow and understand detailed explanations and instructions. They take part fully in class discussions and learn from them, for example in history and literacy lessons. Pupils listen well to each other and adults. For example, Year 6 pupils listened carefully to a discussion on the language of report writing and gave thoughtful comments and suggestions. Pupils of all abilities speak confidently, but commonly use below average numbers of words. They speak clearly about their reading and experiences.
66. By the end of Key Stage 1 nearly all pupils read their scheme books accurately. They have an appropriate understanding of letter patterns and sounds. They understand alphabetical order and use simple dictionaries to check spelling when writing. They describe the main characters in stories and say what they think will happen next. Higher and average attaining pupils know how to use indexes. Pupils accurately describe the parts of a book such as "contents" and "illustration". Brighter and average pupils read simple books by themselves. Lower attaining pupils continue to need help at times. They do not recognise words and letter sounds as quickly.
67. By the end of Key Stage 2, all pupils read confidently by themselves. They know how to find information both from books and on screen. Library skills are as expected for 11 year olds. Pupils have sound close reading skills. They read a satisfactory range of stories, poems and information text. For example, Year 6 pupils quickly agreed on the key points in a biography extract.
68. By the end of Key Stage 1 pupils write in sentences, for example to describe their news. The range of writing is good. For example, pupils describe famous events in history, such as the Great Fire. They note what they discover in science observations. All pupils write diaries and letters, and supply missing words in sentences. In religious education work they compose prayers and retell Bible stories. They show good pencil control in shaping letters. Punctuation is sound. Pupils spell words as they sound and so make some mistakes. Presentation is satisfactory.

69. By the end of Key Stage 2, pupils' writing has appropriate variety. They use drafting books effectively to edit and improve their work. Pupils' writing shows increasing awareness of audience, imagery, register and tone. For example, a Year 5 pupil described a character's eyes as "like the colour of blue stream water". However, overall standards in writing are below average, particularly in spelling, handwriting and punctuation. Pupils form letters carefully in handwriting practice, but often lose accuracy in routine work. For example, less-able pupils often have difficulty in reading back their own work. As a result they are unable to check and correct mistakes easily. Pupils write slowly. This reduces the detail, amount and standard of their work in national tests. The number of words that pupils use in composition is also below average. Pupils use writing to widen learning, for example in literacy work, history, religious education and science. For example, a Year 6 pupil wrote a letter home as if a World War 2 evacuee.
70. Progress in lessons is good at Key Stage 1 and is now satisfactory at Key Stage 2. Results of national tests in the last two years show that over time progress has been good at Key Stage 1 but unsatisfactory at Key Stage 2. However, in the 1999 tests there was a seven per cent increase in the proportion of pupils achieving the standards expected for eleven-year-olds despite the fact that nine per cent of pupils who had reached this standard were absent at the time of the tests. The main reasons for the differences in progress between the key stages are the negative impact of the previous inconsistent quality of teaching on pupils now at Key Stage 2 and the smaller impact of the new national strategies for teaching literacy at this key stage. Currently pupils' progress in lessons at both key stages has improved as a result of teachers' skill and confidence in using new strategies, following Literacy Hour training. However, the Literacy Hour has more impact at present at Key Stage 1 than at Key Stage 2. This is because all Key Stage 1 pupils have followed the new strategy throughout the key stage, whereas pupils at Key Stage 2 have proportionately less experience of the new approach. The evidence of the inspection is that this year in lessons at both key stages teachers' confidence in new approaches to teaching and insistence on full concentration are now sustaining progress. Pupils with special educational needs and those for whom English is an additional language make satisfactory progress. However, those bilingual pupils who use English only at school make slower progress than other pupils. To meet their needs the school has increased the amount of support for them. This is improving bilingual pupils' progress, particularly those at the early stages of learning English as an additional language. At Key Stage 1, there is good progress in speaking, listening and reading. Progress in writing is satisfactory. At Key Stage 2 progress in reading, speech and listening is satisfactory. Progress in writing is unsatisfactory. A part-time teacher is now having a positive impact on the progress of higher attaining pupils in Years 5 and 6. Pupils receiving extra literacy support at the beginning of Key Stage 2 make good progress in reading and spelling skills.
71. Pupils' attitudes in English lessons are good. This results from teachers' good knowledge of the subject and positive relationships with pupils. Behaviour in lessons is good because pupils are interested in learning more about English through well-prepared tasks and resources. Well established classroom routines help to sustain concentration. However, there is often a loss of application in the move from whole-class teaching to small group work. Precise directions help pupils to collaborate effectively. Nearly all pupils sustain their interest in reading through Key Stage 2. The literacy hour has improved the interest of lower attaining pupils in books, and their engagement with texts. Pupils are keen to give their ideas in speech and writing, but at

Key Stage 2 do not commonly take enough care over handwriting and presentation.

72. The overall quality of teaching is good. There was good teaching in three-quarters of lessons seen and satisfactory teaching in a quarter. The best quality teaching is in Year 2 and contributes significantly to the good progress in literacy at this key stage. Teaching quality has improved since the last inspection, and now contributes significantly to improved progress in most lessons. The improved quality and consistency of teaching at Key Stage 2 in the current year are enabling pupils to maintain progress in most lessons. However, there has been insufficient focus in previous years on developing the fluency and presentation of pupils' writing. Improved arrangements for the shared teaching of the Year 6 class are also having a positive impact on progress. Good quality support for lower attaining pupils in Years 3 and 4 enables them to make good progress in reading and spelling.
73. In the good lessons, interesting resources and positive relationships focus and hold attention. Good knowledge of books, and skill in developing speech and literacy, involve pupils fully. For example, Year 5 pupils made good progress in writing skills when describing characters, through the teacher's good leadership of whole-class discussion. In such lessons, teachers set a brisk pace which pupils sustain in individual work.
74. In less effective lessons, teachers miss opportunities to involve pupils, for example in reading aloud together. They do not make sufficient use of the new literacy strategy. As a result, there is less interest and concentration.

95. **Mathematics**

75. Pupils' attainment at the end of Key Stage 1 is above average. Results of national testing have been consistently above the national average and well above those of schools of a similar type. Evidence of the inspection indicates that the school is maintaining these standards. Pupils' results at the higher Level 3 in the 1999 tests were well above those previously expected nationally. This represents a considerable improvement on the year before. At this early stage of the school year pupils are already attaining well in number work. Most recognise odd and even numbers and correctly supply missing numbers in sequences. Higher attaining pupils correctly solve problems involving coin values up to fifty pence. Other pupils accurately calculate values up to ten pence. Pupils correctly add together two-digit numbers. They understand the place value of numbers to one hundred, with higher attaining pupils analysing numbers in hundreds, tens and units. Most pupils have grasped the principle of doubles and halves and can calculate these mentally to twenty. In shape and space work pupils successfully name shapes such as squares, triangles, circles and hexagons. Higher attaining pupils correctly extend this to three-dimensional shapes such as cuboids and cones. Scrutiny of last year's books in Year 2 shows a good balance of number work, shape and problem solving. A good feature was the inclusion of mathematics in pupils' homework. For example, pupils had to calculate the area of their footprint, using squared paper.
76. Pupils' attainment at the end of Key Stage 2 is below average. Results since 1997 represent a very considerable drop in the standards of pupils' attainment. Up to 1997 pupils' results were above or in line with national expectations, as noted in the previous report. At the end of 1998 national test results were well below the level of expectation both nationally and in comparison with those in schools of a similar background.

Although the 1999 results show considerable improvement, they are still well below the previously expected national levels at both Level 4 and Level 5. Pupils in Year 6 make mental addition and subtraction calculations to one hundred. They correctly multiply numbers involving decimals by ten and add and subtract numbers with one decimal place to ten. Pupils accurately express percentages in different forms as fractions and decimals as well as in words and graphic form. They understand that all these are expressions of a single mathematical fact. Scrutiny of Year 6 pupils' books shows that they have already undertaken a considerable range of number work this term. This includes multiplying and dividing decimal numbers by ten, cancelling in fractions, number calculations and identifying negative numbers by means of a number line. Scrutiny of these pupils' work last year and that of the former Year 6 shows a range of work across the attainment targets of the National Curriculum. However, there was insufficient development of some aspects, for example co-ordinates, the theory of probability, data handling and multiplication and division involving decimal numbers by higher attaining pupils.

77. Pupils make good progress over both years in Key Stage 1. Higher attaining pupils make good progress in identifying and classifying shapes and in understanding and using mathematical terms correctly. They build well on the previous year's work. Scrutiny of their written work from this year and last year shows good knowledge of two and ten times tables, ordering numbers to one hundred and recognising number patterns in sequences. Pupils make good progress in solving problems involving numbers and money. The written work of pupils in the last Year 2 shows good progress in all attainment targets. There is a high level of accuracy in their calculations and good use of resources such as number squares and interlocking blocks. Pupils also make good progress in sorting and classifying objects and representing their findings accurately in diagrams. The relatively narrow gap between pupils of average and lower attainment is an indicator of the good progress made by the latter. Pupils with special educational needs are identified in teachers' planning. They make good progress, especially when helped by support staff.
78. Since the low levels of attainment at Key Stage 2 in the national tests of 1998 pupils have made good progress in lessons in improving their standards. In 1999, there was an 11 per cent increase in the proportion of pupils reaching the standard expected for eleven-year-olds, despite the fact that 9 percent of pupils who had reached or surpassed this standard were absent at the time of the tests. However, the well below average results at the end of the key stage show that progress over time remains unsatisfactory. The evidence of the inspection is that good progress is being sustained in lessons, particularly in most aspects of number work and pupils' knowledge and understanding of shape, space and measures. In one lesson Year 6 pupils made satisfactory progress in correctly sequencing percentages given in different mathematical forms. They made good progress in understanding the link between fractions, decimals and percentages. Pupils at the beginning of the key stage made good progress in a lesson in developing quick answers in mental maths involving different expressions of number facts from the four times table. They also made good progress in questioning each other about the properties of different shapes, using terms such as "right angle" and "equilateral triangle" correctly. There is less evidence of pupils making good progress across the key stage through practical investigations. However, the cramped and unsatisfactory Key Stage 2 classrooms severely limit the opportunity for pupils to engage in practical work which necessitates moving from their tables. Progress is also slower in knowledge and understanding of number patterns such as

factors and squares and aspects of data handling and probability. A part-time teacher is now having a marked effect on the progress of more-able pupils in Years 5 and 6. Throughout the key stage support staff provide good help for pupils with special educational needs. The pupils make good progress in meeting targets identified in teachers' planning and their own individual plans.

79. Pupils' response to mathematics is at least satisfactory. It is sometimes good or very good. In mental maths pupils at both key stages are lively and anxious to answer questions correctly. In Key Stage 1 pupils ask and answer questions confidently. Occasionally one or two call out answers, but usually pupils wait to be asked to answer. Most pupils listen attentively to the teacher and to each other's answers and ideas. When doing their written work they concentrate well and are anxious to complete the task. Pupils show good perseverance through the numeracy session.
80. Most Key Stage 2 pupils participate well in mental maths, but some take a little time to settle. Most show positive attitudes. They want to learn and make progress. When working on tasks in their groups there is a good atmosphere of purposeful activity, a desire to accomplish the task and little distraction. Where necessary, pupils collaborate well, sharing materials and equipment. Relationships with teachers and amongst pupils are good and when teaching is vigorous and challenges pupils to think, they respond well. Pupils with special educational needs respond well to their support staff and are hard working.
81. Teaching was satisfactory in half the lessons seen and good in the others. The introduction of the National Numeracy Strategy has given a strong impetus to the teaching and learning of mathematics. Teachers have received specific training for the strategy. The planning of lessons in the new format has produced more rigour in setting out clear objectives for pupils' learning and development. It also meets the needs of pupils of different attainment levels more precisely. The planning is based on the framework provided by the numeracy strategy. The school has identified particular areas of mathematics for further staff training. Generally teachers have secure knowledge and understanding of mathematics and are approaching their teaching of the numeracy strategy with confidence and enthusiasm. All these factors combine to produce a strongly positive impact on pupils' learning and progress. Teachers make good use of the daily mental mathematics component. Questioning is brisk and challenging and skilfully draws in pupils of different attainment. There is regular testing of pupils in each year. The school closely analyses the results to provide evidence of individual pupils' attainment and to set targets for the raising of standards. Marking of pupils' work contains insufficient comment to enable pupils to learn from their mistakes. Mathematics homework is set but inconsistently across the year groups.
102. **Science**
82. The 1999 teacher assessments for seven-year-old pupils placed them broadly in line with the national average at Level 2 and Level 3. In experimental and investigative science pupils exceeded the national average. The 1999 national attainment tests for eleven-year-olds placed them well below the national average at Level 4 and Level 5. This broadly matched the teacher assessments. However, there was a 19 per cent increase in the proportion of pupils reaching the standard expected for eleven-year-olds, despite the fact that nine per cent of pupils who had reached this standard were absent at the time of the tests. Standards of attainment are currently in line with the national

average at the end of Key Stages 1 and 2. This significant improvement is mainly because of the improved quality and consistency of teaching at Key Stage 2. This year also there are improved arrangements for the shared teaching of the Year 6 class. Current test results are not typical. For example, the 1997 Key Stage 2 results in science were in line with the national average. The 1998 Year 6 cohort had below average prior attainment because of the above average proportions of pupils with special educational needs and statements.

83. The 1999 teacher assessments and school test results show that standards are improving. In lessons observed during the inspection week, pupils were achieving appropriate levels of attainment for their age. They were on target to reach expected standards for their age at the end of both key stages.
84. By the age of seven, pupils understand how to conduct an experiment. They make predictions, experiment and observe, recording results and reaching conclusions. For example, they investigate different materials to discover whether they float or sink. In other experiments, with mirrors, they study the reflection of light. Pupils understand the basic need of pets and wildlife for survival. They know that water and food are essential for hamsters and they describe how butterflies feed. Pupils study and categorise differing materials, discriminating between fabrics and wood. They carry out simple experiments in testing materials, for example heating them. This helps pupils to identify appropriate uses for different materials. Pupils can distinguish between forces which push and pull and recognise how forces move objects. Under test conditions, they measure the distance a model car travels when subject to differing variables, such as the influence of friction. Pupils gain good experiences in science, particularly through investigations where they recognise the importance of a fair test.
85. By the age of eleven, pupils demonstrate a sound understanding of experimental methods and use them in a variety of ways. They investigate the chromatic quality of felt pens, using blotting paper to identify a range of colours. Pupils carry out experiments to determine the effectiveness of different electrical conductors. They study plants to explore the best conditions for growth. Experimental science underpins their studies in other areas. For example, pupils investigate the qualities of materials and assess their appropriateness in the construction of a motor car. They know how different liquids react to heating. They note changes that take place and discover which of these can be reversed. In other work on forces, they use a meter to measure the force needed to move an object and record their results from readings taken, making effective use of numeracy skills. These achievements give pupils a good experience of all the main programmes of study in science. Presentation skills vary and some lower attaining pupils do not always complete their work. However, thoughtful written reports of findings help to develop pupils' literacy skills, although for all abilities there is insufficient use of appropriate scientific vocabulary.
86. Progress is good in Key Stage 1 and sound in Key Stage 2. There are examples of good progress in lessons across the school. In Key Stage 1, pupils develop a good knowledge and understanding of science across all four areas of the curriculum. They improve their skills in recording information, particularly when following through the stages of an experiment. Pupils make rapid progress when excellent teaching helps them to develop their skills in conducting experiments and identifying relevant outcomes. For example, they measure the distance a model car travels after descending a slope. They recognise that, the greater the incline, the further it travels. In Key Stage 2, pupils

become competent in conducting experiments independently and in handling equipment correctly. They understand safety procedures, for example when working with hot liquids. Pupils make sound progress in developing knowledge and understanding across all areas of the science curriculum.

87. Pupils' responses to science lessons are good throughout the school and they are keen to get involved with practical activities. They want to learn and they behave well. Equipment is handled carefully and pupils develop good social skills when working in groups.
88. The quality of teaching during the inspection ranged from satisfactory to excellent. Overall it is good. Teachers plan carefully from secure knowledge. They use good questioning skills and promote learning well. A strong feature of their work is in investigative and experimental science. Here, the best teaching often takes place. For example, in Key Stage 1 investigative methods are used skilfully. Teachers take great care to emphasise the objective underpinning the task. Methodology is followed precisely, and pupils are given considerable responsibility and treated as partners in their learning. Very good use is made of adult help. In Key Stage 2, teachers have secure subject knowledge and pay good attention to detail. For example, in an experiment to heat different liquids, they ensure that pupils maintain a constant temperature for each one. Teachers also take great care over safety issues. Resources are managed effectively and pupils are given challenging tasks. However, there is insufficient time in lessons for plenary discussion. Occasionally, management of pupils is not firm enough. As a result minor distractions at times result in a loss of lesson pace for all. Pupils with special educational needs receive good support and this enables them to make sound progress. Teachers' knowledge of science and teaching skills have improved since the last inspection. There is greater emphasis on experimental work, and assessment, which is now a strength, promotes greater challenge in the tasks set.
109. **Information technology**
89. Standards of attainment in information technology do not meet the national expectation at the end of the key stages. Pupils do not make sufficient progress in some aspects of the subject. Progress is therefore unsatisfactory at both key stages.
90. By the age of seven, pupils develop skills in communication which enable them to write text on screen. They use this quite accurately to write short accounts of events, for example a visit to Blackpool. They know how to produce upper- and lower-case letters, and how to delete, save and retrieve information. They use paint programs to explore colour and shape. Pupils have some experience in handling data, using simple diagrams to classify information. They program a floor robot to control the distance and direction it moves in. Pupils have no experience of modelling.
91. By the age of eleven, pupils have an awareness of audience and know how to communicate information. For example, they adjust the size and font of letters, or simplify text, where appropriate. They write stories, dialogue and letters, supporting their work in literacy. Pupils have experience in producing a data base. For example, they use road accident data effectively to produce graphical information. This work helps to consolidate their numeracy skills. They have limited experience in interrogating information held on CDROM. In control technology, their experience is limited. They

have not used sensors to record external events, such as temperature fluctuations, or stored instructions. Their experience in modelling is limited to using 'adventure activities'.

92. All pupils, including those for whom English is an additional language and those with special educational need, are making satisfactory progress in some areas of information and control technology. However, progress overall is unsatisfactory. This is because pupils have insufficient time on computers and do not develop sufficient skills. In Key Stage 1 pupils develop skills in using the keyboard. They know the functions of commonly used keys, such as 'delete' and the spacebar. They gain confidence in using the 'mouse,' holding it correctly, and know which button to press. For example, pupils in year 1 have sufficient control to select clothes to dress a 'teddy bear' on screen. In Key Stage 2, younger pupils make some progress in understanding 'cut and paste' routines through paper exercises, but lack competence on screen. Where direct teaching occurs, pupils make satisfactory progress in reorganising text. Older pupils gain some experience in various aspects of the curriculum. However, the focus is primarily on word processing, and pupils make insufficient progress in control technology and modelling. At present pupils have insufficient opportunities to develop keyboard skills.
93. Throughout the school, pupils are well motivated when given the opportunity to use computers. They display good social skills in working collaboratively, usually in pairs. When questioned, they respond positively and are keen to demonstrate their knowledge. Behaviour is good. Pupils treat equipment with respect and this helps develop independence in learning.
94. Teaching is unsatisfactory overall, although there are some examples of very good teaching. Class teachers have sufficient knowledge to teach a range of skills, but do not use information technology sufficiently across the whole curriculum. They demonstrate keyboard routines competently and manage pupils well. Direct teaching of keyboard skills is difficult, as each classroom has only one computer and group sizes are between two and six. Teachers plan carefully to overcome this, with alternative activities introduced for the majority of the class. The adoption of current national guidelines provides teachers with a clear curriculum planning document. They make good use of support assistants. In lessons seen during the inspection the quality of teaching ranged from satisfactory to very good. Where very good teaching occurs, there is careful consolidation of prior learning, good use of terminology, confident skills teaching and well judged questioning. Tasks progressively challenge pupils. Since the last inspection there have been some improvements in the quality of teaching and planning. These result in significant improvements in progress, through the hard work of all staff and a commitment to higher standards. However, over time, the failure to teach skills for all aspects of the National Curriculum in information technology means that pupils make insufficient progress and fail to attain expected levels.
95. Pupils have insufficient time on computers. For example, in Year 2, they have about twenty minutes a week. At the time of the inspection, a third of the Year 6 class had not used a computer during the term. The remainder had had between 20-40 minutes access in total, since the term began. The 25:1 ratio of pupils to computers is below average.
96. There is insufficient focus upon information technology within the whole curriculum. It is often used to word-process information, as in science, rather than developing

information technology capabilities. This hinders opportunities for pupils to explore a wider range of applications, for example composing music, investigating design or accessing information.

117.

117. **Other subjects or courses**

117. **Art**

97. All pupils, including those with special educational needs, make good progress in both key stages. This is an improvement on the previous report. The time allocated to art has reduced to give more time to literacy and numeracy. Observation of lessons and the good displays around the school show that pupils experience a wide range of art activities in which they develop their skills well. At Key Stage 1 pupils' imaginations are well stimulated by the pictures of Kandinsky. In responding to his style they produce vigorous paintings with good control of colour and form. Younger pupils also have a good sense of colour and composition in producing collages on the theme of Autumn. Their pictures are well textured with good contrasts of material and colour. Over the key stage pupils make good progress in painting, constructing collages, printing and clay work.
98. At Key Stage 2, pupils again develop skills in a variety of media. Year 6 pupils work on designing and embroidering fabric squares in order to make a patchwork quilt. They name and successfully use a variety of stitches. Pupils with special educational needs and those for whom English is an additional language are fully integrated into art lessons and produce interesting and careful work. Year 5 pupils begin to create "character faces" from sculpted paper. The inspiration for this work comes from plays which they have been studying and a very expressive "face" already created by one pupil. Other lessons observed and displayed work show a good range of activities and progress in painting and three-dimensional work, for example geometrical structures created from paper and wire, and arresting soap-block "gargoyles" inspired by photographs of Notre Dame Cathedral, Paris. Two life-sized figures sculpted in a plaster material are effectively exhibited in the entrance hall. A good feature of pupils' art work is the integration of art from different cultures across the world. For example, Key Stage 1 pupils produce striking American Indian "dream catchers" which are feathered mobiles. Key Stage 2 pupils have produced Japanese Origami birds, paintings of figures inspired by Hindu art, African masks and interpretations of Australian Aboriginal art. Examples of these works display well developed skills and individual creativity. There are good links with pupils' literacy development as they describe their responses to art in writing. For example, a display of photographs of sculptures by Henry Moore inspired some imaginative descriptive writing.
99. Pupils clearly enjoy art lessons. They work hard to produce successful paintings, sculptures and collages which reflect their own imagination and skill. Their attitudes to work are very positive and their behaviour is good. Pupils readily share ideas, materials and equipment. They show appreciation of each other's work.
100. The quality of teaching is good. Teachers plan a good variety of interesting activities designed to stimulate pupils' imaginations and develop their skills. In this they are aided by a well thought out and supportive scheme of work. They convey their own

enthusiasms and interests well to the pupils and use praise to support and encourage them. Lessons are well managed, and have good pace and sense of purpose. Teachers prepare and use resources well to develop pupils' skills and progress, even though the resources are not readily accessible. Teachers arrange effective displays of pupils' work in classrooms and around the school. These are very thoughtfully and carefully mounted and presented to reflect the broad range of pupils' achievement and they contribute significantly to creating a visually stimulating environment in the school.

121. **Design and technology**

101. Progress in design and technology has improved since the last inspection. All pupils now make satisfactory progress at Key Stage 2 as well as at Key Stage 1. At both key stages pupils' level of skill is appropriate for their age. Pupils now have appropriate experience of designing and making a satisfactory range of artefacts which match their ages. Progress has improved because the school now follows a good quality nationally approved programme of work and projects. A sound scheme of work ensures balanced progress in all aspects of the subject. Pupils with special educational needs and those for whom English is an additional language make good progress. Planning and note making contribute to the development of pupils' literacy skills. Older pupils begin to apply numeracy skills such as measuring and scaling to their design work. There is good progress in most lessons.
102. Year 2 pupils make good progress in work on puppets. They discover the importance of designing carefully before making. They also make good progress in speaking and listening as they discuss their work and problems. Year 3 pupils make good progress in understanding simple control mechanisms. They discover how pneumatic control systems worked to move parts of model monsters. Year 5 pupils make good progress in investigating the design and attractiveness of books for younger children. They then decide what are the key points to guide their own design for a children's book. Year 6 pupils make satisfactory progress in the early stages of designing shelters for different purposes. One group designed a shelter for soldiers and described how it was different from other shelters. However, they demonstrate a limited understanding of the use of materials.
103. Pupils' response in these lessons is good. They are interested in each other's work as well as their own. Pupils of all abilities work with care and enthusiasm. They often work well together in groups or pairs. Pupils remember safety rules and looked after material and equipment well.
104. The quality of teaching is good. Teachers' sound planning over a series of lessons ensures steady development in pupils' understanding. Teachers choose challenging projects which stimulate interest and application. They convey their enthusiasm well. Pupils benefit from effective individual guidance. Teachers reflect the school's aim of letting pupils learn through experience.

125. **Geography**

105. All pupils, including those with special educational needs, make satisfactory progress in geography throughout the school.
106. In Key Stage 1 younger pupils visit the local park. They gain experience in observing

features along a route. Much of their work is completed orally. Through discussion they gain useful insights into local buildings, town layout and natural features, such as the surrounding hills. As they move through the key stage, they learn to make valid comparisons between differing environments, comparing Todmorden with Blackpool. Pupils make good progress in developing their use of geographical terms such as “hills”, “sea”, “rivers” and “parks”.

107. In Key Stage 2, younger pupils make satisfactory progress with mapping skills, recording accurately and using appropriate symbols. They write in considerable detail on farming, demonstrating that they understand the pattern of activity on the land. Older pupils develop these mapping skills, working on large-scale town maps to identify features and record their location. This work allows pupils to develop their numeracy skills in understanding co-ordinates. They use these skills to undertake a land usage study and use photographic evidence to support this. Pupils study the weather patterns. They learn how to use graphs to show how weather changes between latitudes, for example between hot desert and polar regions. Pupils gain further insights into a ‘far away’ location through studying St. Lucia. They use mapping and research skills effectively to describe principal features of the island.
108. In lessons, pupils demonstrate positive attitudes to learning. Both young and older pupils are attentive, alert and keen to become involved. They work hard and collaborate effectively in groups.
109. From lessons observed and the work scrutiny, teaching is judged to be good overall. Teachers have secure knowledge and use this to plan effectively. They promote discussion well and set appropriate and sometimes challenging tasks. Careful attention is paid to terminology, a good range of resources is used and pupil management is positive but firm.

History

110. All pupils, including those with special educational needs, make good progress throughout the school, with examples of very good progress in some lessons.
111. In Key Stage 1 pupils develop a sense of change over time. Younger pupils examine old and new toys, such as dolls, and identify differences which help to date them. They develop skills in recording their findings, through illustration and writing. Older pupils make good progress in response to outstanding teaching. Here, they demonstrate secure knowledge of the life of Florence Nightingale. Pupils use this effectively to draw comparisons with nursing provision before and after her own career. They develop their literacy skills well when recording, and improve their understanding of chronology.
112. In Key Stage 2, pupils consolidate their knowledge across the programmes of study. When studying Roman Britain they develop an understanding of how evidence is used. They recognise that historical events can be interpreted differently. Older pupils compare differing sources of evidence to assess their validity, for example making comparisons between writing, artefacts and photographs. They use these skills effectively on a visit to Fountains Abbey. When studying the post-war period, pupils use evidence as a basis to research the past. From this they write in detail about events, expressing opinions and drawing valid conclusions from the evidence. They apply empathy effectively to investigate the lives of evacuee children during World War Two.

This use of imaginative writing helps to develop literacy skills.

113. Pupils' responses are good where they are fully involved in their learning, for example through discussion. On occasion their attention does slip when lessons are over-directed. Pupils offer their opinions confidently and take a pride in their work. They particularly enjoy the opportunity to work on collaborative projects and demonstrate both responsibility and independence. For example, Year 6 pupils recently won a local competition with their study of John Fielden.
114. The standard of teaching across the school is good. Teachers' knowledge is secure and they use this to plan effectively. For example, they make good use of conflicting sources of evidence to examine the story of Boudicca. Relationships are good and teachers' good questioning skills promote learning well. Occasionally, lessons become over-directed and tasks are too routine, for example when drawing is overused as a response to new learning. In other lessons, more imaginative tasks are devised, for example focussing on changes in popular music between the 1950s and 1960s. In Key Stage 1 there is evidence of excellent teaching. Here the teacher uses a wide range of skills which encourage pupils to think. The impact of such teaching is clearly evident in the rapid progress pupils make in developing their knowledge and understanding of the Crimean War. Teachers create a number of attractive displays to help promote a positive ethos. Since the last inspection the standard of teaching has risen. Teachers' knowledge is more secure and planning has improved.

Music

115. All pupils, including those with special educational needs, make satisfactory progress in both key stages. Although the only activity observed during the inspection was singing, teachers' planning shows that other activities involving instrumental playing and composition are part of pupils' musical experience.
116. At Key Stage 1 pupils sing a good number of songs from memory. These are well linked with the current topic of Harvest. Pupils sing with satisfactory tone and a reasonable sense of pitch for their age. They successfully clap the beat of a song. They understand that there are strong and weak beats and make progress in clapping only on the strong beats. They successfully learn to sing a new song during the lesson. At Key Stage 2, pupils' singing in unison is satisfactory. Singing of a two-part round is reasonably accurate, with the two parts being successfully sustained. An attempt at singing the round in four parts is not so successful.
117. Pupils have a satisfactory understanding of some musical symbols and notation. They correctly follow the melody line of a song in musical notation. They understand the meaning of a time signature and they beat time accurately.
118. All pupils sing with enthusiasm and respond well to the teacher's direction. Their attitudes and behaviour are satisfactory, although some pupils become over-enthusiastic and have to be checked. They try hard to succeed.
119. The quality of teaching is satisfactory. All music lessons are taught by a part-time specialist teacher. She begins singing lessons with a good warm-up session when pupils are helped to develop good breathing to support their singing. However, these exercises are insufficiently incorporated into the actual singing of the songs. Thus

opportunities to develop good tone and technique are not pursued. Songs are well chosen to support current topics and are at an appropriate level of difficulty and pitch for the age range of the pupils. Vocal quality is improved when pupils stand to sing. The teacher successfully introduces new songs, singing phrases for pupils to copy. She manages lessons well and maintains a brisk pace, allowing a number of songs to be performed. The teacher extends pupils' theoretical knowledge with good references to the rhythm and beat of songs which pupils clap. She accompanies pupils' singing from a keyboard. Class teachers and support staff contribute significantly to lessons by singing along with the pupils.

Physical education

120. All pupils, including those with special educational needs, make satisfactory progress in physical education lessons in games, dance and gymnastics. There was insufficient evidence to judge progress in outdoor and adventurous activities and swimming. All Year 6 pupils are able to swim, but three swim less than a length. The overall standard of progress in lessons seen was sound.
121. Year 1 pupils improve their speed and quietness in changing. They have gained satisfactory ball control for their age. Year 2 pupils make good progress in team work in a catching and throwing relay. They improve their hand and eye co-ordination during the lesson. Year 3 pupils make good progress in a lesson on developing different ways of moving. They improve forward rolls, movement sequences and collaboration. Year 4 pupils make sound progress in a football skills session. They learn how to trap passed balls accurately. Year 6 pupils make good progress in a dance lesson. They imitate 1950s dance style to Bill Hayley's "Shake, Rattle and Roll". There was useful progress in speaking and listening as pupils evaluated their work.
122. Pupils enjoy the challenge and variety of these activities. Social skills and responsibility for safe working develop well. They set out and clear away equipment sensibly and quickly. Pupils of all abilities follow directions promptly in nearly all lessons. A small amount of inappropriate behaviour results from unsatisfactory planning of aims and activities.
123. Overall the quality of teaching is satisfactory. There is good teaching in half the lessons, satisfactory teaching in a third and poor teaching in a sixth. In the good lessons, teachers ensure that pupils' work develops briskly from a still and focused start. A carefully planned sequence of activities ensures step-by-step progress. Teachers encourage pupils to think out their movements. They have secure knowledge of how to demonstrate all the details of skills such as throwing and catching. Teachers enter into the spirit of their classes' work. For example, in a Year 1 lesson, the teacher went for all the difficult returns of the ball from pupils. Pupils enjoy laughing at these efforts, find the work fun and try harder as a result. The speed and accuracy of their throwing and catching improve rapidly as a result. Teaching is unsatisfactory when poor planning leaves pupils unclear about the reason for tasks and what they have to do. Improved guidelines for teachers are leading to more effective lessons.

144. **PART C: INSPECTION DATA**

144. **Summary of inspection evidence**

124. The inspection team consisted of four inspectors, one of whom was a lay inspector. They spent 15 inspector days in the school.

125. During the inspection:

- they saw 52 lessons or parts of lessons;
- they held discussions with teaching and support staff;
- they held discussions with members of the governing body;
- they held discussions with representatives of some of the agencies which support the school;
- they observed pupils in and around the school at break time and lunch time;
- they took lunch with the pupils;
- they scrutinised samples of work from all classes, together with pupils' records, reports and teachers' planning files;
- they heard pupils in each class reading and spoke to them about aspects of their work and school life;
- they scrutinised minutes of governing body meetings, school policy documents, the attendance registers, the school development plan, the previous inspection report and the action plan;
- they held a meeting of parents before the inspection and analysed questionnaires giving parental views.

- **DATA AND INDICATORS**

- **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	205	2	37	68

- **Teachers and classes**

- **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	9
Number of pupils per qualified teacher:	24.7:1

- **Education support staff (YR – Y6)**

Total number of education support staff:	7
Total aggregate hours worked each week:	125.5

Average class size: 29

- **Financial data**

Financial year:	1998/99
	£
Total Income	361,575
Total Expenditure	340,733
Expenditure per pupil	1,570
Balance brought forward from previous year	-3,611
Balance carried forward to next year	17,231

PARENTAL SURVEY

Number of questionnaires sent out:	205
Number of questionnaires returned:	40

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	40	55	5	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	72	20	3	5	0
The school handles complaints from parents well	35	54	8	3	0
The school gives me a clear understanding of what is taught	32	47	13	5	3
The school keeps me well informed about my child(ren)'s progress	44	45	5	3	3
The school enables my child(ren) to achieve a good standard of work	32	62	3	3	0
The school encourages children to get involved in more than just their daily lessons	56	36	8	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	43	44	5	8	0
The school's values and attitudes have a positive effect on my child(ren)	52	45	0	3	0
The school achieves high standards of good behaviour	47	45	5	3	0
My child(ren) like(s) school	62	35	3	0	0

Other issues raised by parents

None.