

## INSPECTION REPORT

### **GILTHWAITES FIRST SCHOOL**

Denby Dale, Huddersfield

Kirklees

Unique reference number: 107688

Headteacher: Mr Anthony Greenan

Reporting inspector: Mrs Vera M. Grigg  
12331

Dates of inspection: 20<sup>th</sup> to 22<sup>nd</sup> May 2002

Inspection number: 195432

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	First
School category:	Community
Age range of pupils:	5-10
Gender of pupils:	Mixed
School address:	Gilthwaites First School Gilthwaites Lane Denby Dale Huddersfield
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Telephone number:	01484 222916
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Peter Belsey
Date of previous inspection:	9 <sup>th</sup> June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
V. M. Grigg 12331	Registered inspector	Foundation Stage Art and design Geography History	What sort of school is it? The school's results and achievements How well are pupils taught? What should the school do to improve further? How well is the school led and managed?
W. Walker 19366	Lay inspector	Equal opportunities	How well does the school care for its pupils? How well does the school work in partnership with parents? How good are the curricular and other opportunities offered to pupils? Financial efficiency, staffing, accommodation and resources.
H. Moreton 10782	Team inspector	English Design and technology Physical education Religious education	How well does the school cultivate pupils' personal development?
T. Galvin 21020	Team inspector	Mathematics Science Information and communication technology Music Special educational needs	How well does the school provide personal support and guidance to pupils - assessment?

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

### **INFORMATION ABOUT THE SCHOOL**

Gilthwaites First School is a mixed school for pupils aged 4 to 10 in the Kirklees local education authority. The school has 161 pupils, which makes it smaller than other primary schools. The number of pupils in the school has declined since the last inspection, despite its good academic record, as the population has been static in recent years. The percentage of pupils known to be eligible for free school meals is broadly in line with the national average. There are very few ethnic minority pupils and none who speak English as an additional language. Although the standards of attainment of children coming into the school are very wide ranging, they are, overall, below the expected levels of attainment. The percentage of pupils with special educational needs, at 17 per cent, is below the national average. The proportion of pupils with Statements of Special Educational Need, at 2 per cent, is in line with the national average. There are very close links with other primary, middle schools and nurseries.

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

This is a very effective school, providing very good value for money. Very good leadership by the headteacher in the successful drive towards raising standards is based on very good teaching. The school's success is shown by the award of 'Investors in People', the 'Healthy School Award' and two achievement awards, the last in May 2002. Pupils respond enthusiastically to lessons and thrive in the secure and productive learning environment provided by a team of very committed teachers and other staff who support them in their work. Pupils show an exceptionally high degree of responsibility and initiative. The school's strengths far outweigh the areas needing further improvement.

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

- Standards in English and art throughout the school, in music in Years 1 and 2 and in singing and design and technology in Year 5 are very high.
- Very good leadership provides a clear direction in the successful drive to raise standards.
- Provision in the Foundation Stage provides a very good start for children.
- Very good teaching leads to good progress for all pupils
- The very high quality provision for pupils' spiritual, moral, social and cultural development, leads to pupils' high level of responsibility and initiative.
- Very high standards of behaviour of all pupils and their positive attitude to school and to learning.
- There is good provision for pupils with special educational needs.
- Links with parents are very good.
- The range and quality of learning experiences are very good.

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

- The already high standards in mathematics and science do not match the very high standards achieved in English.
- Improve the provision of computers in information and communication technology in order to raise standards.
- Ensure that assessment is developed in history, geography and religious education.
- Reduce the overuse of worksheets in order to fully challenge all pupils

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

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

The school was last inspected in June 1997 and has made very good progress since that time. The vigorous action taken by the headteacher, with the support of the governors and senior staff, has successfully brought about dramatic improvements in teaching and learning. This is seen in the test results and in the standards seen during the inspection. The school has developed exemplary practice to teach literacy. Planning of the curriculum has considerably improved and assessment is now well developed in the majority of subjects. Links with parents are now very good. The key issues identified in the previous report have all been addressed and the school is well placed to make further improvements.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	A	A	A	A
writing	A	A	A*	A*
mathematics	A	A	B	B

**Key**

top 5% nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Schools are described as similar when they fall into the same band for free school meals, here between 8 and 20 per cent.

Children in the reception class make good progress and will achieve the early learning goals by the time they move into Year 1. The overall trend in the school's results in the national testing programme for seven year olds over the last four years has been dramatically upwards. There is little difference between the attainment of boys and girls in reading. Girls perform better than boys in writing and boys perform better than girls in mathematics. Boys in all subjects perform better than they do nationally. Standards seen in Year 5 have risen significantly since the time of the last report. Standards seen are shown on the table below, indicated by *well above*, *above*, *in line with* or *below* national expectations, or, in the case of religious education, locally agreed expectations.

Subject	Year 2	Year 5		Subject	Year 2	Year 5
English	<i>well above</i>	<i>well above</i>		Geography	<i>in line</i>	<i>above</i>
Mathematics	<i>in line</i>	<i>above</i>		History	<i>in line</i>	<i>above</i>
Science	<i>above</i>	<i>above</i>		Physical education	<i>in line</i>	<i>in line</i>
ICT	<i>below</i>	<i>in line</i>		Design and technology	<i>in line</i>	<i>well above</i>
Religious education	<i>in line</i>	<i>above</i>		Music	<i>well above</i>	<i>well above in singing</i>
Art and design	<i>well above</i>	<i>well above</i>				

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy their schooling at Gilthwaites and many arrive early eager to start the day. They are prepared to work hard and involve themselves enthusiastically in all that the school offers.
Behaviour, in and out of classrooms	Pupils' behaviour in class and about the school is very good. They are always courteous to each other, to teachers and to other adults.
Personal development and relationships	The quality of pupils' personal development is exemplary. They respond very well to the many opportunities to show initiative and to take responsibility.
Attendance	Attendance levels are above the national average and there is very little unauthorised absence.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Very good

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

The quality of teaching seen was very good overall. This is a marked improvement since the last inspection and is a result of the development of a committed team, the sharing of good practice and effective monitoring and evaluation. Teaching is consistently very good in the Foundation Stage, where the emphasis is on learning through structured play. It is also very good in English, overall, which exemplifies the best practices in the literacy strategy and the impact of two expert literacy teachers. There are also examples of very good teaching in art and music, where the love of the subjects inspires pupils to achieve. In a very good design and technology lesson, the teacher's high expectations led to a high level of motivation by pupils and very high standards were achieved. There are also examples of very good teaching in mathematics and science. However, the overuse of worksheets restricts pupils' opportunities to expand on a topic and makes it difficult for them to see progression in the topic. Individuals and groups of pupils achieve highly in extra curricular activities.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides very good learning opportunities in all subjects of the National Curriculum and religious education and there are excellent strategies for teaching literacy skills. All statutory requirements are met. Provision for children in the Foundation Stage is very good. The curriculum is enriched by a wealth of learning activities in lessons and also in extra-curricular activities.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. It is very effectively organised to enable teachers to identify pupils who need special help.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. This is a strength of the school. The provision for all aspects of these areas of pupils' development is very good and has a significant impact on pupils' attitudes to school. Opportunities to learn about the lives and the cultures of other peoples are plentiful.
How well the school cares for its pupils	The school is a very caring and inclusive community, which provides effectively for the welfare, health and safety of the pupils. The quality of the educational and personal support is good.

The school has developed very positive relationships with parents, many of whom are involved with their children's learning at home and some also help in the school. Relationships are very good between pupils and between pupils and adults. Midday supervisors have very good relationships with pupils and meet their needs very effectively.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of leadership and management and the vision given to the school by the headteacher are very good. He is effectively supported by the very competent deputy headteacher and they form a very good team. All teachers and other staff are also very committed to the school and work well together.
How well the governors fulfil their responsibilities	The governors know the school very well. They have a real commitment to the school and provide a substantial amount of support and specialist advice.
The school's evaluation of its performance	The very good procedures that are in place for monitoring and evaluating the work of the school are helping to raise standards significantly.
The strategic use of resources	Good. The school manages its finances prudently to support its educational priorities. Proper use is made of specific funding and effective procedures are in place for day-to-day financial control and administration.

There are enough qualified and experienced teachers to cover the curriculum. The quality of the accommodation is good and allows the curriculum to be taught effectively. The attractive grounds provide an additional and well used resource. The caretaker and her team keep the school buildings meticulously clean. The new administrator is very efficient. Although the provision of resources is satisfactory overall, there are not enough computers and technical support to allow pupils to meet the national expectations in ICT in Years 1 and 2. This has to be addressed to allow standards to rise.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Half of the parents returned the questionnaire and 14 parents attended the parents' meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school, behave well and enjoy the interesting range of activities.</li> <li>• Their children make good progress and parents receive good information about it.</li> <li>• The good teaching, with high expectations of pupils to work hard and achieve their best.</li> <li>• The school works closely with parents and is approachable.</li> <li>• Management of the school is good.</li> <li>• The school is helping their children become mature and responsible.</li> <li>• There is a strong sense of community.</li> </ul>	<ul style="list-style-type: none"> <li>• The marking of homework for older pupils.</li> <li>• A more equitable method of dealing with bullying incidents.</li> <li>• Support for pupils with special educational needs.</li> <li>• Clarification of the target setting process.</li> <li>• Less time out of school for the Year 1 teacher.</li> </ul>

Parents think very highly of the school. They are very well informed and are able to make a most valuable contribution to their children's education. The inspection findings support the parents' overall very positive view of the school. There were very few adverse comments in the questionnaire or at the meeting. The inspection findings do not agree with the adverse comments about the lack of homework marked in Year 5. Marking follows the school's homework policy. In addition, the findings do not support parents' concerns about bullying. Incidents are dealt with properly in line with school policy. They also find that pupils with special educational needs receive adequate support. The use of individual educational plans provides the basis for the good support given. The school has accepted the need for clarification of the target setting process, which indicates the seriousness with which they take the views of parents. Although the school recognises the concern that parents feel when the class teacher of their Year 1 children is absent, the number of absences is fewer than other teachers undergoing training and every care is taken to ensure continuity in what is taught.

## **PART B: COMMENTARY**

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

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

1. Provision for children in the reception class is very good and, therefore, children make good progress. When children enter the school, the overall level of attainment is below that expected in the important areas of communication, language and literacy and in their personal and social development. These areas of learning are important in order to ensure that children are well prepared for learning in Year 1. Children are at an expected level of attainment in their mathematical development and in their knowledge and understanding of the world. Their attainment in the physical and creative areas of development is above that expected for their age. Children in the reception class have very differing levels of attainment from very high to very low. Because of the very good teaching, which has improved significantly since the last report, all children make good progress to be on target to reach the expected level of attainment in all areas of learning by the time that they enter Year 1. For children who joined in January and those of lower attainment, this is very good progress.
2. In the National Curriculum tests for seven year olds in the summer of 2001, results show that pupils' attainment was very high in comparison with the national average in English and reading and excellent in writing. Attainment was high in mathematics. There has been a dramatic improvement in the test results since the last report. This is due to the improvement in teaching, improvement in planning and the introduction of schemes of work, also the very successful introduction of the Literacy and Numeracy Strategies. The rise in attainment has been greater than the national trend. Teachers' assessments in science show that pupils' attainment was also high. However, there was a wide variation in attainment between the different areas of study in science. Attainment in physical processes was high, while the attainment in experimental and investigative science was poor. There was little difference in the attainment of boys and girls in reading. However, girls performed better than boys in writing and boys performed better than girls in mathematics. In all three tests, boys performed better than they do nationally.
3. The inspection team judged that pupils' attainment in English, art and design and music was well above national expectations for seven year olds. It was also above national expectations in science and has particularly improved in experimental and investigated science. It is in line with national expectations in mathematics, religious education, geography, history, physical education and design and technology. This shows good achievement for all pupils. Pupils' attainment is below the national expectations in information and communication technology.
4. Pupils continue to achieve very well, as their attainment overall is above national expectations for ten year olds. It is well above national expectations in English, art and design, design and technology and singing. It is above those levels in mathematics, science, religious education, geography and history. It is in line with national expectations in only two subjects, physical education and information and communication technology.
5. Standards have risen dramatically since 1998 due to the improvement in teaching. This is the result of vigorous action by the headteacher and senior staff, with the support of the governing body. The high quality teaching has resulted in the effective implementation of the National Literacy and Numeracy Strategies.
6. The standards that pupils with special educational needs attain are often well below those expected for pupils' ages, but they are satisfactory in relation to the pupils' identified needs and specific targets. These targets are clear, specific, achievable and suitably

challenging. In the main, pupils with special educational needs make good progress towards these targets, particularly in literacy and numeracy skills and in behaviour.

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

7. The personal development of the pupils is very good and their positive attitude to learning continues to be a great strength of the school. As was found at the time of the previous inspection, pupils show much interest in their work, behave very well in and out of lessons and enjoy the best of relationships with their colleagues. From their early days in school, children learn to mix well, to share resources and to think of others. As they move through the school they develop into mature and responsible young people, well prepared for the next stage of their education. Attendance is still good. The great majority of pupils attend school regularly and in good time to enable teachers to make a prompt start to the day. There is very little unauthorised absence.
8. Gilthwaites is a very happy school and it is very clear that pupils enjoy being here. Many of them arrive early and have settled down to work in their classrooms even before the bell indicates the beginning of the school day. Children in the reception class make a very good start. They show much confidence as they leave their parents and settle down cheerfully with their friends, chatting quietly until the teacher signals that it is time to listen while she calls the register. At this early age they demonstrate a good awareness of polite, social conventions. One child, for example, offered to pick up an article which an inspector had accidentally knocked over, saying, *'Shall I put that back for you?'* Another child instinctively said *'Sorry!'* when his arm accidentally caught another child's head. They listen well and display a good understanding of routines. One child was able to explain the purpose of registration. Another knew why it is important to walk calmly and not run when the fire alarm sounds. Pupils' awareness and sense of responsibility is progressively more apparent as they move up through the school.
9. Pupils display increasing levels of independence, catering for their personal needs and taking some responsibility for their own learning. They work productively by themselves and collaborate effectively in pairs and small groups. By the time they reach the senior classes, pupils have developed good working habits. They are well able to access research material in the library, for example, and to pursue individual projects as part of their homework.
10. Pupils' skills in using information and communication technology, however, are underdeveloped and they have limited opportunities to devise their own strategies in tackling scientific problems. Throughout the school most pupils are anxious to be fully involved in school life and take advantage of the many extra curricular activities provided for them.
11. In all classes behaviour is rarely less than good and often, particularly in the reception class and at the senior end of the school, it is very good. This contributes positively to the learning environment. At times the response of pupils is excellent. This was seen, for example, in the reception class when the excitement of children playing 'Kim's game' was palpable. They showed much self-discipline by controlling the urge to shout out and they had the patience to wait to be asked for a response. At a different level, an exemplary level of response was illustrated when Year 5 pupils were given the freedom to carry out their own research, dividing their time between the classroom and the library. They made excellent use of the time, applied themselves assiduously to the task in hand and achieved their objectives.
12. Outside the classroom pupils conduct themselves very creditably. Movement about the school is calm and orderly. Pupils walk purposefully, hold open doors, defer to adults and always seem to be looking for ways in which they can be helpful. They are very

personable and are able to converse confidently with visitors. At play they mix readily across gender and age groupings, older pupils often helping and supporting their younger colleagues. Their natural exuberance in the very stimulating play areas and their occasional boisterousness is never intimidating. They know very well that any form of fighting is not permitted and show no concerns about bullying. There have been no exclusions in recent years. There was one occasion during the inspection when pupils were confined to the classroom during part of the lunchtime period because of inclement weather. All pupils responded in an orderly and responsible manner, but it was particularly impressive to see three Year 4 pupils give an impromptu concert, which was very well received by their colleagues.

13. Most pupils with special educational needs have very good attitudes to their work. They try hard and are keen to take part in lessons, for instance in question and answer sessions during mathematics lessons. This is because teachers give them lots of praise and encouragement and ensure that they are involved in general activities in the classroom. This positively promotes pupils' self-esteem and their behaviour is very good on the whole.
14. The school is characterised by very good relationships amongst all the pupils and members of staff. There is a strong sense of community. Pupils look after each other and always appear sensitive to the potential impact of their actions on others. At a school council meeting, for example, when discussing a proposal for individual sponsorship to raise money for charity, one pupil expressed concern about the financial impact on families with more than one child in the school.
15. The personal development of the pupils is excellent. They are anxious to accept the responsibilities provided for them in the school routines. The most prominent example of this is in the role of school councillor, but there are many monitorial tasks and positions of responsibility, which all older pupils are expected to exercise. They act as referees for games, monitors for cloakrooms, librarians, 'Buddies' for younger pupils, helpers to the teachers and assistants at the fruit stall. They also collect litter, help clean the hall, ring the bell, answer the phone and do many other tasks which help daily routines run smoothly. All these tasks are performed cheerfully and with goodwill. Through the conscientious exercise of these various duties pupils develop the confidence to speak out and to initiate fund raising activities for charities, such as for Dr. Barnardo's. In their relationships they learn much from the example of adult members of staff, who work together constructively and harmoniously.
16. Attendance is good. The overall level has declined slightly since the previous inspection, but it still compares well with other schools nationally. Most pupils are punctual and there is very little unauthorised absence. Despite strong discouragement from the school, some parents still take their children on holiday in term time. This practice disrupts the continuity of learning for the pupils concerned. It also has an adverse effect on learning opportunities for their colleagues when teachers have to devote time to compensate such pupils for the lessons that they have missed.

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

17. The quality of teaching is a significant strength of the school and is one of the most important factors in the improvement in standards since the time of the last report. It also underpins the school's warm and caring environment. Teaching was very good or excellent in six out of ten of the lessons seen. It was good or better in nine out of ten lessons and satisfactory in the remainder. There was no unsatisfactory teaching. This is a significant improvement in teaching since the last inspection, when it was unsatisfactory in 12.5 per cent of lessons and good or better in just over half of the lessons seen.

18. The quality of teaching in the Foundation Stage is consistently very good. All staff know each child extremely well and have a very good understanding of the needs of young children. Consequently, learning is through structured play and activities are well balanced between those led by adults and those chosen by the children. The activities are very well matched to meet individual needs and very good support is given to children who have greater learning needs. There are very high expectations of children's behaviour and children respond to the constant positive reinforcement. Staff are very successful in promoting positive attitudes to school and to children's enthusiasm. This is seen in the pleasure with which they come into the school in the morning.
19. Teaching is good overall in Years 1 and 2 and very good in Years 3 to 5. In the very good lessons, teachers' subject knowledge is a strength, planning is very good and the tasks set are challenging but appropriate. This leads to good learning by all pupils, including those with special educational needs. Every minute is used, so that much learning takes place. Teachers have very effective behaviour management through high expectations and classes are controlled without effort. Teachers capture the imagination of the children and pupils and enthral pupils with their enthusiasm. This was seen, for example, in the reception class, when learning took place through the theme of wizardry, following children's love of Harry Potter.
20. The use of resources also contributes to the very good and excellent lessons. In one lesson mothers brought babies into a class and the questions asked made the pupils think. For example, they were asked to imagine the future of these babies. There were many lessons where the atmosphere was electric with excitement.
21. In the satisfactory lessons, pupils worked at a slow pace and were easily distracted. This was often because instructions about how to complete the tasks set were not clear enough and the tasks set were not properly suited to individual needs.
22. The school has implemented the National Literacy and Numeracy Strategies very successfully. Teaching of basic skills is given a very high priority throughout the school, starting in the reception class. The Literacy Strategy in particular is very well taught. One lesson was satisfactory and all other lessons were very good or excellent. Lessons are structured well and the needs of all pupils met, including those with special educational needs.
23. Teachers have very high expectations that pupils will work hard and behave well. They manage pupils well and the success of this is seen both in lessons and around the school, in pupils' attitudes and their involvement in all activities. Classrooms, corridors and the school hall are colourful and stimulating, with much prominence given to pupils' own work. This encourages pupils to take pride in their achievements. Constant and consistent praise and the judicious use of rewards make positive contributions to the purposeful atmosphere in lessons. Even in the reception class, stickers are only given for very good work, attitudes or behaviour, which means that they are highly valued.
24. In all aspects of teaching and learning, teachers and pupils benefit enormously from the support of the well qualified teaching assistants and from parents. In lessons, small groups and in one-to-one situations, assistants provide invaluable support in ensuring that pupils understand what they are expected to do and in ensuring that they always put in maximum effort.
25. In literacy and numeracy lessons, classroom teachers make good use of the individual learning targets for pupils with special educational needs. Across the school, teachers plan work in those lessons that is well matched to these pupils' learning needs. In a Year 5 numeracy lesson, for example, the support assistant helped pupils to work out simple calculations, such as one quarter of 80 pence. She effectively used resources (planned by

the teacher) such as labelled objects, to aid their understanding of the work. Across the curriculum, staff give pupils lots of praise and encourage them to take part fully in discussions in small and large groups. This raises pupils' self-esteem and confidence so that pupils happily join in the discussions and make similar progress to their classmates.

26. Teaching by visiting specialist teachers for pupils with special educational needs is never less than good. A very good lesson was seen. A strong feature of these lessons is that teachers use a variety of activities that make the work interesting, which motivates pupils to try hard. As a result, the pupils make good and sometimes very good progress in relation to their prior attainment. In the very good lesson, the teacher planned the work very carefully and constantly questioned and reinforced the work. She keeps detailed records of the pupil's progress and very effectively uses the information she gains to plan individual work for the pupil.
27. All teachers have excellent subject knowledge and a thorough knowledge of their pupils. They use this well during lessons. For example, a teacher gave a squeezey ball to a pupil who found it difficult to concentrate and listen. Assessment is very good where it is part of the planning. However, with the right emphasis on literacy and numeracy that has occurred, it is known that there are subjects in the curriculum where it is still to be developed. As successful assessment is in place in the majority of subjects, the school is most likely to ensure that care will be taken to produce a form of assessment that will be easy to operate and which will inform pupils, parents and teachers of the level at which pupils are attaining.

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

28. The school provides a broad and balanced curriculum for pupils of all ages. All statutory requirements are met. The provision made for children in the Foundation Stage is very good. The school has effectively implemented the Literacy and Numeracy Strategies and in the case of literacy the provision is exemplary. Weaknesses identified in the previous inspection report in relation to the lack of schemes of work for some subjects and the lack of detail in planning have been very effectively resolved. This is now an area of good practice with many strengths.
29. Since the previous inspection, the school has carried out a comprehensive review of its curriculum provision. The programmes of study that are now in place constitute the long term planning requirements in all subjects of the National Curriculum, including religious education. Full account is taken of national guidance. Planning is consistent across the school and is effectively monitored by the headteacher and his deputy. Care is taken to ensure that appropriate time is allocated for the teaching of each subject and an element of flexibility has been built into the school day. This provides teachers with an opportunity to ensure continuity and balance in the curriculum, while accommodating the differing needs of individual classes and pupils.
30. A good range of extra-curricular activities in music, drama, sport and, unusually but very successfully, gardening, enhances the curriculum provision. The range owes much to the voluntary efforts of school staff and other members of the wider community. Further enrichment is provided by the varied educational visits, thoughtfully chosen to be suitable for the different age groupings. These broaden the learning opportunities for pupils, particularly in their studies of science, religious education, history and geography. The many links that the school has developed with the community have a very beneficial impact on the breadth and balance of the curriculum for pupils in all classes.
31. The school is sensitive to the need to provide equal opportunities and to ensure that all pupils, regardless of gender, ability or background, have full access to the curriculum and

are fully included in all activities. An example of this awareness is shown by the practice of ensuring that pupils withdrawn from lessons for any purpose do not repeatedly miss the same periods and they also have an opportunity to revisit learning that they missed. It is also marked in the very good provision for the personal development of pupils. Class rotas are kept to check that all pupils take their turn in the many monitorial tasks which support their development and acceptance of responsibility.

32. The whole programme for personal, social and health education has recently been extensively reviewed, culminating in recognition by the Health Authority and Kirklees Education Service of Gilthwaites as a 'Healthy School'. There are very productive links with local partner institutions. The school is working closely with primary schools in other education authorities to review policy and practice. It is now a leading partner in seeking to establish a Networked Learning Community to further the professional development of the teachers and the educational opportunities for the pupils.
33. The opportunities that the school provides for pupils with special educational needs are good and the school effectively implements the Code of Practice<sup>1</sup> for these pupils. The school provides well for pupils with Statements of Special Education Need. Teachers set good targets for the individual education plans of the pupils on the school's register of special educational need. These targets are sufficiently challenging, practical and clear and easy for staff, parents and pupils to understand. The school ensures that pupils with special educational needs do not miss any of the classroom work when they are withdrawn for additional work outside the classroom. As a result, pupils are fully included in all the activities that the school provides across the whole curriculum.
34. The school makes very good provision for the spiritual, moral, social and cultural development of pupils. Teachers feel that this development is central to their work and the school provides a nurturing learning environment where pupils can grow and flourish.
35. In well planned assemblies, pupils are given times for reflection and for prayer and to celebrate their own and each others' achievement. In classroom displays, photographs, visits and lessons, they learn about the world's natural beauty, such as flowers and trees. In art, pupils learn to arrange and appreciate the beauty of still life compositions. In music, they are encouraged to express their reactions and feelings after listening to a wide range of music and the older pupils compose their own work expressing similar feelings. Religious education lessons strongly support pupils' spiritual development. The school has its own prayer and the pupils have given tribute to a former pupil, to the victims of the Dunblane tragedy and more recently to those who perished in New York on the 11<sup>th</sup> September 2001.
36. The school code and each teacher's expectations for good behaviour from the pupils are very clear. Pupils are taught right from wrong and encouraged from an early age to be tolerant of others, to share and to show self-control. Parents welcome the friendly atmosphere in the school and feel that the values that inform the everyday life of the school are successfully passed on to the pupils. By frequent praise, example and encouragement from staff, pupils grow in self-esteem and self-awareness, so that when they reach the senior part of the school they are mature and confident young people.
37. Pupils benefit greatly from many opportunities to develop their social awareness. They take the School Council very seriously, with class representatives elected by the presentation of 'manifestos' – they do not simply vote for their 'mates'! Many willingly fulfil

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<sup>1</sup> [Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities, duties and tasks to ensure that pupils who have special educational needs receive the most appropriate help and support to further their learning and personal development. This is a statutory duty under the Special Educational Needs and Disability Act 2001.](#) ~~Code of Practice – this gives 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.~~

a range of class duties and the oldest pupils each have a job for which they are responsible. Pupils take part in a wide range of sporting events locally. They usually win! Many pupils enjoy the weekly drama club.

38. Pupils have the opportunity to explore their own and other world cultures through their lessons. In design and technology they enjoy Mexican mask making, while in geography and English they dip into Japanese culture and literature – responding to the World Cup! Religious education lessons make a strong contribution to pupils' cultural and multicultural awareness. Pupils visit churches and mosques. Years 4 and 5 pupils enjoy a residential experience each summer. Visitors to the school, including those from the local church as well as from other faiths, enhance pupils' personal development. Their awareness of local culture is also very good, celebrating links with the local works and the renowned Denby Dale Pie!

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

39. The school provides a safe and secure environment for all pupils. Support and guidance have improved in the light of minor concerns, which were the subject of comment in the previous inspection report. The provision for the welfare, health and safety of pupils is good. The overall quality of educational and personal support makes a positive contribution to the raising of pupils' achievements.
40. Teachers at Gilthwaites know their pupils well and are very sensitive to their needs. The trusting relationships that the pupils enjoy with their teachers give them the confidence to share their worries and helps them to cope with the problems that arise in everyday life. Both staff and governors have a responsible attitude to health and safety matters. The school has a range of policies drawn up in association with local schools. They reflect local authority practice and accommodate the many facets of school life. Governors play a leading role in an annual risk assessment. They have initiated effective procedures to ensure that identified shortcomings are given priority and resolved within a specified time period. The routine maintenance of fire and electrical equipment is properly monitored, but the arrangements for identifying day to day concerns and arranging remedial action are informal and unrecorded. This is an area for improvement.
41. The school complies fully and effectively with locally agreed child protection procedures. The designated person engages in regular consultation with the appropriate authorities and there is a clear recognition of the importance of training for all members of staff in order to raise their awareness of the issues involved. The school's personal, social and health education programme is used to very good effect in promoting healthy living and emphasising the importance of health and safety matters for all pupils. It contributes positively to their self-confidence and self awareness. The school staff are particularly conscious of the special needs of pupils with dietary or medical problems. They work closely and sympathetically with parents, carers and support agencies in the community.
42. The provision for pupils with Statements of Special Educational Need is fully met. Staff encourage these pupils to become independent in their social skills. They take all available steps to involve them in the general activities in the classrooms and to promote self-esteem and self-confidence, for example, by giving them lots of praise for their efforts and achievements.
43. The school gives high priority to encouraging good behaviour and eliminating bullying. The school policy is simple but effective. It is supplemented by the sets of rules, codes of conduct and targets, which have been agreed in each class to reflect the age and stage of development of the pupils. A very effective strategy used for the older pupils is for them to evaluate their own strengths and identify their individual behaviour targets. Teachers in all classes have high expectations of pupils' behaviour. They demonstrate the effectiveness



of the policy through the good learning environment, which they maintain in lessons and in their skilful handling of any distracted or distracting behaviour by individual pupils. Similarly high standards are expected during the lunchtime play period. The senior supervisor and her staff make a valuable contribution to the civilised and orderly environment which characterises the school. During lessons or at play, pupils know how they are required to behave and are well aware that bullying or any form of harassment is not tolerated. Any incidents of misbehaviour that do occur are dealt with promptly and properly.

44. The school has made very good improvements in its assessment systems since the previous inspection when they were judged to be unsatisfactory. In the Foundation Stage the school has very good systems for assessing children's achievement. Staff carry out an initial assessment of children's achievements when they start school in the reception class and they make regular assessments of children's work in lessons. Staff use these assessments successfully to plan the next step in children's learning.
45. Overall, the school has good procedures for assessing pupils' achievements from Years 1 to 5. These procedures are very good in English, art and design and technology and good in mathematics and physical education. In English the systems are very detailed. Teachers make very good use of this information, for instance, to group pupils by ability and to provide suitable work for them. The assessment procedures are less well developed in mathematics, but still good. Assessment procedures that are based upon national guidance have been introduced recently for the other subjects of the curriculum, except for geography, history and religious education.
46. Teachers make satisfactory use of the information that they gain to plan work for pupils. However, in mathematics in Years 3 to 5, teachers do not sufficiently use the assessment information that they have to match the work to the learning needs of lower attaining pupils. These pupils are well supported with their work by staff, but they are not working with as much independence as they could as they grow older.
47. Procedures for monitoring and supporting pupils' personal development and academic progress are good. The school has rightly emphasised the development of comprehensive methods of monitoring and tracking pupils' achievements in English and mathematics. Systems are not yet in place for science and the other subjects of the curriculum. The school has recently introduced a computerised system to enable teachers to analyse the assessment information quickly and to use it to identify pupils who require additional support.
48. The procedures for setting targets for pupils to achieve in literacy and numeracy are satisfactory. The targets are related to the school's system for tracking pupils' progress from year to year and to the levels that pupils should be achieving in the National Curriculum. The targets are shared with parents and reviewed each term. Pupils are not always involved in setting their own targets and targets could be set on a more regular basis. Teachers carefully analyse the information from the national tests that pupils take in Year 2 and the optional national tests that pupils take in Years 3 to 5. Teachers use this information to plan future work for pupils. The school's system for tracking pupils' achievements in personal development, such as attitudes to their work, is informal. It is good because teachers know their pupils very well.
49. The drive to raise standards is supported by very good procedures for monitoring pupils with special educational needs. Teachers also make good use of this information to plan work for these pupils. Teachers regularly assess the progress of these pupils towards the targets in their individual education plans. Some teachers keep additional detailed records, for example by a visiting specialist teacher for a pupil with a Statement of Special Educational Need.

50. The headteacher places much importance on regular and prompt attendance. He monitors levels carefully and hopes shortly to be able to computerise the data so that more detailed analysis can be carried out. In the meantime, he works hard to obtain the co-operation of all parents in order to maintain the good levels achieved by the school over recent years.

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

51. Parents are proud of their school and have indicated that they are well satisfied with what the school provides for their children. The headteacher has taken full account of the few adverse comments in the previous inspection report. He has built on the good practice that was already in place by improving the quality of reports on children's progress and by revising and implementing a whole school homework policy. The school association of parents, teachers and friends continues to support the school in a generous and productive way. They are a valuable, additional resource to the school.
52. At their meeting with inspectors and in their responses to the questionnaire, parents expressed very favourable views about the school's provision. Overwhelmingly, but not unanimously, they have indicated that they consider their children to be happy and to make good progress, they think they are well taught, work hard, behave well and are helped to become mature and responsible. They also have a high regard for the leadership and management of the school. A small minority of parents have reservations about the school's homework policy, although they did not give precise reason for this. In fact the school has recently revised its homework policy; it is clear and explicit and accords with guidance given by the Department for Education and Employment in 1998. The overall evidence of the inspection is that homework is effectively used to support learning.
53. A small number of parents would like the school to work more closely with them, particularly in clarifying the target setting process and in supporting pupils with behavioural problems or other special needs. The inspection evidence did not support this concern. The school is already in the course of revising the target setting procedures and generally makes very effective use of individual education plans. However, the school is aware of parental concerns and is in the process of reviewing its procedures.
54. The quality of information provided by the school for parents, both oral and written, is very good. Official documentation such as the prospectus and the governors' annual report are well presented and comply fully with legal requirements. Letters are well written, informative and interesting. Parental consultation evenings make good provision for parents to discuss their children's personal progress and development. Parents are able to review the previous year's targets with the teacher and to agree targets in both educational attainment and progress for the current or forthcoming year. In addition, the daily accessibility of teachers provides good opportunities for parents to resolve any interim concerns they may have.
55. Annual reports indicate much effort on the part of teachers to convey appropriate information. They have many good features, including the National Curriculum levels of attainment and the setting of individual targets. Overall, they give a clear idea of the areas of work studied by pupils over the previous year and of their personal development. This is good practice and will be improved by establishing that all parents understand the process.
56. The school's links with parents make a positive contribution to pupils' learning at school and in the home. Parents of children who are new to the school are made very welcome. Teachers discuss with parents their children's attainment and capabilities and they provide advice and guidance as to how the parents can best support their children's work in the

home. As children move through their early years, parents play an important part by listening to their children read and helping them with spellings and number facts. Parents have the opportunity to benefit from briefings about the curriculum and this enables them better to support their children's work in the home. Homework is used effectively, particularly to support literacy, numeracy and science. Good use is made of the homework diaries as a means of communication between school and home. This has a beneficial impact on pupils' learning.

57. Many parents, particularly in the infant classes, help in the classroom, carefully planning their involvement with the class teacher. Currently, nine parents are pursuing a course of study designed to enhance their skills in supporting classroom-based learning. Other parents are working with their children on a course of drugs education for parents and young people. Several parents also provide valued support on visits. In a less direct way, many parents and friends make a valuable contribution to the pupils' education through their fundraising. Substantial money has been given to purchase resources that enrich the curriculum and subsidise social and pastoral needs for the whole school community. A small group of parents have also assumed responsibility for organising after school facilities, to the great benefit of working parents. Education in this school is clearly viewed as a shared responsibility. The partnership between the school, the parents and the community is very fruitful and makes an effective contribution to pupils' learning at school and in the home.
58. The school's system for involving parents of pupils' with special educational needs in reviewing the targets in their children's individual education plans is satisfactory. Parents are invited to review the targets at parents' consultation evenings that take place each term and they respond well to the invitation. In Years 3 to 5, pupils' targets are reviewed each term and in Years 1 and 2, teachers also review targets in the middle of the term. Parents are fully involved in these reviews. Parents of pupils with Statements of Special Educational Need are also fully involved in the reviews of their children's progress.

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

59. The headteacher's dedication and enthusiasm provides very good and effective leadership for the school. His vision of creating a school that is successful in all areas has been achieved by establishing a team of teachers and other staff who work together. Following the last inspection the school made major changes to its teaching staff, which is now stable and deeply committed to the school. This has led to the dramatic rise in standards. Determination and careful selection of priorities for development have ensured that all the major issues outlined in the last report have been well met, with the exception of provision in information and communication technology and assessment in geography, history and religious education. Staff and governors share the vision of working together *'within a supportive and caring environment to provide an education that aims to ensure the highest standards of achievement for all pupils'*. The success in achieving this is exemplified by the fact that it has recently gained the 'Investors in People' award. Also, the local education authority has deemed it a 'light touch' school and it has won two achievement awards granted by the Department for Education and Employment, the last in May 2002. The school is also used as an effective training institution for student teachers, which also indicates its success.
60. The headteacher is very well supported by the deputy headteacher, whose strengths complement those of the headteacher. This exemplifies the very good management of the headteacher. He saw what was needed in the recent appointment of the deputy headteacher and has delegated responsibilities appropriately, thus making a very effective senior management team. As a result of effective monitoring and appraisal within the performance management cycle, delegation has also been extended to the curriculum co-ordinators. They evaluate the work of the school as detailed in the school's improvement

plan. The plan identifies relevant priorities, gives sensible time scales and reflects the school's aims, with the exception of the provision of sufficient computers to enable all pupils to reach the expected standards. The emphasis has rightly been on improving standards in literacy and numeracy and the focus now is on areas in the foundation subjects that need further development.

61. The governing body is very effective in carrying out its statutory duties. The governors are totally committed to the school; they take a keen interest in the school and its work and have a clear picture of its many strengths. They are also fully aware of areas that the school needs to develop further. They ask probing questions, which shows their determination to fully understand the background to issues. They are fully involved in the life of the school, for example observing lessons. Governors are linked to subjects, which also furthers their understanding. The dynamic chair of governors is relatively new to the post and to the role of a school governor. Nevertheless, he has a clear view of the school and the role of the governors. The headteacher conducted a 'visioning' exercise with the governors and consequently the chair has created a clear committee structure, which is far more effective than the previous whole governing body arrangement for decisions. He has also provided practical advice on other matters, such as interviewing techniques, which has proved invaluable.
62. The leadership and management of the special educational needs co-ordinator are very good. She has brought about some good improvements in this area in the last two years, such as a computerised system for special educational needs that is available for all staff to use. The co-ordinator has very good expertise in, for example, her knowledge of the revised Code of Practice. She has delegated the responsibility for devising pupils' individual targets to class teachers and she monitors this effectively. The budget for special educational needs is used appropriately.
63. The school continues to make effective use of its financial resources to support educational priorities. Governors work very closely with the headteacher and have a thorough understanding of the school's strengths and weaknesses. Over recent years they have been obliged to exercise much prudence in managing the budget due to the declining numbers on roll and the consequential reduction in funding. Although some governors are relatively new to their role, they have quickly acquired a clear view of how finances are to be allocated from their involvement in drawing up the school improvement plan. They have looked at priorities for both the medium and the long term and have satisfied themselves that the views of the teaching and support staff are given proper consideration when decisions on expenditure are being made. They have a good awareness of the principles of best value and are able to demonstrate, for example, that they consult widely on major spending decisions, compare their standards and costs with other schools and that they follow good business practice to ensure that they get value for money with their expenditure. Specific funding, such as the special educational needs allocation and the Standards Fund, is carefully monitored to ensure that it is spent on its designated purpose.
64. Day-to-day administration and financial management are good. The recently appointed administrator is an efficient and active member of the school staff and has the skills to make good use of new technology in providing monitoring data for the headteacher and the governing body. She ensures that school routines run smoothly so that teachers are able to focus their attention primarily on the classroom. The few recommendations made in the recent auditors' report have been implemented.
65. The school has a good establishment of teachers, who are well qualified and suitably experienced to teach the National Curriculum and religious education. The headteacher made the maintenance of staffing levels a high priority and his commitment to the professional development of the teachers has had a beneficial effect on the good quality of

education provided by the school. A very valuable contribution to this has also been made by the well qualified teaching assistants, who work very closely with the teachers, planning lessons, recording achievement and supporting the education of all the pupils. The lunchtime supervisors work cheerfully and conscientiously to sustain the caring and well ordered environment which characterises the school. They are a very positive asset. The accommodation is good and allows the curriculum to be taught effectively. It is well maintained and kept very clean by the caretaker and her cleaning staff. Classrooms are light and bright and the displays both there and in the corridors and shared areas are of high quality. It serves well to enhance the positive learning environment within the school building. Excellent use has been made of the extensive grounds to create a stimulating area for creative and constructive play, while maintaining an environment which is aesthetically pleasing and spiritually stimulating. The school is conscious that there is no dedicated outdoor play area for children in the reception class and has plans to remedy this shortcoming. Teaching resources are good in all areas of the curriculum except religious education where they are satisfactory and information and communication technology where they are inadequate for pupils in Years 1 and 2. This latter area is a priority for development in the school improvement plan. Most resources are in good condition, neatly stored and readily accessible.

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

The headteacher, staff and governors should now:

continue vigorous efforts to raise the already high standards in mathematics and science to match the very high standards in English by:

- reviewing the use and collation of worksheets in both mathematics and science in order that the ability of pupils to make decisions and gain knowledge is promoted and that they record more of their own work; (*paragraphs 99 and 105*)
- reviewing the planning of mathematics to ensure that lower attaining pupils gain independence in their learning; (*paragraph 96*)

improve the provision of computers in order to raise standards in information and communication technology by:

- including detailed plans to meet the need in the school's improvement plan; (*paragraphs 60 and 132*)
- making greater use of information and communication technology to support learning; (*paragraphs 89*)

ensure that assessment is developed in geography, history and religious education by:

- providing a clear time scale for a trial and evaluation; (*paragraphs 123, 126 and 146*)

reduce the use of worksheets throughout the curriculum in order to fully challenge all pupils by:

- conducting an audit of worksheets used throughout the school;
- evaluating their use in raising standards. (*paragraphs 99, 105, 123 and 126*)

In addition to the issues above, the school should:

formalise the identification of day-to-day concerns about health and safety and the remedial action to be taken (*paragraph 40*).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	26

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	3	19	10	5	0	0	0
Percentage	8	51	27	14	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents almost three percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	161
Number of full-time pupils eligible for free school meals	11

FTE means full-time equivalent.

#### Special educational needs

	YR – Y5
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	26

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	4.8
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	10	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	11	11	11
	Girls	10	10	10
	Total	21	21	21
Percentage of pupils at NC Level 2 or above	School	95 ( 95)	95 (95)	95 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	11	11	11
	Girls	10	10	10
	Total	21	21	21
Percentage of pupils at NC level 2 or above	School	95 (95)	95 (100)	95 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	158
Any other minority ethnic group	2

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y5**

Total number of qualified teachers (FTE)	7.2
Number of pupils per qualified teacher	22.4:1
Average class size	26.8

#### **Education support staff: YR – Y5**

Total number of education support staff	5
Total aggregate hours worked per week	105

*FTE means full-time equivalent.*

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

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

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

### ***Financial information***

Financial year	2001
	£
Total income	385,687
Total expenditure	387,983
Expenditure per pupil	2,309
Balance brought forward from previous year	20,440
Balance carried forward to next year	18,114



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

**Questionnaire return rate 50%**

Number of questionnaires sent out	161
Number of questionnaires returned	80

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	39	4	0	0
My child is making good progress in school.	58	36	6	0	0
Behaviour in the school is good.	51	48	1	0	0
My child gets the right amount of work to do at home.	40	46	14	0	0
The teaching is good.	56	40	4	0	0
I am kept well informed about how my child is getting on.	45	44	10	1	0
I would feel comfortable about approaching the school with questions or a problem.	62	27	11	0	0
The school expects my child to work hard and achieve his or her best.	63	34	4	0	0
The school works closely with parents.	45	45	10	0	0
The school is well led and managed.	52	43	5	0	0
The school is helping my child become mature and responsible.	56	40	3	0	1
The school provides an interesting range of activities outside lessons.	42	44	6	3	5

Rows may not add up to 100 per cent because of rounding or because not all parents felt able to answer all questions.

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

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

66. Overall, the quality of provision for children in the Foundation Stage is very good and is a strength of the school. It has greatly improved since the time of the last inspection and provides children with a very good start to their full-time education.
67. Children under five are admitted into the school in September and January. Their induction into the school is very good. Children are very well prepared for starting school, based on good liaison with the nurseries, and parents are fully informed about the Foundation Stage. Very good links are established with parents both at scheduled meetings and informally at the beginning and end of each school day. Assessment in all areas of learning takes place soon after children's entry to the reception class.
68. The curriculum provided is very good. It is broad, balanced, stimulating and interesting and includes all the areas of learning recommended for the Foundation Stage. It is based on learning through structured play. The National Literacy and Numeracy Strategies are gradually included and children are well prepared for the main school. Through the reading diary, parents are well informed about their children's progress.
69. The reception classroom is colourful and stimulating, with a wealth of children's work covering the walls. Every inch of space in the room is well used. For example, there is a 'home' area, areas for number and literacy, areas for sand and water and everywhere there are instructions that reinforce children's learning. For example, there are instructions about the number of children who can play in the sand. At present, there is no secure outside play area, but one is scheduled to be built in the summer term.
70. The overall level of attainment when children enter the reception class is below that expected in some of the important areas of learning. Children's physical and creative areas of development are good and they are in line with their mathematical development and their knowledge and understanding of the world. They are, however, below what is expected of children of their age in communication, language and literacy and in their personal, social and emotional development. These two areas of learning are important in order that children are well prepared for learning in Year 1. Children in the reception class have a very wide range of ability. Some children have very high levels of attainment when entering the school and some very low. Therefore, the overall judgement about attainment does not reflect standards achieved by some of the children. All children are in line for achieving the early learning goals in all areas of learning at the end of the reception year. The higher attainers are well challenged and are in line to exceed the early learning goals at the end of the reception year. This means that all children make very good progress, particularly those who joined in January and the lower attainers.

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

71. Overall, children have personal, social and emotional skills that are below those normally expected for their age when they enter school. They make good progress, however, to reach the expected levels by the end of the reception year. Most children play together and engage each other in animated conversation. This was seen when they were playing with water and they asked each other about colours and talked about what they had done at home. Only a small group of children were unable to play with each other. This was seen when they were playing in the sand and one child refused to allow any other to use '*his sand*'. They played alongside, rather than with each other. Children show good attitudes when working on practical tasks, such as when they play outside with equipment and they take care of other's work. All children welcome visitors, hold doors open for them and involve them in their play and conversations. They are also ready to help to clear up.

For example, they tackle sweeping up the sand on the floor with great vigour. Their consideration for others showed when children played with a parachute. One said *'You be mouse, you haven't been mouse before'*.

### **Communication, language and literacy**

72. Overall, children enter the school with attainment that is below that expected for their age, although there is a very wide variation. They are on course to reach the levels of attainment that are expected by the end of the reception year. The planned range of activities promotes children's language and literacy skills very well. All children listen well and they are enthralled when stories are read to them. This was seen in an assembly for reception and Year 1, when the teacher's dramatic input to the North American Indian story of 'The Creation' held all their attention. They acted out the fluttering of the birds and the noise of the hurricane. Their interpretation showed that they had listened carefully. They love words and this showed when they made up 'magic' words such as *'alacazan'*. They enjoy singing songs and rhymes as a group activity. When children sit and drink their milk, they chatter to each other about what they have done and are going to do.
73. All children recognise and write their own names. This skill is introduced immediately on their entry to the school by the system of finding their name and putting it onto their bottle of milk. They learn the necessary skills for reading and are encouraged to read at home every night. All children enjoy books and delight at reading to an adult. Letter sounds are very well taught. For example, the 'sh' sound was introduced in the morning and then reinforced constantly throughout the day. Children looked at shoes, drew the shape 's' with their fingers on the floor in front of them, on each other's backs and established that the wind says 'sh'.
74. Children's writing is, overall, in line with that expected for children of their age and some children's writing is very good. For example, one child set himself the target of *'I want to be better at dodging at PE'*. This was well written, with well formed letters. The progress that children make is very good. For example, one child, who on joining the school in January could only make marks, wrote in small sentences a term later, with a clear division between upper and lower case and with all letters well formed. All children, including those who find learning difficult, write their names clearly with accurately formed letters.

### **Mathematical development**

75. Children's mathematical ability is in line with what is expected for their age on entry to the reception class. They all make good progress to reach the expected level by the time that they enter the main school. A wide variety of resources and experiences are used to improve their attainment and no opportunity is lost to reinforce their knowledge of number. For example, when building with bricks, the children were asked how many were there and this has become so much a part of their daily experience that they ask each other the question when playing. This was seen when they were buying frogs in the wizard's shop. They have a good knowledge of their attainment and this was seen when they were asked if all were good at counting up to and down from ten. A few acknowledged that they needed more practice. In contrast, some children count accurately and with great confidence to 100 and enjoy doing so. All children are aware of the different coins and recognise those from 1p to 20p. Some know that 5p equals five 1p coins, which is good. Children's mathematical vocabulary is good. For example, they use words about shape with accuracy, not only when asked about the shapes on a cloth, but when they looked at the shapes that they had made when they blew paint in their pictures. Most children know simple shape names and only a few are stuck on terms such as triangle.

### **Knowledge and understanding of the world**

76. Children's attainment on entry to the reception class is in line with expectations for children of their age. Many good opportunities are provided for the development of children's knowledge and understanding of the world. For example, at morning registration children talked about fire drill and the necessity to walk rather than run, otherwise they might fall over. The grounds are extensively used as a resource and each term they walk through the woods and learn about the living things that are found there.
77. Children talk about the toy animals in the class and recognise that crocodiles are only found in hot countries and in zoos. They explained that their milk is brought by the milkman, but that it is obtained from cows, who eat grass. They are very eager to explain what they know and were thoughtful when looking at shoes to guess when they could be worn. Most guesses were accurate, which shows an awareness of shoes for different purposes. Only one child was unable to guess the use of the shoe that she held, which indicated the very wide range of ability in the class. Children are provided with useful experiences of using computers and make good progress. For example, one child used the mouse to click on an empty square and then chose a colour to put into it.

### **Creative development**

78. Children's attainment on entry to the reception class in this area of learning is above that expected for their age and they make good progress in the various activities that they enjoy in the reception class. They show obvious enjoyment in developing skills in what they see, hear, touch and feel. They explore a wide range of materials, including paint, crayons, glue and many materials when they draw, colour and stick. They love to experiment and this was seen when they blew on paint to create patterns. They know that blue and yellow makes green and experimented with red and blue. They were amazed when they made the maroon of their school T-shirts. They thought seriously when making a mobile that would make the 'sh' sound of the wind.
79. Much of their painting is well above the standard expected for children of this age and reflects the very good teaching that introduced the subject. This was seen in their representations of rain and the surface of water shown as a photograph. There was a high degree of individuality in their paintings, which included some particularly evocative paintings using only two colours which swirled together. Other children made collages to a very high standard, for example where a line of raindrops was shown with bright buttons. There are many opportunities for children to experience role play and this was seen when some dressed, acted and danced as fairies.

### **Physical development**

80. Children's physical development is good on entry to the reception class and they are on course to reach the expected level of development by the end of the year. They do not yet have access to the full range of play equipment, but they perform well when balancing, for example, on flower pot stilts. They look forward to a session in the hall with eager anticipation and they show independence and maturity in changing and lining up quickly. They move with an awareness of others and move forwards, backwards and sideways following instructions. Children also use small equipment, such as scissors, with reasonable control and their hand control for writing is good.

### **Teaching**

81. The quality of teaching is very good, with one in five lessons being excellent. Teaching has improved in planning and providing sufficient opportunities for all children since the time of the last report. Assessment is thorough and continues throughout the time that children are in the reception class. Excellent target books are sent home to enable adults to practise letter sounds with their children. Excellent assessment books are kept of each year, which show coverage of the areas of learning. Planning is excellent because throughout the day opportunities are planned to reinforce the main area of learning for that

day. On one day, in order to reinforce the sound 'sh', a poem was read about the wind, paint was blown to see what the wind does and mobiles were made to create the 'sh' sound. Also, children looked at shoes and finally a wheeled vehicle was made to which was added a parachute that took off in the wind. All through the day, the 'sh' of the wind was talked about. This constant reinforcement has led to the progress that children make.

82. Relationships are very good and this shows in the eagerness with which they run to the teacher to show her what they have done or discovered. Children are encouraged to be responsible. This was seen when they were gently reminded about what they should do in the mornings when some immediately rushed off to put their names on their milk. The activities are very well planned so that children do not sit for long. Sessions are kept short and interspersed with other, more vigorous activities, which keeps the children motivated and interested and they therefore learn. The teaching is focused on the early learning goals and provides a good foundation for the National Curriculum in Year 1.

## ENGLISH

83. Standards, overall, are high in comparison with other schools and parents can be confident that the school is not complacent and is working effectively to raise them even further. Standards are high at the end of Years 2 and 5. In the national tests in 2001, pupils' attainment at the end of Year 2 was very high compared with all schools and well above the average of schools with pupils from similar backgrounds. Girls tend to do a little better than boys and boys do much better than boys nationally. The percentage of pupils attaining Level 3 in reading was well above the national average and the percentage of pupils who attained Level 3 in writing was very high in comparison with the national average. Improvement since the last inspection has been very good
84. Pupils' attainment on entry to the school is broadly average. They make good progress and by the age of seven the evidence shows that they are gaining increasing fluency and confidence in their use of written and spoken language. By the age of seven most pupils achieve very well in the Standardised Attainment Tests in comparison to their prior attainment. At the end of Year 5, pupils' attainment is very high in comparison with the national average and most achieve very well to attain high standards. This is due to effective teaching, especially in Year 5, which is well supported by well developed planning. This ensures thorough coverage of all aspects of the subject. Pupils are aware of their progress and, as a result, they are interested in English and have very good attitudes towards the subject.
85. The National Literacy Strategy has been introduced very effectively. Pupils with special educational needs are well provided for and make good progress, which includes those who arrived late in the school. Throughout the school, standards in speaking and listening and reading and writing are very high. No pupils have been identified as being gifted and talented in the subject, but higher attaining pupils are given more difficult work and this is sufficiently challenging.
86. Considerable emphasis is placed on speaking and listening. Teachers effectively encourage discussions and most pupils elaborate on statements that they make. They are aware of appropriate terminology, with answers not simply restricted to single words or phrases. Pupils are given many opportunities to develop language skills and are encouraged to answer questions. In a Year 4 lesson, all pupils were fully involved in offering suggestions for rhymes and used the 'Grumpy Teacher' as a model for their own rhymes. They listen attentively and follow instructions in both the infants and juniors. Teachers ask questions that encourage pupils to answer thoughtfully, using information found in non-fiction texts. In a Year 3 lesson, all pupils showed their proficiency in using dictionaries and local directories. The school makes effective use of the service provided

by the local authority's speech and language team when specific difficulties have been identified.

87. Standards in reading are high in comparison with national expectations. There is a good emphasis on teaching letter sounds, which has a positive impact on providing pupils with appropriate strategies to build up words. By the end of Year 1, most pupils are beyond the early stages of learning letter sounds. By the time pupils reach the end of the infants, many of the more able read fluently, discuss their favourite characters and make simple predictions. In Year 5, most read at the expected level for their age, with the higher attaining pupils reading more advanced texts. Pupils of all levels of attainment are keen to talk about their progress in reading. The most fluent readers use expression well, have a wide vocabulary and have strategies to build unknown words. Library skills are good. The school has a reasonably stocked non-fiction library and the range of non-fiction books available in the classrooms is good. The school uses a commercial reading scheme wisely. Teachers are very diligent about ensuring that pupils do not simply rush through the scheme before they are sure that they are ready to move on. Visits are made to the local library and the use of the Internet for research is developing good skills. Most pupils enjoy reading and can access a good selection of appropriate texts. Many are supported at home in their reading. Some are reading books at a level of difficulty that one would not normally expect them to be enjoying at this age.
88. Standards in writing are very high in comparison with national expectations. Teachers encourage writing and in every classroom there are word walls and interesting displays which support pupils' learning well. By the end of Year 2, virtually all pupils are using full stops correctly and their use of capital letters is becoming consistent and accurate. Most spell monosyllabic words correctly and the fluency of their writing is good, with most being legible. All pupils develop good note-taking skills. In Year 5 most pupils write well, including writing in other subjects such as history and geography. Their handwriting is neat and most words are spelt correctly. The range of writing for different purposes seen in pupils' books is good. Where appropriate information and communication technology is used, it is helping to produce good work, for example when writing a front page for a newspaper.
89. The quality of teaching is very good. It is often excellent, especially in Year 5, where expectations are very high. The main reason for effective teaching is the quality of the relationships, which enables pupils to be relaxed and to respond well. Teachers plan effectively to meet the individual needs of pupils. Pupils are fully engaged in lessons and waste no time. Teachers intervene quickly to help solve problems and to deal with difficulties. Insufficient access to information and communications technology limits its development in English. Teachers take opportunities to use English to develop pupils' awareness of other cultures, for example, in the Year 5 poetry work based on the winds in Guyana. Pupils' learning is helped by their very good and sometimes excellent behaviour and responses to English.
90. Leadership and management are good. The co-ordinator has very clear views about how the subject should be taught and is effective in managing provision. The teachers are rightly confident in their skills, which are based on a very good knowledge of their pupils. The use of assessment data is good. The monitoring of pupils' standards enables work to be set at an appropriate level and pupils are given good guidance on their progress. The assessment of pupils' progress is documented and recorded in detail. The older pupils are well aware of their own progress, are self-assured and take great pride in their achievements.

## MATHEMATICS

91. Standards are in line with national expectations by the end of Year 2 and are above those levels by the end of Year 5. In the national tests in 2001, the school's performance was above the national average in comparison with all schools nationally and with similar schools. The percentage of pupils who gained Level 3 was close to the national average. Both boys and girls exceeded the national average. Pupils reach these standards despite the high proportion of pupils with special educational needs in both of these year groups. In addition, a high proportion of pupils in Year 5 who have come to the school since Year 2 have special educational needs. Pupils' achievement is good from Years 1 to 2 and this good achievement continues in Years 3 to 5. This is because of the good teaching across the school. The school has made good improvement in the subject since the previous inspection. For example, pupils' progress has increased from satisfactory to good across the school.
92. In Year 2, pupils progress from making simple calculations to ten, to being able to manipulate tens and units and begin to understand the value of each digit in a number. They have a good awareness of patterns in mathematics such as the pattern of odd and even numbers on a hundred square. They accurately solve problems such as working out how much it costs for four people to enter a theme park when the tickets cost £3 each. Pupils' skills of mental calculation are satisfactory. Most pupils have a sound understanding of using standard and non-standard units to measure length. They extract information from simple bar charts, for example, about birthdays.
93. Pupils continue to make good progress from Year 3 to Year 5. In Year 5, for example, pupils progress from multiplying 62 by 8, to multiplying 391 x 100. They work with decimals to two places and work out the equivalent fractions and percentages. Most pupils are proficient in arithmetical calculations and work quickly and accurately in the written form. The speed with which they carry out mental calculations is satisfactory, for example, when working out half of 38 or one tenth of 140. Most pupils have a good understanding of angles and reflective and rotational symmetry.
94. The quality of teaching and learning is good. Teaching was very good in two lessons. Teachers provide good opportunities for pupils to explain the mathematical processes that they use, for example, when doing mental calculations and they encourage pupils to use mathematical vocabulary accurately. Teachers ensure that pupils have a good grounding in basic mathematical skills such as multiplication tables. This helps pupils to use their numeracy skills confidently in all aspects of mathematics.
95. Across the school a strong feature of all the lessons is the way that teachers effectively manage the different parts of the numeracy lesson that are recommended in the Numeracy Strategy. Teachers have high expectations of what pupils should achieve, so they set work at a progressively higher level in each year group. They also use methods that interest and motivate pupils to learn and relate the work well to everyday situations. For example, in a Year 4 lesson on time, the teacher used examples based on the Harry Potter stories, such as the length of Harry Potter's journey from Uncle Vernon's house to platform nine and three quarters. This motivated pupils to solve the problems, so that they made good progress in their learning. In a very good lesson the work was based upon preparations for the forthcoming Jubilee party. The higher attaining pupils had to work out how much lemonade they would need to buy for it. The pupils were highly motivated by the work and became totally engrossed in it so that their learning was very good.
96. In Years 1 and 2, teachers use the assessment information that they have of what pupils can do to match the work to the learning needs of all pupils. In a Year 2 lesson, higher attaining pupils wrote the directions down for getting out of a complex maze and average attaining pupils wrote them for a simpler maze. Lower attaining pupils wrote down the

directions for a programmable device and then tested them out. Pupils with special educational needs played a board game, which involved giving directions. This good approach is not as evident in Years 3 to 5. Teachers mainly plan the work for all pupils at the level of the higher attaining pupils. This is very challenging for the lower attaining pupils and, therefore, teachers give them the additional support that they need in order to complete the same work as their classmates. This does not always allow pupils to take greater responsibility for their own work as they grow older.

97. Across the school, staff give good additional support to pupils with special educational needs and match the work well to their learning needs. For example, in a Year 5 lesson, the support assistant helped pupils to work out simple calculations, such as one quarter of 80 pence. She effectively used resources, such as labelled objects, to aid their understanding of the work.
98. Pupils have very good attitudes to their work. They are keen to learn and this shows in the way that they listen carefully to the teacher's explanations and answer questions sensibly and correctly. Pupils' behaviour is very good. They settle quickly to their work, concentrate well and try as hard as they can. As a result, no time is wasted and they cover a good amount of work in lessons and over time.
99. The leadership and management by the subject co-ordinator are effective in, for example, monitoring systems to improving the quality of teaching. She has the ability, support and commitment to improve the subject further. Across the school, teachers use many worksheets, but the sheets are often not dated or filed systematically. They do not encourage pupils enough to develop their skills in making decisions about their work, or in presenting it neatly. Teachers use information and communication technology satisfactorily to support pupils' learning in mathematics.

## **SCIENCE**

100. Overall, provision in science is good. Pupils attain good standards by the end of Year 2 and Year 5. These standards are reached despite the high proportion of pupils with special educational needs in both of these year groups. Also, a high proportion of Year 5 pupils who have special educational needs have come to the school since Year 2. Pupils' achievement is good in Years 1 and 2 and this good achievement continues in Years 3 to 5. This is because of the good teaching across the school. The organisation of the school's timetable meant that no science lesson was observed in Year 3. The school has maintained the standards noted in the previous inspection.
101. Overall, teaching is good. It was very good in two of the lessons. Staff manage pupils' behaviour very well through the very good relationships that they have with them. Staff are friendly, yet have high expectations that pupils will behave well. This was evident in the Year 2 lesson when pupils were very excited by the pond dipping activity, but the teacher still expected them to listen carefully when she spoke.
102. Across all years, teachers effectively use the good resources to make the practical investigative work interesting, so that pupils enjoy the work and are motivated to learn. The school grounds are a valuable additional resource for this work. In a Year 2 lesson, pupils collected creatures and plants from the school pond, observed them closely and used a simple chart to find out what they were. In a Year 5 lesson, the teacher gave pupils a wide variety of materials from which to choose when devising their own fair test to show which materials were the best for muffling sound.
103. Teachers have high expectations of what pupils should achieve. In each year group they set the work at a higher and more challenging level across all elements of the science curriculum. For example, Year 2 pupils devised simple electric circuits containing switches



and Year 3 pupils experimented with the different conditions that plants need in order to grow. Year 4 pupils study forces such as air and water resistance and Year 5 pupils study solids, liquids and gases. The good subject expertise of teachers is shown in the skilful questions that they pose to challenge pupils' scientific thinking. For example, the Year 2 teacher asked pupils '*What do you think you might see in the pond?*' Pupils thought carefully and accurately predicted some of the creatures and plants that they later found, such as tadpoles. This type of questioning also develops pupils' subject vocabulary well, such as 'muscles contract and relax' (Year 4) and 'vibration' (Year 5). Teachers also effectively use questioning to check pupils' understanding of the work. Staff give good additional support to pupils with special educational needs so that they make good progress. For example, in a Year 4 lesson, the special support assistant discussed quietly with these pupils their responses to the teacher's questions and encouraged them to contribute to the discussion. This gave them confidence and they enthusiastically joined in the discussion with their classmates.

104. Pupils respond very well to their teachers and their behaviour is very good. Pupils' answers to teachers' questions show that they listen attentively. They are polite and courteous. For example, they say '*excuse me*' when passing in front of someone. Pupils' levels of co-operation and concentration are good in Years 1 and 2 and they increase to be very good as they grow older. This was evident in lessons in Years 4 and 5, when pupils worked purposefully and quietly in the practical work.
105. The subject co-ordinator is new to the role and she has the ability, support and commitment to improve the subject further. Across the school, teachers provide few opportunities for pupils to show how much they have learned in the way they record their work. Younger pupils, for example, mainly use worksheets to record their work, except in Year 1. These restrict pupils' skills in presenting their work neatly. In Years 4 and 5, pupils' work is presented with care. However, pupils of all abilities mainly record their work by copying it out and inserting technical words in the gaps in the text. This strategy may sometimes be appropriate, for example, for the lower attaining pupils, but it is over-used. Teachers could make greater use of pupils' numeracy skills, for example graph work, and information and communication technology to support pupils' learning in science.

## **ART AND DESIGN**

106. Overall, the quality of provision in art is very good and is a strength of the school. Standards in art are very high throughout the school and are based on good standards achieved in the reception class. All pupils, including those with special educational needs, achieve very well to attain those standards. In Year 5, pupils' standard of observational drawing is well above that expected. This was seen in their drawings of sculptures and the viaduct, where it is difficult to achieve the correct proportions. They used shading effectively to give tone and accurately obtained the three dimensional effect. Pupils are confident about using all media and this was seen particularly when they drew live figures. Some used charcoal, others pencil and their drawings showed movement and good proportions. Already, pupils' individuality is becoming apparent, with some producing more stylised figures. This is due to the teachers' encouragement. Pupils' drawings of houses and trees using pastels show a remarkable maturity in their composition and the minimal use of orange, black and white to effect. Pupils created patterns which derived from a study of William Morris. They enlarged their patterns, which were of a very high standard, with an awareness of the importance of space and detail. Patterns were also developed using the program 'Dazzle' on the computer. These patterns were bold and showed a good use of colour.
107. Pupils have a very good knowledge of artists. For example, Year 2 pupils explained how Georgia O'Keefe used shades of colour in her paintings of flowers to give depth. They used their knowledge of design to create bold collages. These were based on initial

- drawings. Some were of an exceptionally high standard, including those made by pupils with special educational needs. Pupils made line drawings of flowers and plants and the very high standards achieved were the result of very good teaching of observational skills, for pupils were confident and showed an understanding of the importance of line.
108. Pupils show a very high standard of evaluation. For example, when discussing the sculptures that they had made Year 1 pupils pointed out that the shape of one was better because *'it isn't all over the place'*. Also, that another sculpture needed more detail in the form of cones and shells to make it more interesting.
  109. All pupils use their visual diaries well, to record and to develop ideas. They are encouraged to annotate their sketches and resources, which they do well. For example, one pupil wrote that she liked the *'cream textured material'* that she had chosen.
  110. Pupils enjoy art. This was seen in the enthusiasm with which Year 1 pupils talked about their visit to the Yorkshire Sculpture Park and the sculptures that they had made when they were there and when they returned to school. In lessons, they are desperately keen to start on their artwork and their interest extends beyond the school. This was seen in the wealth of resources that they had brought in for their collage of 'A Journey'. They had taken tremendous care to collect resources and were very critical of their choices. For example, one pupil decided that she had brought the wrong type of bark and would have to search for something better. They take tremendous care to make their ideas to a high standard and this was seen, for example, in tiny sheep made out of cotton wool.
  111. The quality of teaching is never less than good, with two out of three lessons very good. Questioning is very good, which makes pupils think beyond the obvious. For example, they were asked *'What is sculpture'* and this was expanded to encourage pupils to think why art enhances life. Overall, it is the enthusiasm of the teachers that captures the imagination of the pupils and which encourages them to constantly improve.
  112. Skills are very well taught, which results in the very high standard of observational drawing and the pupils' confident use of different media. Originality and creativity is constantly encouraged, which also contributes to the very high standards. All teachers have very good subject knowledge and this is seen when they constantly refer to known artists, which adds to pupils' knowledge. Lessons are very well planned, so that much is covered and pupils' learning is maximised. For example, after talking about the proposed visit to the Yorkshire Sculpture Park, the pupils were taken around the school grounds to look critically at the sculptures there.
  113. The subject is led by a committed co-ordinator who leads an enthusiastic team. A published scheme is used, but judiciously, for she rightly puts an emphasis on developing all skills that lead to high standards. Constant assessment has led to areas in the curriculum being revisited because standards were not sufficiently high, for example with life drawing. A portfolio is being collated, which will be invaluable in establishing standards. Visits are given a high priority, which enables pupils to see art in all its forms and the school has art days. Art from other cultures is an important part of the curriculum and this was seen in the use of earth colours in African patterns. Pupils' work is given a high priority around the school and there are also reproductions of good quality, which widen pupils' experience of art. Art makes a positive contribution to pupils' literacy development, by emphasising the importance of written evaluative comments. Art makes a positive contribution to pupils' spiritual and cultural development through the experience of art in all its forms.

## DESIGN AND TECHNOLOGY

114. It was not possible to observe more than one design and technology lesson during the inspection. However, from the scrutiny of the pupils' past and present work, together with discussions with staff, it is judged that standards by the time the pupils leave the school are better than expected nationally. This was not the case at the time of the last inspection. Very good progress has been made since then.
115. All pupils, including those with special educational needs, achieve good standards. The pupils' experiences of food technology and the opportunities to assemble products are good. For example, the standard of the musical instruments made in Year 5 is very high. Year 1 pupils design and make a house, use tools safely and appropriately and even give careful thought about how to design a door hinge. In food technology, they develop their understanding of other cultures by making Mexican food. There are no longer weaknesses in the systematic development of skills as pupils move through the school. Good use of time to complete activities enables good progress to be made. Pupils' evaluate their work very well and they are given very good guidance about how to plan and design their projects. Parents, uncles (and grandparents!) give very good support to work done by providing information and suggestions.
116. In the one lesson seen, the Year 5 pupils experienced the full design, making and evaluating process. This is due to the high expectations of the teacher, who encouraged pupils to undertake extensive research, including some undertaken at home. In addition, it was the enthusiasm of the teacher that led to the very high degree of motivation of the pupils to design and make to the highest standards possible and to achieve their intentions. The pupils were totally engrossed in making their musical instruments and worked responsibly. They worked in and around the room, where there was a quiet buzz of activity. They helped each other and this was seen when a pupil checked whether his instrument balanced well and several offered their opinions. They were very ready to talk about their projects and were very proud of them.
117. There is now a subject policy and scheme of work that gives good guidance to teachers. Storage has greatly improved since the last inspection and effective use is made of the school grounds, for example, by making sculptures (on the theme of wind, water or sun). Resources are now good and the curriculum offers opportunity for pupils to work with a suitable range of materials. Design and technology supports literacy and numeracy well through pupils' written work and the use of careful measurements. Currently, the use of information and communication technology to support the curriculum is limited because of the lack of good software, although the digital camera is used to evidence pupils' finished work. Teachers use visits to enhance learning, such as to the Toy Museum and the local supermarket. The co-ordinator has done a good job.

## **GEOGRAPHY**

118. Overall, the provision in geography is good. Although only one lesson was seen, through an analysis of work and a discussion with pupils, standards are above national expectations in Year 5 and have improved and are in line in Year 2. All pupils, including those with special educational needs, achieve well to attain those standards. Pupils in Year 5 describe places, including their own environment, with an understanding of how human activities change the lives and activities of people to a good level. They accurately described Denby Dale as a village because it was not only small, but had few facilities such as those found in the town of Wakefield. They used the number of shops, factories and schools as an example of the differences. They also added that a city such as Leeds has a Cathedral and a University. Pupils' understanding of the growth of settlements is to a very good level, as they explained that most new housing estates are found on the edge of settlements. They also added that the shape of most settlements is round, although seaside resorts are semi-circular, which shows that pupils recognise that site leads to the growth of places. Pupils explained Denby Dale well, saying that the farmland around is

used for crops and animals and they went further to explain that many cattle were kept for meat. They were very perceptive about the effect of Foot and Mouth on farming, adding that some farmers had not restocked with sheep. Pupils' knowledge of the effects of water is to a very good level, as they explained in detail that there is more rain in the west of Britain because the mountains force the winds to rise and cool and clouds to form.

119. In Year 4, pupils use photographs well to explain differences between their own lives and those of people in an Indian village. They explained that poverty was the reason why an injection had to be carried out in the street and why the streets were unpaved. It also explained the lack of a school and the fact that houses of brick with tiled roofs were a rarity. They related this to a lack of employment other than farming to supply food for their family. These observations went beyond the obvious to a good level.
120. In Year 2, pupils explained the characteristics of Denby Dale well. They talked about the environment and the good quality of the playground, because you do not get hurt if you fall over. They were concerned about the traffic that passes through the village and thought that cars should go at no more than 20 m.p.h. They realised that signs do not always work and that bumps in the road might slow cars down. They were pleased that there was not too much litter and added that the litter bin outside the shop helped in keeping litter down. Pupils use geographical terms accurately. This was seen when they were describing the Isle of Struay. They knew that an island is land surrounded by water and they used the terms 'hill' and 'valley' accurately.
121. The one lesson seen was satisfactory. Good use was made of the map and globe, with which pupils were familiar. In addition, the very good photographs of a Scottish island provided a stimulus to the task set and added to pupils' understanding. Very good use was made of the support assistant, who worked with individuals finding the real island of Coll on the globe. The task set was challenging, which moved pupils on in their understanding, but there was not a clear time set, so that some pupils put in less effort than others. Also, although the initial introduction was good, pupils spent far too long sitting and they became restless.
122. Pupils enjoy geography. They are eager to talk about their work. For example, a Year 2 pupil said that he would like to go to the Isle of Coll to see the cattle that have horns and long hair and the wonderful beaches. The Year 4 pupils were desperately keen to talk about the photographs of the Indian village and they wanted to find out more than could be seen. For example, they were concerned that injections given included cholera and wondered if that was due to living in unhygienic conditions.
123. The visits organised in geography provide pupils with a good understanding of the topic in a practical way. Also, the stimulating displays provide a good focus to the topic studied. Geography contributes positively to pupils' social development through understanding the causes for change in their environment. The majority of classes do not have exercise books for geography, which hinders pupils' full understanding of progression in a topic. The overuse of worksheets also hinders this, for pupils are not always given the opportunity to write and, therefore, to develop their considerable literacy skills. Also, assessment has not been developed, which is essential in order to establish pupils' level of understanding. This has not improved since the time of the last report, although planning is now very good and has improved.

## HISTORY

124. Overall, the provision in history is good. Although no lessons were seen in history, through an analysis of work and discussions with pupils, standards seen are above the national expectations in Year 5, which is an improvement on the last report, and are in line in Year 2. All pupils, including those with special educational needs, achieve well to attain those standards. Pupils in Year 5 have a clear understanding of the history of Britain and the periods studied. They explain that the Victorian era was so called because Queen Victoria was on the throne for a very long time. They talk with understanding about children's lives at that time. For example, they describe the harsh conditions that they experienced when working in the mines, in the mills and as chimney sweeps. They also give reasons for this and explain that children did not have to go to school and it was poverty in the family that led to children working. They also explained that this led to organisations such as Dr. Barnardo's, whose founder started homes for children that slept on the streets, and to the work of Lord Shaftesbury. Pupils understand that they can find out about the past through observations. They use their observations of the Denby Dale viaduct to explain the inventions that resulted in major changes to transport. They also add a tremendous amount of detail about how houses show the way in which people lived. For example, they explain that Victorian houses had fireplaces in every room because that was the only form of heating and that the local chapel shows the development of Methodism in that era. This understanding of the reasons for and the results of changes is to a good level.
125. In Year 2, pupils have a clear understanding of what happened over time to an expected level. For example, they explained that World War I was a long, long time ago, before their grandparents, but World War II was when their grandparents were alive. They explained that there have been differences in transport because trains were invented first, then cars and then aeroplanes. They also gave reasons for differences. For example, they talked about their visit to the Toy Museum when they were shown wooden toys and explain wood was used because plastic had not been invented. They also described the old ranges used for cooking, because neither gas nor electricity was available.
126. The visits organised in history have made a great impact on pupils and have provided them with a good understanding of the topic in a practical way. The majority of classes do not use exercise books for history, which hinders pupils' full understanding of the progression of a topic. The overuse of worksheets also hinders this, for pupils are not always given the opportunity to expand on a topic, which develops their considerable literacy skills further. Also, assessment has not been developed, which is essential in order to establish pupils' level of understanding. Assessment has not improved since the time of the last report, although planning is now very good and has improved. History makes a positive contribution to pupils' cultural development through the study of people over time.

## INFORMATION AND COMMUNICATION TECHNOLOGY

127. Provision for information and communication technology is unsatisfactory in Years 1 and 2. Pupils' attainment is below average at the end of Year 2 and their achievement is unsatisfactory. This is mainly because the number and quality of the computers that are available for pupils to use are inadequate. Also, in Years 1 and 2, pupils need more staff support, because they cannot work with as much independence as pupils do in Years 3 to 5. These older pupils are more mature and, therefore, teachers can set them to work on the classroom computers while their classmates work in the computer suite. Therefore, they have access to more computers than pupils do in Years 1 and 2. Also, less time is allocated in Years 1 to 2 to information and communication technology than in Years 3 to 5.

128. However, pupils attain standards that are in line with national expectations by the end of Year 5. From a below average starting point in Year 3, pupils' achievement is good. This is because a high amount of time is allocated to the teaching of information and communication technology; for example, pupils have two hours a week in Years 3 and 4. Teachers organise the lessons so that some pupils work on the computers while others complete a related task, sometimes in another subject such as art. As a result, all pupils work for a sufficient amount of time on the computers. Also, the teaching in these lessons is good. The evidence comes from discussions with Years 2 and 5 pupils and observations of them working independently in the computer suite.
129. Pupils make unsatisfactory progress in their learning from Years 1 to 2. Year 2 pupils use the mouse, tools and screen menus to work computer programs with developing confidence. They print their work competently. Their confidence and ability is lower than expected in word processing skills, exiting programs, saving their work, or controlling a programmable device. Pupils' skills and confidence improve considerably from Year 3 onwards and they achieve well. Year 3 pupils use a simulation programme, 'Granny's Garden', to help them make decisions and to evaluate them. Year 5 pupils input data to produce graphs and pie charts. They gain information from CD-ROMs related to their work in other subjects. A shortcoming in Years 3 to 5 is pupils' lack of knowledge of technical words such as cursor or shift key. Also from Years 1 to 5, teachers do not use information and communication technology enough to support pupils' learning in other subjects, for example to draft, edit and word process their work in English.
130. In Years 3 to 5, teaching and learning are good. Teachers successfully manage pupils' behaviour through a friendly yet firm approach so that pupils' behaviour is very good. Teachers plan lessons carefully and teach basic skills effectively. In the Year 4 lesson, the teacher planned the work so that it was purposeful and interesting for all pupils. Some pupils used a graphics program to produce symmetrical designs in the style of William Morris (a graphic designer). A few of these designs were detailed and showed that pupils had good control of the mouse. Those pupils who were not working on the computer, sketched their designs on paper. Teachers promote pupils' literacy and numeracy skills satisfactorily, for example, through encouraging pupils to read instructions and through work on bar and pie charts.
131. Pupils are enthusiastic, quickly settle to the work in hand and concentrate well so that learning is not interrupted and the pace of the lesson is good. Pupils co-operate well together when working in pairs on the computer, sharing out activities fairly, readily helping others and persevering when they encounter difficulties. This was evident in the observation of Year 2 pupils.
132. Leadership and management of the subject are satisfactory. The co-ordinator is new to the role and has clear plans to develop the subject further, together with the ability and commitment to bring about the necessary improvements in the subject. Since the previous inspection, the school has considerably increased the software resources for the subject. The school has recently introduced a system for planning the curriculum and assessment procedures that are based on national guidance. Recent training has also raised teachers' confidence and expertise in working with computers.

## **MUSIC**

133. Overall, provision in music is very good. All pupils, including those with special educational needs, attain standards that are well above the national expectations in music by the end of Year 2 and in singing by the end of Year 5. Their achievement is good from Year 1. No lesson was seen in the composing element of music in Year 5; therefore, no judgement can be made on music as a whole in this year group. The lessons seen in

Years 3 and 4 show that the composing element of the curriculum is well taught. The school has maintained the high standards in music that were noted in the previous report.

134. Pupils make good progress in their learning. This is because teachers have high expectations of what pupils should achieve and this is shown in the challenging work that is given to them. This was very evident in lessons in Years 2 and 5. The Year 2 teacher expected pupils to work independently to produce complex patterns with voice and instruments on the theme of 'Pitter Patter Raindrops'. As a result, pupils worked very well together building up layers of patterns and played softly and loudly to create the desired effect. They carefully followed the instructions of the conductor (a pupil) and played the percussion instruments with a good awareness of rhythm and pulse.
135. In the Year 5 singing lesson, the very good expertise of the teacher and the volunteer pianist was shown in the way they very clearly explained the technical words, such as 'drone' (the same note repeated) and 'ostinato' (a repeated phrase). As a result, pupils used these elements well when performing songs, such as 'Have you seen the ghost of Tom'. They sang with very clear diction, expression and control of the dynamics of their voices, pitch and rhythm. The standard of the performances in Years 2 and 5 is very good.
136. The quality of teaching and learning in the lessons seen were good. In two lessons teaching was very good. Pupils' behaviour and attitudes are very good because teachers manage them very well. They do this through the very good relationships that they have with them and by using lots of praise and encouragement. Across the school, teachers plan lessons very carefully. This is shown in the way that they link the work in music to other subjects such as design and technology. Year 5 pupils have made a variety of instruments and they plan to use them in a performance. The teaching of basic skills is good, such as activities for warming up the voice before singing and the correct techniques for playing instruments such as the recorder.
137. Teachers ensure that all groups of pupils are fully included in activities. For example, classroom support staff give effective additional help to pupils with special educational needs. As a result, these pupils make the same progress as their classmates. This was very evident in the Years 2 and 5 lessons, where standards were high for all pupils.
138. Pupils are enthusiastic, motivated to learn and genuinely enjoy their music making activities. Pupils show respect for the performance of others and make positive comments when they evaluate the work of their classmates and suggest how it could be improved. This was evident in a Year 4 lesson, in which pupils evaluated the effectiveness of the instruments that some pupils chose to accompany the song 'Oliver, Oliver, Oliver Twist'. Most pupils' behaviour is very good. They work very well in a group, sharing their ideas willingly with each other, for example when creating their own music with percussion instruments.
139. The main strengths in the subject are the very effective leadership and management by the co-ordinator, the good and often very good teaching and the rich curriculum. This includes extra-curricular activities such as the choir, recorders, tin whistle and wind bands. These considerably enhance the learning of the large number of pupils who take part in them. From Years 3 to 5, the school extends pupils' learning by providing additional tuition in brass, wind, strings and guitar. The performances of visiting musicians such as brass and wind groups contribute positively to pupils' learning.
140. Teachers effectively promote pupils' literacy and numeracy skills, for example through the teaching of technical words and through work on rhythm and reading music. This year the school has introduced a scheme of work and procedures for assessing pupils' achievements in lessons based on national guidance. The effect of these assessment

procedures is as yet satisfactory because they are recent initiatives. Some teachers keep additional assessment records, but this procedure is not in place across the school.

141. The subject makes a very good contribution to pupils' personal, spiritual, social, moral and cultural development. This is because teachers give pupils many opportunities to take responsibility for their own learning, for example to work together in groups. This very positively promotes pupils' social skills of co-operation and collaboration as well as their skills in music. Pupils study the music of other cultures, for example, during days that the school dedicates to the arts. Information and communication technology is used satisfactorily to support pupils' learning in music, for example to record pupils' performances.

## **PHYSICAL EDUCATION**

142. The last time that the school was inspected, standards were judged to be broadly in line with expectations, with some good work seen. Only two lessons were seen during this inspection, one in each of the key stages. Through looking at teachers' plans and talking to teachers, it is clear that these standards have been maintained by the ends of Year 2 and Year 5.
143. In both lessons seen, the teaching was at least good and, therefore, all pupils achieved well, including those with special educational needs. Teachers share learning objectives with pupils. They prepare their lessons well and use appropriate resources. Teachers are enthusiastic and all aspects of the curriculum are included, although during the inspection the focus was on games. The older pupils are taught to swim and most do so very well.
144. Teachers' assessments show that in the infants pupils learn how to control a ball successfully and they begin to be aware of the importance of playing in a team. In gymnastics they learn to put together a series of movements smoothly and how to land correctly when jumping off apparatus. In the juniors, pupils continue to develop their skills in invasion games such as football. Both boys and girls learn how to keep close control of a ball and become increasingly aware of the importance of playing as a team. In gymnastics, they successfully improve their skills in balancing and travelling on apparatus and in putting sequences of movements together smoothly.
145. Pupils are enthusiastic and this is because of the good teaching. The co-ordinator provides good leadership. Work in lessons is well supported through a range of activities that take place outside school time, including football and rounders. The school has a good range of teams that play against other schools and is very successful in local tournaments. The resources have improved since the last inspection and the school has appropriate plans to further develop the range of activities offered.

## **RELIGIOUS EDUCATION**

146. Overall, provision in religious education is good. Pupils make good progress and by the time they leave the school their attainment is above the expectations of the locally agreed syllabus. Similar judgements were not made during the last inspection, when pupils achieved in line with the expectations of the agreed syllabus and good progress has been made since then. The school's scheme of work now enables the required areas of study to be taught throughout the key stages. There is a good balance in the time allocated for each topic to allow for some of the major religions of the world to be studied in some detail. However, assessment is not yet developed.
147. Throughout the school, pupils have a good appreciation of the importance of faith and ritual across a number of different religions and are beginning to make comparisons between them and their own lives. As well as Christianity, pupils study Islam and Judaism.



Pupils are encouraged to discuss moral and social issues as part of the religious education curriculum.

148. The quality of teaching is good. The teachers have a good knowledge and understanding of the scheme of work for religious education. They make good use of the moral and social issues surrounding them. There is a good range of resources including books, posters and artefacts that are used to promote the pupils' knowledge of different faiths. Displays add to pupils' learning, with a particularly effective one on Islam. Information and communication technology is, however, not used to support teaching and learning in the subject. There are many opportunities to link with local places of worship and the teachers use the expertise of religious leaders in the wider community. During the inspection the local vicar taught Year 5 about Baptism. Because he skilfully re-enacted the actual procedures using the proper garments, every pupil was able to appreciate the finer details. They responded exceptionally well, showed great respect, listened and asked questions with genuine interest. Opportunities for spiritual development and reflection are available in whole school and area assemblies.