

# INSPECTION REPORT

**KIRKBURTON CHURCH OF ENGLAND  
AIDED FIRST SCHOOL**

Kirkburton, Huddersfield

LEA area: Kirklees

Unique reference number: 107745

Headteacher: Mrs M Barstow

Reporting inspector: Mr N Sherman  
16493

Dates of inspection: 22<sup>nd</sup> – 24<sup>th</sup> January 2001

Inspection number: 206728

Full 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:	Aided
Age range of pupils:	4 - 10
Gender of pupils:	Mixed
School address:	School Hill Kirkburton Huddersfield
Postcode:	HD8 OSG
Telephone number:	01484 222734
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr N Berry
Date of previous inspection:	14 <sup>th</sup> September 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16493	Neville Sherman	Registered inspector	Mathematics Information and communication technology Art and design Equal Opportunities English as an additional language	The school's results and achievements. How well are pupils taught? How well is the school led and managed? What could the school do to improve further?
31729	Bernard Harrington	Lay inspector		Pupils' attitudes and values. How well does the school care for its pupils? How well does the school work in partnership with parents?
31453	Jaspaul Hill	Team inspector	Science Design and technology Music	How good are the curricular and other opportunities offered to pupils?
3227	Don Hughes	Team inspector	English History Geography Physical education Foundation Stage Special Educational Needs	

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

### **INFORMATION ABOUT THE SCHOOL**

Kirkburton Church of England First School is a voluntary aided first school that is smaller than average and situated in the village of Kirkburton five miles from Huddersfield. Most of the pupils come from the village, although an increasing number come from villages outside the school's immediate catchment area. The school caters for pupils between the ages of 4 and 10. There are 130 pupils on roll with similar numbers of boys and girls. Pupils from non-European backgrounds account for a small percentage of the school roll. Five pupils have English as an additional language. This figure is below the average. The proportion of pupils entitled to free school meals is average. The number of pupils who have special educational needs is average although the number who have a statement of special educational needs is above average. Pupils enter the school with average levels of attainment and commence their education in either the autumn or the spring term before their fifth birthday.

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

This is an effective school that has worked hard to overcome the weaknesses identified in its previous inspection. There are now strong features to many aspects of its work. By the time they leave the school, pupils are on course to attain standards that are above expectations in English, mathematics and science and art and design. Teaching is good overall with some very good teaching evident, particularly in upper Key Stage 2. The quality of teaching has a positive impact on the rate of pupils' learning and pupils make satisfactory and often good progress as they move through the school. The pupils have very good attitudes to the school and in their learning. There are close and genuine relationships at many levels that effectively ensure a strong community feel about the school. The curriculum is good and complemented further by a range of activities designed to extend to the pupils' spiritual, moral, social and cultural development. The quality of leadership and management by the headteacher is excellent and a key feature of the school. She is ably supported by all staff, who are very successful in ensuring that pupils achieve what they are capable of. The school gives good value for money.

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

- Standards are above the national average in English, mathematics and science at the end of Key Stage 1 and above expectations by the time pupils leave the school.
- Standards in art and design are above national expectations at the end of both key stages.
- Teaching is good overall, and in upper Key Stage 2 is very good.
- The pupils' behaviour is very good throughout the school and pupils show a high degree of sensitivity to one another.
- Provision for the pupils' social and cultural development is very good.
- Procedures to assess the rate of the pupils' academic and personal progress are very good.
- The school is very effectively led and managed. The quality of leadership by the headteacher is excellent.

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

- Standards in information and communication technology in Key Stage 1 and the way teachers generally make use of computers to support their everyday teaching;
- Involving parents more closely in the day-to-day life of the school.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is a school that is rapidly improving and has made very good progress since it was last inspected in 1998. At that time, it was found to have serious shortcomings in major aspects of its work. Under the careful, yet clear leadership offered by the headteacher, who took up the post in January 1999, the school has effectively reassessed and improved many aspects of its work. Of note, has been the rapid improvement in the quality of teaching. Standards have risen, particularly in English, mathematics and science. Pupils often make good progress in these subjects. The leadership and management of the school are now far more secure than that noted in 1998. Given the strong and purposeful team spirit that has been created by the headteacher, the school is very well placed to build on its recent work and has the capacity to improve further still.

### STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	A	E	A	A
Writing	A*	D	A*	A*
Mathematics	A	A	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The results of the 2000 end of key stage National Curriculum tests and teacher assessments indicate that by the end of Key Stage 1, pupils reached standards in reading and writing that were well above the national average. In writing, standards were very high and place the school in the top five percent of schools in the country. When compared with similar schools, based on the number of pupils entitled to claim free school meals, standards in reading, writing and mathematics were well above average. In science, based on teacher assessments, the results were again in the top five per cent of schools nationally. The findings of the inspection are that standards in reading and writing are above the national average and, in mathematics and science, standards are also above the average. The results closely correspond to the challenging targets set by the school. The pupils enter the school with average levels of ability, and they make good progress in literacy and numeracy. Standards in art and design are above national expectations. Standards in information and communication technology are below expectations. Standards in design and technology, geography, history, music and physical education are in line with those expected for seven year olds. In the Foundation Stage, pupils make good gains in many aspects of their learning and are on course to achieve above the early learning goals in mathematics and their knowledge and understanding of the world. In all other areas of their learning, they attain the early learning goals as outlined for children of this age.

Pupils continue to make good gains in their learning in Key Stage 2. By the time they leave the school at the end of Year 5, they are on course to attain above national expectations in English, mathematics and science. Standards in information and communication technology are in line with expectations as they are in all other subjects of the curriculum.

Pupils with special educational needs make good gains in their learning aided by the good support many of them receive in class. Pupils with a high level of need are very well integrated into many lessons and they make good gains in both their academic and social development. Teachers ensure that pupils with higher attainment undertake work that extends their capabilities and they make good gains in their learning. The school has a small number of pupils with English as an additional language who also make good gains in their learning.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils talk positively about the school and enjoy many of the activities that are planned for them. They take a high degree of care over the general presentation of work that is often very good.
Behaviour, in and out of classrooms	Behaviour in and around the school is very good. Pupils know what is expected of them and respond accordingly. Pupils are very polite and treat one another and visitors to the school with respect.
Personal development and relationships	Relationships at all levels in the school are very good. Teachers treat pupils with a high degree of respect and pupils themselves are equally sensitive to one other's needs
Attendance	Good. Attendance is above the national average.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-10 years
27 Lessons seen overall	Good	Good	Good

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

During the inspection, the quality of teaching was very good in 22% of lessons, good in 63% and satisfactory in the remainder. No unsatisfactory teaching was seen. The quality of teaching has improved substantially since the last inspection. The quality of teaching in the upper Key Stage 2 is often very good. Across the school, teaching is effective in English, mathematics, science and art and design. While the teaching of information and communication technology in Key Stage 2 is satisfactory, over time it has been unsatisfactory in Key Stage 1 resulting in gaps in pupils' knowledge. In many classes, there is too little use of computers to support pupils in their learning. In all classes, teachers ensure that pupils' literacy and numeracy skills are developed. The quality of teaching of children in the Foundation Stage is often good. In all classes, pupils of all abilities, including those with special educational needs and English as an additional language, have their learning needs successfully addressed ensuring that they too make good gains in their learning. Pupils with higher ability also have their learning needs carefully identified by teachers.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum that fulfils all legal requirements. It is sufficiently enhanced by a good range of visits and visitors to the school. However, the school's provision for extra-curricular activities beyond the school day is limited.
Provision for pupils with special educational needs	Good. Upon entering the school, pupils with special educational needs have their learning requirements identified early and the school caters well for their particular needs.
Provision for pupils with English as an additional language	While the school only has a few pupils with English as an additional language, their needs are suitably addressed enabling them to make good gains in the early acquisition of English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The provision for pupils' social and cultural development is very good and a wide range of opportunities are provided for pupils to develop their understanding of what it means to be a member of a wider social group through the school's links with the village community.
How well the school cares for its pupils	Pupils are extremely well cared for by a thoughtful and sensitive staff who have a very good knowledge and understanding of the pupils' personal, social and academic needs.

While the school clearly enjoys the broad support of the parents, it recognises the need to strengthen this and has plans to further extend the role that parents play in the development of the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides excellent leadership and is a driving force in all aspects of the school's work. A hard working and conscientious staff ably supports her.
How well the governors fulfil their responsibilities	The governors give the school good support and ably fulfil their legal responsibilities.
The school's evaluation of its performance	Very good. The headteacher regularly monitors teaching, and from this draws out areas where pupils' learning could be further improved. Equally good use is made of National Curriculum tests to highlight where pupils' learning could be enhanced.
The strategic use of resources	Good overall. However, there are missed opportunities to use the school's computer equipment in classes. Staff are effectively deployed and good care is taken to ensure that the budget is wisely spent.
Staffing, accommodation and learning resources.	There are an adequate number of qualified teachers and support staff for the number of pupils on roll. Accommodation is satisfactory and recently enhanced by a bright and attractive extra classroom for children in the Foundation Stage. Resources to support teachers in many subjects of the curriculum are good.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The recent improvements that have taken place in the school.</li><li>• The part the school plays in the daily life of the village.</li><li>• The leadership of the school.</li><li>• The progress their children make as they move from class to class.</li></ul>	<ul style="list-style-type: none"><li>• A reduction in class sizes in Key Stage 2.</li><li>• The range of extra-curricular and dinner time activities for the children to participate in.</li><li>• Ways in which they can view the work of the school such as seeing their children in assemblies.</li></ul>

The inspection team fully supports the parents' positive comments about the school. While the inspection findings are that parents could be more involved in the day-to-day life of the school, the results of the inspection do not support parents' views that the number of pupils in the Key Stage 2 classes hampers the quality of pupils' learning. This is often because of the quality of teaching which is frequently good.

## **PART B: COMMENTARY**

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

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

1. The children begin their education at the school with average levels of attainment. In their first year at the school, children make at least satisfactory and sometimes good gains in many aspects of their learning. By the end of the Foundation Stage, children are on course to attain the early learning goals in communication, language and literacy, personal and social development, mathematical, creative and physical aspects of their learning. In their mathematical and knowledge and understanding of the world, the children make good gains in their learning and attain above the expectations of the early goals outlined for children nationally in this aspect of their learning.
2. In the National Curriculum tests of summer 2000 for Key Stage 1, the number of pupils reaching the expected level in reading was well above the national average. The percentage of pupils reaching the higher level, Level 3, was also well above average and amounted to half the number of pupils who were assessed. When the results are compared with similar schools, standards were above average at both the expected and higher levels. The school reached standards in reading higher than the targets that it set for itself with all pupils attaining at least the standard expected for seven year olds. Over a three-year period, the school has achieved standards in reading above the national average. In the tests for writing, the results show that the number of pupils who attained the expected level was well above average and placed the school in the top five per cent of schools nationally for the standards attained. At the higher level, standards were well above average with nearly a third of pupils attaining Level 3. When compared to similar schools, standards were well above average at both the expected and higher levels. Since 1998, standards attained in writing have been above the average with pupils leaving Key Stage 1 nearly two terms ahead of other pupils nationally in respect of their attainment in writing.
3. The findings of the inspection are that standards in reading and writing are above average. Pupils make good progress in Key Stage 1 considering they enter the key stage with average levels of attainment. The school pays close attention to developing pupils' literacy skills. Pupils have a good understanding of the need to write carefully, clearly and many pupils use basic punctuation such as a full stop and capital letters during the course of their writing. Pupils are taught to join their letters as soon as it is felt they are able to do so and by the end of the key stage many pupils' handwriting is neat, well formed and legible. Pupils make equally good gains in their reading. A structured reading scheme is effectively used to support pupils' early reading skills and pupils are equally effectively taught the skills of breaking down unfamiliar text into smaller parts in order to make sense of what they are reading. By the end of Key Stage 1, many pupils are fluent readers, greatly enjoy different types of reading materials and are able to express their opinions about their reading clearly and expressively. Pupils make good gains in their speaking and listening skills as they move through the two classes in Key Stage 1. Teachers are sensitive to the need to ensure that pupils are given regular scope to venture their opinions and this contributes effectively to pupils' developing well their confidence in speaking to a wider audience.
4. Results of the National Curriculum tests of summer 2000 for Key Stage 1 in mathematics indicated that standards were well above the national average at both the expected and higher levels. This has been a consistent picture in the standards attained by pupils in mathematics since 1998. When the results are compared with similar schools, standards were well above average. For the most recent tests, the school exceeded the targets that it set. The findings of the inspection are that the current Year 2 pupils are on course to reach above average standards. The effective implementation of the National Numeracy Strategy,

coupled with the good use made of assessment information in planning pupils' learning is proving to have a positive impact on the rate of pupils' learning and the standards they achieve. Pupils have a good knowledge and understanding of number, and higher attaining pupils are beginning to effectively develop their understanding of how number problems may be solved using a range of different strategies. Pupils' ability to explore mathematical problems of an open-ended nature is also strong and pupils make good gains in this aspect of their mathematical learning. While standards in pupils' understanding of how to present mathematical information in the form of tables and charts is satisfactory, this aspect of their learning could be improved if pupils were given more opportunities to use computers to support their mathematical learning.

5. Results of the end of key stage 2000 National Curriculum teacher assessments in science for Key Stage 1 indicated that the percentage of pupils attaining the expected Level 2 was well above average and places the school in the top five per cent of schools nationally. The number of pupils who reached the higher level was equally high with one third of all pupils reaching Level 3. When compared with similar schools, standards were well above average. The findings of the inspection are that pupils in the current Year 2 are on course to attain standards that are above the national average. Pupils have a good scientific knowledge and are given regular opportunities to develop their learning through investigations. This effectively ensures that progress in this aspect of their science is good. As they move through the year groups, pupils make good gains in their learning, and progress is good.
6. In information and communication technology, standards at Key Stage 1 are below national expectations. The school has not kept pace with standards seen nationally in this aspect of the pupils' learning. Standards in Key Stage 1 have declined since the school's last inspection when standards were in line with national expectations. Pupils have a limited knowledge of some basic skills. For example, few know how to save their work to disc or alter the size and appearance of type written text they may have entered into a word-processor. Pupils make unsatisfactory progress in their understanding of how information, communication and technology can be used to support their learning.
7. Standards in art and design are above expectations by the end of Key Stage 1. Pupils make good gains in their knowledge and understanding of different artistic techniques and how art can be generated using a range of different materials. By the end of the key stage standards in design and technology, geography, history, music and physical education are in line with expectations and pupils make at least satisfactory progress in each of these subjects.
8. By the time they leave the school at the end of Year 5, pupils are on course to attain standards that are above expectations in English, mathematics and science. Pupils continue to build on the good gains in their learning made in Key Stage 1 in these subjects. In English, for example, pupils continue to make good gains in their understanding and use of written English and standards and progress made in handwriting and how they present their written work, often in all subjects, is good. Pupils' writing is often quite imaginative and highly accurate. Pupils make good gains in their understanding of number and have a very secure awareness of how to use different strategies when solving problems involving the four rules of number. In science, pupils have a good knowledge of how to conduct investigations fairly and they make equally good gains in their understanding of different scientific ideas. In information and communication technology, pupils attain standards that are in line with expectations. However, progress in this area of learning could be improved if pupils were to be given more regular access to the school's computer equipment during the course of everyday lessons. Standards in art and design are above expectations. Standards in all other subjects of the curriculum are in line with expectations. Pupils make at least satisfactory gains in their learning in design and technology, history, geography, music and physical education.

9. Pupils with special educational needs make good gains in their learning in all subjects. The school has made good progress in establishing effective procedures for the early identification of their learning needs since its previous inspection. Staff apply these well and ensure that their learning is sufficiently planned to address their needs. Pupils often make good progress as a result. The small numbers of pupils with English as an additional language also receive good support in many lessons. There is no significant difference in attainment between the boys and girls.
10. Overall, the school has significantly raised standards since its last inspection – particularly in English, mathematics and science. It has successfully embraced the National Strategies for literacy and numeracy and together with the effective assessment procedures established these have had a strong impact on the rate of progress that many pupils in the school currently make.

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

11. Pupils have very positive attitudes to school and to their work. They are keen to come to school and display an enthusiasm for learning which enables lessons to progress with vigour.
12. Behaviour in and around the school is very good and has improved significantly since the last inspection report. Behaviour in classes is very good with pupils making positive contributions to lessons. Teachers commend good behaviour and pupils are aware that any poor behaviour is unacceptable. Pupils move about the school in an orderly manner and with consideration for pupils working in the classes that they are passing. In the playground, boys and girls play well together at traditional games and enjoy the social opportunities that playtime provides. No inappropriate behaviour was seen during the inspection, and all parents responding to the parents' questionnaire believe that behaviour in the school is good. There have been no recent exclusions.
13. Through their study of other cultures, older pupils have developed a high level of respect for the values and beliefs of others. Additionally they have learned that other pupils have ideas that are worth listening to and have acquired a sensitivity to the feelings of others. Pupils in Year 3 spend time with their contemporaries in a nearby special school. This enables pupils to understand the difficulties that exist within communities for some people and to share valuable learning experiences with these friends.
14. Pupils in all classes enjoy the opportunity to undertake monitorial roles and many seize the initiative that group activities provide. They readily enter conversation with adults and understand that listening is an important part of dialogue. Relationships between pupils and adults are very good and pupils are courteous and polite in their exchanges with one another.
15. Attendance is good. During the last academic year the attendance rate was 96.3% which is well above the national average and an improvement upon the previous year's figure. The corresponding rate of unauthorised absence is 0.3% which is lower than the national average.
16. The school has improved the attendance rate by clarifying parents' responsibilities and, in particular, by discouraging parents from taking their children on holiday during term time. Annual reports to parents show that some pupils have 100% attendance for the year. Since placing school assembly at the beginning of the school day, punctuality has improved as pupils are hesitant to display their lateness publicly.

## HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. During the inspection, the quality of teaching was very good in 22% of lessons, good in 63% and satisfactory in the remainder. The quality of teaching in the upper part of Key Stage 2 is often very good. No unsatisfactory teaching was observed. There are strengths in the teaching of English, mathematics, science and art and design across the school. The teaching of literacy and numeracy are generally good with teachers effectively ensuring that pupils' skills in these areas are promoted through other subjects of the curriculum. While the teaching of information and communication technology in Key Stage 2 is satisfactory, over time in Key Stage 1 it has been unsatisfactory. There are gaps in pupils' knowledge at Key Stage 1 and pupils have too few opportunities to use computers during the course of everyday lessons and this impacts on the progress they make in this subject. Across the school more use could be made of information and communication technology to support pupils in their learning.
18. There has been substantial improvement in the quality of teaching since the school's last inspection. At that time, teaching was found to be unsatisfactory in one in four lessons and judged to be a serious weakness of the school. The new headteacher and her colleagues have worked hard to address the shortcomings in teaching and most evident is the high degree of consistency of teaching now found in many classrooms. Teaching is regularly evaluated by the headteacher and this is providing useful information to the management of the school in highlighting further areas for improvement.
20. The quality of teaching in the foundation stage is good overall. Children are settled quickly into school and classroom organisation is effective. Good use is made of the space available in the classroom, that is a recent addition to the overall accommodation. Children have good access to a range of different learning areas that have been specifically and imaginatively organised to enable structured play to take place. For example, an 'Arctic' area complete with 'tents' and 'backpacks' enables pupils to play imaginatively and develop their speaking and listening as well as their social skills. Early reading and writing skills are taught well and when children work more formally in small groups, both the teacher and the learning support assistant work effectively with the children and guide their learning well as they develop their skills and confidence in their early acquisition of literacy and numeracy skills. Effective use is made of assessment information that commences when the children first enter the school. The teacher uses this information in her lesson planning ensuring that the children have work that is a close fit to their particular learning needs. Children have good access to the outside facilities that have recently been added for the children and this ensures that they make good gains in their physical development.
21. The quality of teaching in Key Stage 1 is good. A strong feature of the teaching is the effective classroom and pupil management. Relationships with pupils are strong and purposeful and pupils understand that they have to work hard in what they are asked to do. Explanations by teachers to the whole class are clear and this enables pupils to have a good understanding of what they are expected to complete when they are asked to work either individually or in small groups. Teachers have a secure understanding of how young children learn and in numeracy sessions, for example, ensure that the pupils have good access to a wide range of mathematical equipment to support their learning. Literacy sessions are purposeful and both teachers in Key Stage 1 make effective use of detailed assessment information gathered on the pupils to plan the next steps in their learning which enables pupils to make good progress in many lessons. Equally effective use is made of summing up sessions at the end of lessons where pupils are regrouped to enable them to explain what they have learnt, or explain to their friends what they have accomplished. This successfully develops their confidence as well as giving the teacher a good idea of what pupils have accomplished or what needs to be explained further at the start of the next session.

22. The quality of teaching in Key Stage 2 is good overall with some very good features in the upper Key Stage 2 class. This results in pupils in the Year 4/5 class often making very good progress. Where teaching is very good, the teacher has very good subject knowledge and uses this to plan stimulating and challenging work. Expectations of pupils are very high to which the children respond well. Many of them, including pupils with special educational needs, often produce very neat and well-presented written work. This is often as a result of the teachers firmly, yet sensitively expecting it. Although numbers in each of the Key Stage 2 classes are quite large, standing at 35, pupils respond well to the stimulating work and this ensures that their levels of motivation are high thus resulting in pupils being very well managed. The teacher in upper Key Stage 2 often ensures that pupils' learning is well geared to each child's level of ability. However, in the lower Key Stage 2 class, evidence suggests that is not always the case with some less able pupils being asked to complete work that is the same as that set for older higher ability pupils. As in Key Stage 1, good use is made by both class teachers of the detailed assessments made of pupils during the course of a term. Marking of pupils' work, for example, is good and provides clear guidance as to how they may improve their efforts.
23. The quality of teaching for pupils with special educational needs is good, and ensures that many pupils make good progress outlined for them in their individual learning plans. Good progress has been made on improving the quality of these since the school's previous inspection. These are clear, pertinent to the children's needs and are evaluated on a regular basis and from this, new goals for pupils are set. Learning support assistants are well briefed on the kind of support and guidance to offer the pupils and the often very warm relationships pupils have with them are favourable in terms of their growing in confidence – particularly in aspects of their personal development.
24. Across both key stages, homework is used satisfactorily to support pupils' learning. While not extensive, given out mainly on an end of week basis, it successfully extends and develops what pupils learn in their individual classes.

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

25. The school has made good progress since the last inspection in developing a broad and balanced curriculum, to which all pupils have equal access. At the time of the last inspection, the curriculum that was planned for pupils was judged to be lacking in depth and coverage. The school has worked hard to address the shortcomings identified and it now meets statutory requirements in respect of the curriculum it provides. Whilst most subjects have a sufficient amount of time to ensure that all aspects are taught, in reality the time for history and geography is shorter than for other subjects. This restricts pupils' opportunities to explore these subjects in more depth. The curriculum for children in the foundation stage includes a suitable range of activities for their ages and abilities with learning in keeping with the principles outlined nationally for children of this age.,
26. The school has worked hard to ensure that there is a clear planning cycle to ensure topics that are taught in the mixed age classes are not repeated and that is effective in bringing cohesion to the curriculum. This is linked to the schemes of work to ensure that pupils' learning is effectively built on as they move through each of the classes. These schemes of work are in place in all subjects. Clear and effective systems of monitoring the quality of teachers' planning have been put in place by the headteacher ensuring that in most cases, pupils experience a curriculum that is suitably matched to their needs and abilities. All teachers plan carefully for pupils with special educational needs. Good reference is made to their individual education plans when planning their learning and this effectively ensures that they too have access to a curriculum that is a close match to their interest and ability.

27. Satisfactory provision is made for the development of the pupils' personal, social and health education although this is not always systematically planned for across the school. Pupils have their own notice board and are gradually beginning to accept responsibility for this. Requirements in relation to sex education are secure with aspects of this being discussed with the pupils through the relevant subjects of the curriculum such as science. Discussions are held with the Middle School to ensure pupils' learning is effectively built on as they leave the school at the end of Year 5. The school is about to participate in a local initiative involving other schools, the school nurse and the police in respect of drugs education.
28. A good range of visits and visitors to the school, including a residential trip for children in Year 5, both enhance and further extend the statutory curriculum. There are opportunities for pupils to participate in inter school sports, sports coaching and cycling proficiency. Music tuition is on offer to pupils. A local artist has recently started an art club although it is limited to a small number of pupils. The school is accessible to a number of local groups. However, the school itself provides few opportunities for extra curricular activities.
29. There are good links with other local schools including the local special school with whom the school liaises effectively to extend pupils' learning. The local playgroup is visited prior to children starting at the school. The school accepts students on work placements.
30. The last inspection report judged the school's provision for pupils' spiritual, moral, social and cultural development to be satisfactory overall. Inspection evidence indicates that provision is now good for pupils' spiritual and moral development and very good in social and cultural development.
31. Provision for pupils' spiritual development is good. Stories are well chosen to illustrate themes in lessons and in assemblies. There is a specific policy on the provision for spiritual development. There are regular themes in place for the planning of assemblies and the headteacher ensures that they cover aspects of spiritual development. Visitors to the school contribute meaningfully to developing pupils' wider understanding of caring for the world around them. During periods of formal prayer, pupils sensitively demonstrate reverence and respect. They sit quietly and reflect on what they have learned whilst listening to a range of suitably selected music. Care is taken by teachers to ensure that pupils' work and displays on walls, particularly in art, science and religious education indicates that the pupils are effectively made aware of the beauty and wonder of the world around them and of the existence of faiths and religions other than Christianity.
32. There is good provision for pupils' moral development. A carefully considered discipline policy is based on mutual respect and all staff consistently reinforce co-operation and its principles. The school promotes a strong sense of shared standards and values, both through its positive ethos and the good examples and high expectations of good manners set by the headteacher and all staff. Adults encourage pupils to behave well and show consideration for others. Teachers frequently praise pupils and give rewards for their behaviour, efforts and achievements, promoting their self-esteem. Pupils develop a clear understanding of 'right and wrong' through well-chosen stories. The sensitive handling of behavioural issues as they arise in the classroom and playground contributes to pupils' understanding of the need to be appreciative of the needs of others.
33. The provision for the pupils' social development is very good and is developed effectively through the very good opportunities in classrooms for pupils to develop their awareness of social and moral issues. Classroom organisation allows pupils to work in pairs and groups on set tasks and all pupils respond very positively to these opportunities. Many pupils readily and eagerly accept responsibilities to support aspects of day-to-day movement around the school and show a caring and sincere concern for younger pupils. Personal and social



education policy and guidelines point to the development of the pupils' social awareness being of high priority. Discussions in lessons are effective in prompting pupils to reflect upon how their activities may affect others and that they have choices about how to behave. They talk with maturity about the need to be honest and fair, to tell the truth.

34. Provision for pupils' cultural development is very good. The school enhances pupils' awareness of their own culture through several areas of the curriculum. In KS1 pupils study their family trees in history and learn how people and things change over time. By studying life in Ancient Greece pupils in Key Stage 2 learn how the past can impact upon present day society. There are ample opportunities for pupils to develop a clear understanding of living in a multi-cultural society, witnessed in the celebration of the Chinese New Year by pupils in the foundation stage. There are several high quality displays around the school linked to the studies of non-European cultures and religions, which enhances the pupils' cultural development in a positive manner.

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

35. The school provides very well for the welfare, health and safety of pupils. Procedures for child protection are secure and the headteacher has been nominated to deal with these issues. She has received recent training for this role and has shared her learning with other members of staff through induction and the staff handbook.
36. Risk assessments are undertaken regularly and the findings reported to the governing body so that corrective actions may be undertaken. The health and safety policy is of good quality and is currently under review to allow for the changes brought about by the building extension. The evacuation procedures are tested termly and the findings recorded and evaluated to help identify any improvements. Fire risk assessments are carried out and fire fighting equipment is regularly checked for compliance. Three members of staff hold current first aid certificates and first aid boxes are strategically placed about the school. Pupils who have had an accident or feel unwell are well cared for by the school administrator until their parents have been contacted. All accidents are recorded and, as appropriate, letters are sent home to inform parents of incidents.
37. Teachers care for their pupils and know them well. They regularly engage them in conversation and provide them with situations in which concerns can be resolved. These informal activities are reinforced by very good formal procedures including a policy for promoting self-esteem in children. The headteacher scrutinises pupils' work on a weekly basis to monitor the progress of the school, and by discussing with children what they have learned, she ensures that the teaching and learning policy is being fulfilled. Individual education plans for pupils with special educational needs are reviewed with parents which enables common strategies to be pursued at home as well as in school. Through the support of their personal development, some pupils have made sufficient progress to have been removed from the register of pupils with special educational needs.
38. Pupils understand the need for rules and value the reward system through which a 'Pupil of the Week' is identified in each class. Behaviour is very well monitored through behaviour charts, the quality tree and individual challenge charts. Opportunities for bullying are minimised by positive management of pupils by teachers and lunchtime supervisors. Planned assembly themes let pupils know that bullying is unacceptable within the school community, and records of poor behaviour demonstrate a significant reduction in bullying. Assembly themes, such as one on feelings and emotions, are sometimes followed up by related class discussions and written tasks. Similarly, attendance is promoted and improved by diligent monitoring of authorised absences and by the recognition of good attendance.

39. The school provides very good academic support and guidance for all its pupils. Staff review pupils' progress each half term and use the findings to set targets with pupils for the subsequent half term which are monitored by the class teachers. In all classes, teachers share learning objectives with pupils, and, by expecting highly of pupils, encourage them to even higher achievement. The headteacher undertakes classroom observations each half term whereby the academic and personal development of all pupils is effectively monitored. She also teaches handwriting in most classes each week which helps to increase the pride that pupils have in their work. The school has initiated very good procedures for monitoring pupil progress. Pupils are assessed as they enter the foundation stage to provide a baseline against which future progress can be measured. In 2000/2001, good use was made of statutory Key Stage 1 test results alongside non-statutory tests to provide implications for teaching and learning. There is a clear staff commitment to making full and effective use of assessment information. Individual portfolios have been initiated and termly assessments in the core subjects and information technology are undertaken. Targets are being set for the school and individual pupils.
40. The school has made very good progress since the last inspection in raising the profile of the importance that assessment of pupils' progress plays in planning their future learning. There is good monitoring by the headteacher although this role has not yet extended to the co-ordinator. The co-ordinator has a clear vision for future development including work on teacher moderation. As these systems become embedded in practice, they will form a good base of knowledge about the pupils and enable trends to be analysed.

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

41. Parents have positive views of the school with many recognising the rapid improvements that have been achieved in recent years. All parents responding to the questionnaire survey acknowledge that the school is well led and managed. They also recognise that their children like school, and that the school expects their children to work hard. Some parents would like to be involved more in the life of the school by being invited to assemblies, and generally being made to feel more comfortable about approaching the school with questions or problems. The school is aware of these desires and plans to meet parents' needs in the near future.
42. The school has effective links with parents which support and extend the work of the school. Parents are provided with good quality information about the school and its work through the school's prospectus, the governors' annual report to parents and regular newsletters. The newsletters are further used to share information about the curriculum with parents. Consultation evenings take place in the autumn and spring terms so that parents may be kept up to date with the progress of their children and be informed of target setting in literacy and numeracy. At the end of the summer term an informal evening is held during which all the year's work is presented to parents and their children's learning is discussed. Children are encouraged to attend with their parents to help in presenting their work. Parents receive formal annual progress reports which are of a very good quality although the structure of reports for children in the foundation stage do not reflect the areas of learning. The progress reports have improved substantially since the previous inspection when they were considered unsatisfactory. There are very good handing over routines observed when pupils arrive at school in the morning. Parents of younger children are encouraged to go with them into the classroom and teachers make themselves available to resolve any concerns or questions that parents may have.
43. A few parents and friends help in classes and listen to children practising their reading. This provides additional opportunities for learning and helps to develop pupils' confidence in

speaking to adults. Home school agreements have been established with the parents of younger children and, with time, all parents will be asked to share formally in their children's education. There are already strong links with parents which are expressed in the support that they provide for children's work at home.

44. The 'Friends of the School' association has recently been revived and officers have been appointed. They have been involved in the opening of the new extension to the school and through social events have raised significant funds to be used to purchase additional resources.

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

45. Overall, the quality of leadership and management of the school is very good. The leadership of the headteacher is excellent. Appointed in January 1999, following a period where the school had had a number of acting headteachers, she provides the school with excellent leadership and a clear educational direction. Much of the school's recent success is due to the part played by the head and the strong sense of team work. This is the major reason why the leadership of the school is now stronger than that at the time of the last inspection. The head has a very secure knowledge and understanding of the strengths of the school and, at the same time, where improvements have yet to be made to improve the quality of pupils' learning.
46. Since the school's previous inspection, the teaching complement of the school has totally changed. Despite the large turnover of staff, a strong and purposeful team spirit has developed and a key feature of their work has been to raise expectations of pupils. The headteacher closely monitors the school's progress and the standards of pupils' work. She regularly monitors teaching, gives feedback on the quality of pupils' work and highlights aspects of where it could be improved. Further careful evaluations are undertaken of the results of end of key stage tests and other assessment data to draw out where pupils are succeeding and where they could further improve. This information is then used to determine where teaching could be strengthened. All staff give the headteacher good support. At present, however, the headteacher has responsibility for the management of a large number of subjects. While she does this ably, there is a need to spread the roles and responsibilities more evenly across the staff. The school is aware of this and plans are in place to enable the newly qualified teachers to assume responsibility in some areas once they have completed their first year in the school.
47. The school has made very good progress since its last inspection when it was judged to have serious weaknesses in key aspects of its work that included the quality of teaching and the unsatisfactory progress and low standards many pupils were making in the school. It has worked hard and has been very successful in addressing the key issues from the last report. Teaching has greatly improved. Standards have been raised and pupils now leave the school on course to attain high standards in English, mathematics, science and art and design. Far greater and more rigorous attention to assessing the rate of pupils' academic progress and using this information to plan the next steps in pupils' learning is now evident. Given the clear and focused leadership by the headteacher, the school is well placed to build on recent initiatives and make further improvements to the quality of pupils' learning.
48. The quality of strategic planning is good. The school development plan highlights the need to strive for higher standards and the plan's action points provide a clear basis for securing further improvements. The action points have suitable timelines as well as being effectively costed. The plan is regularly evaluated and from this further development points are highlighted for improvement. Care is taken to ensure that the school budget is appropriately spent and all spending decisions are taken with a view to the school's current and future

priorities. The management of the budget on a day-to-day basis is devolved by the governors to the headteacher, who together with the school secretary, has a good oversight of the school's financial situation. Good care is taken to ensure that the extra funds allocated to the school in terms of additional grants are spent judiciously and in line with the current needs of the school. In recent times the school has built up a higher than recommended contingency figure. This was due to the uncertainty of what additional resources the new Reception class that has been built may require. Following the opening of this new classroom in October 2000, the school has now allocated most of the additional funds in order to ensure that the children have access to largely new and refurbished equipment. While the governors are given full and regular information about the state of the budget, the ways in which they measure the impact of their spending decisions on the standards that pupils attain are at an early stage of development.

49. The governors now play a fuller and more active role in supporting and evaluating the work of the school. Their role at the time of the previous inspection was judged to be under-developed. Since then, they have worked closely with the headteacher in ensuring that they are given full and regular information about developments in the school. In addition, many governors visit regularly and the Governing Body's committee structure enables it to discuss and evaluate the school's progress and, at the same time, fulfil its legal responsibilities. Requirements in relation to pupils with special educational needs and the few pupils who have English as an additional language are fully met. All other statutory requirements are met.
50. There has been an improvement in, staffing, accommodation and learning resources since the last inspection. The school now has an appropriate number of suitably qualified teachers and all are appropriately trained for the primary phase. There are sufficient support staff who provide good support for pupils' learning and positively affect standards of pupils' attainment. Lunchtime supervisors have very good relationships with the pupils and this also makes an important contribution to the smooth running of the school.
51. The school's accommodation is satisfactory overall, and has been greatly enhanced by the new Reception class teaching area and the creation of an information and communication technology suite which is also used as a reference library and for other activities, such as literacy and music. However, the siting of the computers in this area is somewhat cramped and does not allow for ease of use by all pupils when they are taught as part of a class. Teachers throughout the school use all teaching spaces effectively. The accommodation is kept very clean and tidy by the conscientious cleaning staff. Very attractive wall displays are changed regularly to fit in with the pupils' themes and topics they are exploring and as a welcoming atmosphere greatly enhance the learning environment.
52. All subjects are well resourced except for history, geography and physical education, where provision is judged to be satisfactory. Resources are stored appropriately and are accessible to staff and pupils. All staff make good use of the resources available to effectively improve standards across the curriculum.

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

53. In order to raise standards further, the headteacher, governors and staff should:

**(1) Raise pupils' attainment in Key Stage 1 in information and communication technology by ensuring that:**

- Lesson plans show clearly what information, communication and technology skills pupils are to develop during the course of a lesson;
- Opportunities are provided for pupils to use information, communication and technology in other subjects;
- The use of the computer equipment in the library is more effectively organised to allow ease of use.

*(paragraphs – 6, 17, 85, 96, 99, 115, 125 – 130)*

**(2) Extend the links with parents so that they are more effectively involved in their day-to-day involvement at the school.**

*(paragraphs – 41 and 42)*

**The following less important issues should be addressed as part of the governors' action plan:**

- Ensure that the children's end of year reports in the foundation stage are written so as to be in keeping with the areas of learning for children of this age.
- Extend the range of extra curricular activities.
- Raise the time allocations for history and geography to allow pupils to explore the various themes and topics in greater depth.

*(paragraphs – 25, 28, 42, 119, 124)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	18

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	22	63	15			

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	-	123
Number of full-time pupils known to be eligible for free school meals	-	20

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y5
Number of pupils with statements of special educational needs	-	2
Number of pupils on the school's special educational needs register	-	24

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	3.7
National comparative data	4.3

#### Unauthorised absence

	%
School data	0.3
National comparative data	0.3

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
		2000	10	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	14	14	14
	Total	24	24	24
Percentage of pupils at NC level 2 or above	School	100 (68)	100 (55)	100 (82)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	14	14	14
	Total	24	24	24
Percentage of pupils at NC level 2 or above	School	100 (73)	100 (68)	100 (68)
	National	84 (82)	88 (86)	88 (87)

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

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

	No of pupils
Black – Caribbean heritage	-
Black – African heritage	2
Black – other	-
Indian	-
Pakistani	4
Bangladeshi	-
Chinese	-
White	107
Any other minority ethnic group	-

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

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

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

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

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

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

Total number of qualified teachers (FTE)	6.0
Number of pupils per qualified teacher	24.6
Average class size	24.6

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

Total number of education support staff	4
Total aggregate hours worked per week	92

### ***Financial information***

Financial year	1999 - 2000
£	
Total income	248 131
Total expenditure	236 775
Expenditure per pupil	1 974
Balance brought forward from previous year	4 942
Balance carried forward to next year	16 298



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

### **Questionnaire return rate**

Number of questionnaires sent out	123
Number of questionnaires returned	28

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	21	0	0	0
My child is making good progress in school.	54	43	3	0	0
Behaviour in the school is good.	64	36	0	0	0
My child gets the right amount of work to do at home.	36	61	0	3	0
The teaching is good.	60	33	7	0	0
I am kept well informed about how my child is getting on.	54	32	14	0	0
I would feel comfortable about approaching the school with questions or a problem.	76	24	0	0	0
The school expects my child to work hard and achieve his or her best.	64	36	0	0	0
The school works closely with parents.	54	31	4	7	4
The school is well led and managed.	68	32	0	0	0
The school is helping my child become mature and responsible.	54	36	10	0	0
The school provides an interesting range of activities outside lessons.	32	39	18	7	4

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

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

58. Assessments of the children when they start school indicate that their attainment is broadly average. Children enter the school in either the autumn or spring term. Prior to starting school, appropriate visits are made to the local playgroup and the children make various pre-visits to the school to become aware of the school's day-to-day procedures.
59. A new classroom has recently been built for children in the foundation stage. Officially opened in October 2000, this is made bright, warm and attractive by the class teacher and resources are well organised and easily accessible. There is a very good range of construction toys with good scope for children to make their own models. Although the children make good use of the information technology room the computer in the classroom is somewhat dated and is without a printer.
60. There is a parents' notice board listing the current week's maths and phonics focus. This gives the parents a clear idea of what their children are to learn during the course of a week. Reading and library books are taken home regularly alongside 'Jolly Phonics' workbooks.
61. The teacher has developed a good range of assessment procedures which are used to track the children's progress and used to plan for future learning. The teacher has a clear understanding of the Early Learning Goals as outlined in guidance materials given to schools in planning learning for children of this age. Support staff are not, at present, currently involved in the formal planning of the children's learning.
62. Teaching in the foundation stage is good and children make good progress in their first year at school, particularly in their mathematical development and in their knowledge and understanding of the world. By the time they reach the end of the foundation stage, most children will attain the expected early learning goals in all aspects of their learning.

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

63. By the end of the foundation stage, children attain the expected outcomes in this area of their learning. The children develop good relationships between teachers, support staff and their classmates. Teaching is often good and places due emphasis on the need for children to work together in a co-operative manner. In addition, the teacher encourages children to think about their actions and they make good gains in their appreciation of how their behaviour impacts on others. For example, in one lesson, a child who was restless was asked if he felt it would be a good idea to move next to the teacher to enable him to listen more effectively. When he chose to move he was praised for recognising what he needed to do. A 'Pupil of the Week' is identified on a notice board and this successfully boosts the pupils' confidence as they become more aware of what is expected of them.
64. Teaching effectively encourages children to move confidently around the room and make good gains in their ability to work independently either on the craft table or in other areas set up for their learning. A log is kept of areas favoured by the children as well as areas of the classroom not visited. This is to be developed further to encourage more independent learning by the children. As they grow older they display more control over their ability to dress and undress themselves. All children cooperate well in their outdoor play.

## **Communication, language and literacy**

65. The children are on target to achieve the early learning goals in this area of their learning by the end of the foundation stage and children make at least satisfactory progress. Children communicate well, listening to each other and the class teacher. They respond well to answering questions. Children listen well to stories and are keen to discuss the plot of these and give simple reasons for what they think of the book. Children are developing a secure understanding of books knowing that they contain words that make up sentences to tell a story. Higher attaining children are able to ask questions to gain information and most children are able to take account of what others have to say. Teaching actively promotes the importance of listening to one another and regular opportunities are provided for children to partake in imaginative play. In one drama lesson, for example, children had to 'ride' on a magic carpet as they 'travelled' to different parts of the world. This gave good scope for children to make up stories in their structured play.
66. Few children are aware of more than five initial sounds on entry to the school. Children are interested in words around the room. Able children are beginning to write three letter words unaided and will make good, phonetically plausible attempts at longer words. There is good teaching of reading and early writing strategies, phonics and handwriting techniques. There are opportunities to write for a purpose as seen in the writing of shopping lists and their letters to Father Christmas and to the headteacher.
67. The children are encouraged to take reading books home regularly. Children are encouraged to select library books of their choice to take home. Good use is made of support staff to discuss these with the children as they are booked out.

## **Mathematics**

68. Children make good progress in developing their mathematical skills and they are on target to achieve well beyond the early learning goals in this area by the end of the foundation stage. Able children are working well confidently using the principles of addition and subtraction up to and including the number ten. They are developing a sense of time, recognise and use 1p and 2p coins, have a clear understanding of long and short and have good use of positional language such as up, down and left and right.
69. Children are actively encouraged to use appropriate mathematical language and name simple two-dimensional shapes, count corners and sides. Most children are able to become 'sorting detectives' to sort the shapes into 2 sets, for example, a set of triangles and those of a different set. Children are developing a sense that not all triangles are identical.
70. Children are clear about their mathematical activities and settle quickly to tasks. Teaching is good and group activities are clearly linked to whole class activities and are well suited to the children's needs and to their ability to develop mathematical concepts and ideas.

## **Knowledge and understanding of the World**

71. Children enter school with a basic general knowledge. All children are on target to achieve above the early learning goals with high attaining pupils starting the early stages of the National Curriculum. The teacher provides a good range of activities to help children make sense of the world. Activities are based on first hand experience and actively encourage children to investigate, observe and predict. Appropriate language is developed. Children investigate fruits by using their sense of smell to identify them. They are beginning to develop a sense of being a designer and they explore shadow lengths. High attaining children show curiosity and determination to make a circuit work.

72. Teaching is good and provides children with interesting and exciting activities which encourages children to make good gains in their learning. The role-play area is currently based on the 'North Pole'. On entering this, the children put on suitable clothing. Good questioning by the staff elicits why the children need to dress up warmly and use special sticks to walk with. The children are able to talk about conditions at the North Pole.
73. When using the computer the children have good mouse control and are all able to run the program. The teacher sets targets for the children before they can move to the next screen. However, the computer is old and outdated with the response time being quite slow. Children can become frustrated when using this equipment and progress is not as good as it could be as a result in this aspect of the curriculum.
74. Visits and visitors to the school successfully enhance the curriculum. Major events are celebrated and this gives children a good understanding of how other people celebrate different times of the year.

### **Physical development**

75. Children make satisfactory progress in this area of their learning and are on target to achieve the early learning goals by the end of the foundation stage in this aspect of their development. Children have a good response to physical activity. They make slow controlled movements with their fingers, arms and legs. They use large outdoor equipment to good purpose. Children show an awareness of their own space and that of the space of others. They are able to move in a range of different ways such as running and hopping. By using the larger equipment, children pedal and steer a tricycle accurately and safely. In their more formal physical education lessons, they develop different ways to move across the floor and use apparatus such as benches appropriately. Other physical skills are developing well with children developing well their confidence in using scissors as part of their creative work.
76. The quality of teaching in this area of learning is good. The teacher plans well for physical activity, organising the lessons well. Good scope is given for pupils to develop their finer physical skills through other areas of their learning such as the provision made to develop the children's creative skills.

### **Creative Development**

77. Children attain what is expected for children of this age by the end of the foundation stage. Teaching is good ensuring that the children make good gains in their learning. Children have a range of interesting activities planned for them. For example, a visiting artist has been used to stimulate and develop the children's creativity. Whilst with the children the artist painted his picture and the children painted their own. Most children have a very good grasp of colour mixing. Children clearly enjoy playing in the creative play area based on the story, 'Rosie's Walk'. They enjoy using the characters within the story to both retell and create new stories.
78. A session on a 'magic carpet' visiting different places was clearly enjoyed by the children. While this activity effectively captured the pupils' interest and curiosity, there were missed opportunities to extend and flex a more creative use of language when the 'carpet' landed in new places.
79. Children respond positively to music and join in the singing of simple songs in their 'Humpty Dumpty' dance session. Using a broken eggshell as stimulus children enjoy making rough and spiky shapes to the taped music.

## ENGLISH

80. The last inspection reported that standards in English were broadly average at the end of Key Stage 1 in speaking and listening, reading and writing and below expectation by the time pupils left the school. While pupils enter the school with a satisfactory level of attainment, they make good progress and attainment in speaking and listening and reading and writing is above average at the end of both key stages indicating significant improvement since the last inspection.
81. A significant factor in improving standards has been the considerable amount of good teaching coupled with effective deployment of support staff to where the need is greatest. The school places a strong emphasis on the teaching of literacy and has extended the levels of support for most groups in literacy lessons. There are much improved assessment procedures that clearly identify what pupils know, can do and understand. The school is using this information to set appropriately challenging targets to raise standards. This has raised expectations of what pupils are to attain and the grouping of pupils by ability in all classes creates a closer match between tasks and pupils' prior attainment. Other factors that have influenced standards positively are the effective teaching of literacy skills across the curriculum and pupils' good attitudes to learning. The National Literacy Strategy has been successfully introduced.
82. Standards in speaking and listening are above national expectation by the end of Key Stage 1 and pupils make good progress in this aspect of their language development. Pupils listen attentively and ask relevant questions confidently. Teachers choose their words carefully and ask lower attaining pupils appropriately open-ended questions, whilst directing more complex questions to higher attaining pupils. Pupils hold up their hand to answer questions and although they are keen to participate usually wait for their turn to speak. Pupils enjoy reading passages from the text they are sharing, for instance, when they identified headings, captions and labels in a non-fiction text. Pupils are pleased to talk about their likes and dislikes and to describe books or events.
83. By the end of Year 5, pupils have developed their speaking and listening skills well and progress continues to be good. In a lesson on poetry writing pupils spoke with confidence and clarity about their own beliefs and feelings about a selection of poems linked to water and rivers. By the time pupils have reached the top end of the school, the majority of pupils have developed good structural skills in speaking, when, for example, they are describing a book they have enjoyed. These pupils arrange what they have to say carefully, and they focus on what is important. No examples were seen of more formal speaking and listening, such as debates, but in the everyday exchanges in classrooms attainment is above the national average by the end of Year 5.
84. Standards in reading are above average at both key stages and pupils make good progress throughout the school. By the end of Key Stage 1, pupils enjoy reading and learn to use their knowledge of letter sounds well when building up unfamiliar words. They read passages of increasing difficulty, showing understanding of what they read and often expressing opinions about characters or events in stories. They learn to predict the content of a book from its cover and recall the purpose of 'the blurb on the back' with pleasure. Pupils know which are story (fiction) books and which are non-fiction or reference works. When sharing the text many pupils read with good expression and intonation, reflecting the good models of reading shown by the teachers. At the end of Year 5, pupils read more difficult texts accurately, fluently and with understanding. Most of the pupils have competent library skills and select and use non-fiction books confidently. They are familiar with terms such as index and glossary. Many of them express preference for certain authors and are able to explain clearly the reasons for their choice.

85. In writing, pupils' attainment is above average by the end of both key stages and pupils throughout the school make good progress. By the end of Key Stage 1, pupils write in full sentences, most of them show a good awareness of the use of full stops and capital letters. Standards in handwriting and spelling are good. The pupils enjoy opportunities to write at length which the current structure of lessons allows them. The pupils have many opportunities to practise their writing skills within the context of other subjects. However, the exception is in information and communication technology where scope for pupils to use word-processing software as part of their work is limited.
86. By the end of Year 5, the pupils' attainment in writing is above average. The writing of most pupils at its best is fluent, interesting and varied. Pupils understand the importance of planning, drafting and re-drafting their work. They are able to write in different styles, and show good imagination in their creative writing. They show a good ability to write formal letters, as seen in their regular letters to the headteacher. They also use an appropriate style when recording the results of science experiments, and detailed accounts in history and geography. Good use is made of these opportunities to extend the pupils' literacy skills. Displays around the school and portfolios of the pupils' work reveal some high quality examples of writing from the most able pupils and competent levels of skill from the least able. The pupils produce good writing when they are motivated and interested, and some of the written tasks particularly in poetry and extended writing are very good.
87. By the time they leave school, the pupils have very good literacy skills. They read with fluency and understanding, and are confident in their ability to tackle new words. They have a good range of vocabulary, which includes the technical vocabulary required in subjects like science. Most pupils have an interest in books, and use them well for research purposes.
88. The quality of pupils' learning is good and sometimes very good. The strongest influence is their own confidence and motivation. They enjoy English and respond very readily to the demands teachers make of them. They work well independently, in pairs and in groups, and particularly good collaboration was seen where pupils of differing abilities were paired, to the benefit of each of them. The National Literacy Hour also supports progress, in speaking and listening, and in reading, as pupils move out from the shared text experience to their own independent reading. This aspect of their learning is reinforced by the Reading Record, a contact book between home and school, in which reading is tracked and comments are made by parents and teachers. The teaching provides pupils with a continuously extending vocabulary, and knowledge and understanding of the rules of grammar, punctuation and spelling. In all elements of English, pupils with special educational needs or with English as an additional language make good progress in parallel with their peers. This is because of the way in which the school's equal opportunities policy is applied, providing support which is of a very good quality.
89. The teaching of English is good. Teachers have good subject knowledge, and are well informed about both the National Curriculum for English and the National Literacy Strategy, which is applied well in every class. The result is the teaching of basic language skills is good, ensuring that pupils have a good foundation to make progress in English. Teachers plan well, using the National Literacy Hour framework in full. They set out their lesson objectives clearly, and share their expectations with pupils. Resources are used well. Teachers' personal styles are engaging and collaborative, while remaining firm. Pupils are well managed in a way that in the best lessons is almost invisible because tasks and objectives are shared, as are the evaluations of success. Teachers work well with other support staff, sharing their planning and expectations effectively. Pupils' work is marked regularly and includes an analysis and suggestions for future improvement.
90. Resources for English are good. There are bookstands and screens to support the literacy hour. Each classroom has a good collection of appropriate fiction books which pupils may

take home. In addition, each class has weekly access to books from the well-stocked school library, which is used well, although during the inspection few pupils were seen using it to conduct his or her own research.

91. English makes a strong contribution to pupils' social and moral development through the collaboration necessary in the Literacy Hour, and through the discussions which take place. Its contribution to their spiritual and cultural development is also good, through their own writing and through contacts with great literature.

## **MATHEMATICS**

92. The pupils' attainment in the 2000 National Curriculum tests at Key Stage 1 indicated that standards were well above the national average. The inspection findings indicate that standards attained by the current cohort of pupils are above the national average. Pupils make good progress. Over the past three years, standards in mathematics have been consistently above the national average and this positive trend is likely to continue. This represents a significant improvement on the standards reported at the time of the previous inspection and since Her Majesty's Inspectorate revisited the school in 1999.
93. A similar picture is evident at Key Stage 2. Although there are no National Curriculum tests for the pupils as they leave at the end of Year 5, the school's own assessments show that pupils are on course to attain standards that are above the national expectation. Inspection findings confirm the school's assessments. Although pupils' progress falters a little in the lower Key Stage 2 class, overall, they continue to make good gains in their understanding of mathematics and in their ability to solve problems of an open-ended nature. Progress in the upper Key Stage 2 class is particularly good. The very good teaching seen in this class has a strong impact on the rate of pupils' learning as they move towards the end of the key stage.
94. The teaching of mathematics has improved significantly since the school's last inspection. The principles in the National Numeracy Strategy have been successfully embraced and the planning of pupils' learning is now far stronger than that noted in 1998. There is consistency of practice in each of the classes as well as regular assessments of pupils' progress. The quality of pupils' learning is regularly evaluated by the headteacher and from this, action points are devised as to where pupils' learning could be further improved. The devising of targets for pupils along with a greatly improved resource base for the teaching of the subject have further contributed to the improvements seen in the subject.
95. By the end of Key Stage 1, pupils have a good understanding of number and use this understanding to solve a range of everyday mathematical problems. Their ability to explain what is meant by a fraction is secure and they use this knowledge to solve simple problems involving money that may include, for example, to working out what a  $\frac{1}{4}$  of £10 may be. Pupils have a good knowledge and understanding for their age about time with many pupils able to read the time from a typical clock face. Pupils have a good knowledge of place value and higher attaining pupils are able to work out simple multiplication problems involving the two and three times table. They have a secure understanding of measurement and many are able to securely differentiate between two and three dimensional shapes. Pupils are able to solve simple problems of an open-ended nature. However, although pupils are able to devise simple tally charts, their ability to plan and work out simple bar charts and graphs is a weaker aspect of their attainment.
96. Pupils, including those with special educational needs and the few pupils in the key stage with English as an additional language, make good gains in their learning as they move through each of the classes in Key Stage 1. Their understanding of mathematical language develops well. Although pupils have some opportunities to develop their understanding of

mathematics through using and working with computers, such as exploring how to operate a programmable toy, there are missed opportunities in lessons to use computers and this hinders pupils' learning.

97. Pupils continue to make good gains in their learning as they move through Key Stage 2 with progress in the upper part of the key stage being particularly good. By the end of Year 5, pupils have a good understanding of decimals as fractions of whole numbers, and understand the effect of zero in multiplication and division of whole numbers. Pupils demonstrate that they know the decimal equivalent for standard lengths or that 1 cm equates to 0.01 metres. The majority of pupils are able to use negative numbers in addition and subtraction. Pupils have a particularly well-developed perception and ability to use different strategies for the solving of number problems. Many are able to explain, for example, what is meant by 'partitioning' and 'estimating' in order to calculate problems. In their understanding of the language and properties of shape, pupils have a secure awareness of what is meant by 'tessellation' and recognise and name a variety of quadrilaterals such as kite, trapezium and parallelogram. Pupils use two co-ordinates to identify a point on a grid and are able to work out the area of both regular and irregular shapes. The weaker aspect of attainment lies in pupils' knowledge and understanding of how to construct and interpret charts and tables. Higher attaining Year 5 pupils have too few opportunities to develop their perception of simple spreadsheets, for example, through using computers.
98. Pupils, including those who have special educational needs and English as an additional language, continue to make good gains in their learning as they move through each of the classes in Key Stage 2. However, sometimes Year 4 pupils in the lower Key Stage 2 class are given the same work as younger less able pupils. Clearer identification of the pupils' learning needs in this class have the potential to improve the rate of their learning.
99. The teaching of mathematics across the school is good and has a strong impact on the rate of pupils' learning and their keen attitudes to the subject. Many pupils talk enthusiastically about the work they are asked to do and the high expectations teachers have of pupils in terms of how they present their work ensure that the line of pupils' thinking is clear to see when evaluating their work. Many teachers are enthusiastic about the teaching of the subject and this communicates itself to the pupils themselves. Lesson introductions are purposeful and present pupils with clear opportunities to develop their mental skills. Teachers ask questions that need to be thought about and invite pupils to take an active part in their work. Group work is effectively organised to enable the pupils to work and help one another and where some pupils need it, good use is made of mathematical games and equipment to support their learning. All teachers give good encouragement to pupils to think carefully over how they work out a problem and to check the reasonableness of their answers. Pupils are openly and genuinely praised for their efforts, and care is taken to effectively ensure that all pupils, regardless of their ability, are valued for the contributions they make to whole class sessions. Although teaching is good, it could be further strengthened with more effective use of computers to support pupils' everyday learning.
100. The management of the subject is effective. This is largely undertaken by the headteacher who has a good oversight of how recent national initiatives have been implemented. A climate of regular review and evaluation of pupils' learning and teaching has been successfully developed in the school since its last inspection. Pupils' progress is regularly assessed, as is the quality of teaching. From this work, suggestions as to how teaching can be made more effective are drawn out and acted upon. There are some good links with other subjects to support and extend the pupils' numeracy skills. Resources to support teachers are of good quality and regularly and effectively used by the pupils.



## SCIENCE

101. Inspection findings indicate that attainment in science is above national averages at the end of both key stages. Since the last inspection the school has made good progress in Key Stage 1 and the quality of teaching has improved in Key Stage 2 with higher teacher expectations being a key feature of the improved teaching. The school now meets National Curriculum requirements for the subject, is beginning to address the need to develop pupils' skills of enquiry in the subject and resources to support teachers in teaching the subject have also been improved. Pupils of all abilities make good progress in their learning of different scientific ideas and processes.
102. By the end of Key Stage 1, pupils make and carefully record observations, using a range of different methods including drawings, tables, block graphs and simple Venn diagrams. They understand and are able to construct a circuit and explain clearly what items in the home need electricity in order to work; they know the difference between pushing and pulling and are able to identify the main sources of light effectively knowing how light can be both man made or natural. They identify external parts of the body, identify effectively the five senses and recognise the difference between living and non-living things. More able pupils in Year 1 are able to devise their own fair test with a limited selection of equipment to test whether increasing the size of horseshoe magnets increases how magnetic they are. By the end of Key Stage 1, pupils group materials, sensibly record results over a period of time, sort according to properties, and they are developing an understanding of and are starting to make predictions as to the likely result and course of their investigations. As a result, the majority of children, including those with special educational needs, are aware of how to make a test fair. Higher attaining pupils are able to state why only one variable should be changed in an investigation.
103. By the time pupils leave the school, they effectively classify and explain the differences between certain solids, liquids and gases. They can plan an activity, make predictions and revisit those predictions after an experiment. Pupils use tables to draw graphs accurately and explain what is needed for a healthy, balanced diet. Higher attaining pupils have a clear understanding of the main functions of the heart and how it operates. Low attaining pupils can identify major organs. High attaining pupils can extract information from books and magazines to produce a list of what to do, and not to do, to maintain a healthy heart. Pupils continue to make good progress in their understanding of 'forces' and are aware of and give a clear explanation of terms such as 'friction' or 'gravity.' They extend their awareness of living things by careful study of the different parts of plants and flowers.
104. Teaching is good in both key stages. Strengths include the way teachers use resources to support their teaching and to enliven activities. In Key Stage 1, 'Brio' trains are used to engage low attaining pupils in their work on magnets. In the upper Key Stage 2 class, a bag of sweets had been weighed and moulded into the shape of a heart as pupils explored the impact of some foods over others in terms of healthy eating. Teachers maintain a good pace to lessons and support staff are well briefed and support pupils well as a result. Teachers' subject knowledge is good and helps to develop appropriate scientific vocabulary and introduce new concepts step by step. Effective questioning helps to develop pupils' understanding of their science learning. Good classroom management ensures pupils remain effectively involved in the work they are asked to do. End of lesson sessions are used well to recap on the main points and this gives teachers a good understanding of what pupils have learned, or what difficulty they may have encountered in their learning. As a result of the good teaching, pupils at both key stages respond positively to science work. Pupils in Year 1 were totally engaged in watching their teacher use her 'magic stick' to demonstrate how magnets can attract and repel each other. Pupils participate well in practical activities. All pupils use equipment sensibly and enthusiastically. Pupils collaborate

well as seen with younger pupils planning an investigation and the oldest pupils designing healthy heart posters.

105. The management of the subject is good. The co-ordinator has a good overview of the subject. The scheme of work ensures a good range of work across all the attainment targets. Half-termly assessments of pupils' progress are undertaken and from this teaching plans modified to take into account what pupils should now learn or re-cover to develop greater understanding. Although there is evidence of homework to support the pupils' science learning, in the main, this could be used more effectively and extensively to support learning. Further development points include greater opportunities for independent work and for pupils to develop their own lines of scientific enquiry.

## **ART AND DESIGN**

106. By the end of both key stages, pupils attain standards that are above national expectations. This represents an improvement in standards since the last inspection. Good attention has been paid by the school to raising the status of the subject and improving the quality and range of resources to support teaching. Together with a well-planned curriculum for all pupils, this has contributed significantly to the good progress that many pupils, including those with special educational needs, make in their learning as they move from class to class.
107. By the end of Key Stage 1, pupils have a good understanding of how art can be created using a range of different media and tools. All pupils make good gains in their understanding of different artistic techniques as well as effectively developing their understanding and appreciation of the work of famous artists and craftspeople. Year 1 pupils, for example, have studied the work of Breughel as part of their topic on 'Toys'. By exploring how the artist painted a picture of people playing during his lifetime, the pupils used paint effectively as they re-created the same colours as Breughel. Key Stage 1 pupils are able to use pastels effectively, and Year 1 pupils created winter scenes inspired by the poem, 'In the Bleak Midwinter.' Pupils have a secure understanding of pattern, their drawing skills are developing well and the good scope given for them to use different tools for printing ensures that they make equally good gains in this aspect of their art development.
108. Pupils continue to make good gains in their learning in the two classes in Key Stage 2. Pupils make particularly good gains in their understanding of painting and are given good opportunities by teachers to use a wider range of paints as they move through the classes. Older pupils, for example, use watercolours effectively in their paintings of local buildings in the village. Their understanding of line, tone, shade and other artistic terms such as 'hue' develop well and they continue to make good gains in their learning and appreciation of the work of famous artists. These include creating effective collage work in the style of Matisse or Menage. Pupils are given good opportunities to work using the medium of clay and pupils' drawing skills develop well with many showing good skills in drawing, sketching or in developing their understanding of perspective. Pupils also understand that art work can be created using information, communication and technology equipment and their work using a simple art package is good.
109. The quality of teaching across the school is good. Teachers have good subject knowledge and imaginatively devise links between art and other subjects of the curriculum as a means of promoting pupils' art skills. Work is planned carefully over the course of a half-term and this enables pupils to develop work over a longer period of time thus giving them good scope to produce work of a high quality. Lesson plans highlight the art skills that pupils are expected to acquire or develop and teachers have high expectations of the pupils in terms of wanting high quality pieces of work that fully reflect their capabilities. Pupils respond well to

this challenge and take care to produce work that matches their ability. They work carefully and industriously and many pupils talk positively about art being one of their favourite subjects. Sketchbooks are used well and this enables pupils to develop a good understanding of the need to plan out their work and modify it in light of experience.

110. Resources to support teaching are good as is the quality of management in the subject. The school makes good use of the local environment to stimulate pupils' interest in art and design. In addition, good use is made of different historical and religious artefacts to stimulate pupils' drawing skills and these are attractively displayed in and around the school, which, together with the deft use of display, further enhances the status of the subject and effectively promotes pupils' learning.

## **DESIGN AND TECHNOLOGY**

111. Evidence from work seen, portfolios, teachers planning and discussions with children indicate that standards in design and technology are in line with expectations in both key stages. The range of design and technology opportunities is wider than at the previous inspection and more advanced construction kits are available. The improved provision is having a positive impact on the standards that pupils currently attain. This effectively ensures that pupils of all abilities make satisfactory gains in their learning in the subject as they move through the school.
112. Pupils in Key Stage 1 are articulate and enthusiastic about the models and artefacts they construct. They explain how they have made 'swings' stronger by using 'A-frames' and how making a base stops them from falling over. They explain how they have joined together construction equipment. Teachers, as starting points for design and technology work, often use stories to stimulate pupils' interest in the subject as well as develop their early design and technology skills. For example, 'The Lighthouse Keepers Lunch' made an ideal starting point for building lighthouses out of recyclable materials. Pupils were able to personalise these by adding their own features. One pupil talked very proudly of making an opening door to her lighthouse. Pupils make good representations in clay as seen in their clay models of dogs. As they move through the key stage, pupils, including those with special educational needs and English as an additional language, make satisfactory gains in their understanding of the need to plan out their work and review it in the light of the work and models that they construct.
113. In Key Stage 2, pupils use a range of tools and explore, design, make and evaluate a range of different models. They have access to a wider range of work in design and technology and they make satisfactory progress in the subject. Older pupils have designed their own panels for a large banner. Using a good range of textiles and materials they have sewn these panels. The completed banner was taken to the town hall along with other schools as part of a local project. Pupils evaluated their own panels and some were able to suggest ways of improving their final product. Older pupils talk enthusiastically about their work and what they have learnt. Current work for the oldest pupils has a clear design brief with specifications to design a machine to exercise part of the body. Pupils have planned their design, illustrated how it should work and are currently engaged in making them. They assemble and join using wood, cams and construction material. Appropriate safety procedures are followed. Younger pupils in Key Stage 2 have designed and made packaging for a Christmas gift, saying what materials would be best suited for the task and how the layout of the packaging may have an impact on whether or not it may be purchased.
114. The quality of teaching is satisfactory. A clear scheme of work is in place for design and technology. This effectively supports teachers in their planning of pupils' learning. In both key stages, good use is made by all teachers of a wide range of materials and tools and good

scope is given for pupils to plan, design and make. There is a good range of resources stored in easily accessible boxes. Although there is work in food technology there is currently no access to a cooker. No evidence was seen during the inspection of control technology and greater use of this offers the potential to raise standards even further. Teachers make good and effective links with other subjects to support pupils' learning in the subject. This was seen in Key Stage 1 with the stories used to stimulate work and making circuits to light the lighthouses and in Key Stage 2 in the exercise machines link to science work.

115. There is effective management of the subject. The recently appointed co-ordinator has a good overview of the subject. A policy is in place along with a scheme of work that gives a clear idea of how the subject should be taught. However, links with information and communication technology are not at present fully developed. The co-ordinator has not yet had the opportunity to monitor the quality of teaching in the subject.

## **GEOGRAPHY**

116. No judgement was made on standards or the rate of pupil's progress in the last report. Evidence from the current inspection suggests that pupils are making satisfactory progress and their attainment is in line with national expectations at the end of both key stages.
117. In Key Stage 1, pupils have a satisfactory awareness of the local area, the homes people live in and the materials used to build them. By the end of the key stage, pupils have an increased understanding of the locality and other towns. Older pupils have an appropriate knowledge of the location of main cities in Great Britain. Pupils have developed satisfactory mapping skills by drawing simple plans of Kirkburton and a detailed study of the school grounds. Most pupils have a satisfactory knowledge of places around the world, which they gain from following the travels of Barnaby Bear' as he is taken by different people on journeys to various places throughout the world.
118. Pupils, including those with special educational needs, make satisfactory progress in Key Stage 2 and are beginning to acquire and apply their geography skills. They use geographical language appropriately as can be seen in their study of the River Nile, sources of rivers, and their investigation into how erosion and deposition occurs. Pupils demonstrate satisfactory levels of in-depth study in their work on weather patterns, everyday life, and journeys in St. Lucia. They are aware of environmental issues and one group is developing their knowledge and understanding with a detailed study of rivers in Great Britain.
119. Teaching is satisfactory overall with some good features. In some of the lessons seen during the inspection, there were good links with English. For example, in the literacy hour, pupils in Years 4 and 5 linked their writing work to the journey of a river. The pace of lessons is appropriate and teachers monitor what pupils are doing regularly to ensure that they are working on the set task and that the level of expectation is appropriate. There are regular visits to places of geographical interest outside the school in order to enhance the geographical understanding of pupils. The co-ordinator is newly appointed and is enthusiastic about the subject, but the role has not yet been developed sufficiently to include the monitoring and evaluation of the subject. The time allocated to the subject is below recommendations and does not always allow pupils the opportunity to explore geographical themes in greater depth. Increasing the allocation of time for geography has the potential to raise standards further.

## HISTORY

120. Standards of attainment in history are in line with national expectation at the end of both key stages. No judgement was made on standards in the last report. Pupils make satisfactory progress in both key stages. In Key Stage 1, they make appropriate progress in developing a sense of chronology through work on time lines and study of the immediate vicinity in which the school is situated. In Key Stage 2, the pupils systematically describe events and changes and increasingly select and link information from a variety of sources as seen in their work on Ancient Greece and Egypt.
121. No history teaching was observed during the inspection at Key Stage 2 owing to time-tabling arrangements. Observations, discussions as well as scrutiny of displays and previous work indicate satisfactory standards are attained and that teaching is satisfactory. At the end of Key Stage 1, pupils understand how things change over time, in relation to their own lives and their family and identify similarities and differences at different times, as witnessed in the study of toys through the ages. Pupils effectively sequence events and retell stories from the past well. By the end of Key Stage 2, pupils have acquired satisfactory research skills and show a sound understanding of various aspects of history. They show a mature understanding of events, people and places - seen to good effect in the historical study of Ancient Greece. Pupils also demonstrate good recall of earlier work and are stimulated by appropriate materials, artefacts, videos, and visiting speakers. Pupils talk enthusiastically about the recent celebratory events that have taken place in the school to celebrate the 75<sup>th</sup> anniversary since the school was founded. By the end of the key stage, pupils have a secure understanding of how evidence about events from the past can be gathered and explored for its validity.
122. Behaviour in lessons is very good. Pupils work quietly with good levels of concentration and show interest and an enthusiasm for the subject. They readily answer questions and participate in discussion. The pupils collaborate well and handle artefacts and books with care.
123. In Key Stage 1, quality of teaching is good and satisfactory in Key Stage 2. Teachers promote pupils' progress by having clear objectives for lessons. However, at Key Stage 2, lesson planning could be clearer in terms of expectations for the range of ages and ability in the classes. In Key Stage 1, teachers have a good knowledge of the subject and motivate the pupils by using an appropriate range of resources that effectively capture the pupils' interest and curiosity. Good use is made of visits to a variety of places of historical interest. Good use is made of the local authority's loan service in terms of enabling schools to borrow historical resources to support teaching. The school makes effective use of these in their teaching. In addition, these are often used as part of displays that further enhance the status of the subject and further develop pupils' spiritual and cultural development as they learn to appreciate how different objects from the past were once used. The co-ordinator fulfils her duties in an effective manner and offers good support to colleagues. The role does not as yet include the monitoring and evaluating of the delivery of their subject at classroom level. The quality and quantity of resources and reference books is satisfactory and much improved since the school's first inspection.
124. The time allocated to the subject is generally adequate; however, an increased allocation of time could lead to a further improvement in standards as this would give opportunities for pupils to explore themes and develop their skills of historical enquiry in greater depth. The subject makes a satisfactory contribution to the pupils' literacy development.

## INFORMATION AND COMMUNICATION TECHNOLOGY

125. By the end of Key Stage 1, pupils attain standards that are below national expectations. Pupils make limited gains in their knowledge and understanding of information and communication technology and how this can be used to support their learning both as a subject in its own right and in how it can be used to support learning in other subjects. By the time pupils leave the school at the end of Year 5, they attain standards that are in line with national expectations. Pupils make good progress in Key Stage 2 aided by the good teaching evident particularly in the upper part of the key stage.
126. There has been recent improvement in the quality of resources to support pupils' learning in information and communication technology. A new information and communication technology suite has been established and this has further improved provision. However, this is sited in the same room as the school's library. While much of the equipment in the suite is new and of good quality, the way in which the computers are currently organised does not always allow easy use. This is a particular problem for pupils in the two Key Stage 2 classes when they are taught as a full or part of a class. Following a teacher demonstration, for example, they are often asked to work in twos and space does not allow each pupil to have a sustained period at the computer they are working on. Curriculum planning is now more secure than that noted at the time of the school's previous inspection. Despite these notable improvements, there are still too many opportunities missed during the course of lessons for pupils to use computers as part of their everyday learning. This impacts negatively on their overall progress in information and communication technology, particularly at Key Stage 1. Teaching does not build sufficiently on the high levels of interest that pupils have for the subject or the previous experience that some have gained from their access to their own computers at home.
127. By the end of Key Stage 1, pupils have a satisfactory understanding of how to use a mouse to move around a computer program and in using the keyboard to enter simple text. They use the various icons found within a simple art package to draw simple pictures such as a winter scene. They know how to program a simple robotic toy to move around the floor and from such work appreciate that many everyday objects need to have simple instructions entered into them in order for them to operate. Balancing these secure gains in attainment, are shortcomings in pupils' knowledge and understanding of how to use a simple word-processor to enter text or once completed, change and alter the size and typeface of the text entered. Pupils have too limited a knowledge for their age of how to save their work or how to use compact disc software to support their learning. Pupils' knowledge and understanding of how to use simple graphing packages to support their learning of mathematics is also weak.
128. Pupils' progress and learning in Key Stage 2, including pupils with special educational needs is far stronger than that noted in Key Stage 1. By the end of Key Stage 2, pupils are more familiar and more secure in their use and understanding of how computer programs can support them in their learning. Pupils are able to demonstrate the purpose and function of a word-processor and, in many cases, are aware of how to use the features of a desktop publishing program in order to create a simple poster. Pupils manipulate the tools usually found in such a program to good effect and experiment with frame borders by manipulating their size and colour to give their work added impact and a more pleasing appearance. Pupils use the Internet confidently and many are able to explain the benefits of 'e-mail' and how images and text may be sent across the world quickly and effectively. Pupils are able to use the more advanced features of an art package such as the symmetry tools to manipulate their image. Balancing these good gains in learning are the shortcomings in pupils' knowledge and understanding of how to use simple data base programs to support their mathematics learning or in how to use the mathematical language of 'Logo' to aid their development and perception of control technology.

129. Although no unsatisfactory teaching was observed in the lessons seen during the inspection, over time the teaching in Key Stage 1 is unsatisfactory resulting in pupils' learning being too slow. The main shortcomings are pupils not having regular access to the classroom based computers during lessons. Teachers' lesson plans do not highlight sufficiently the computer skills pupils are expected to learn during a lesson. In Key Stage 2, the quality of teaching is good, particularly in the upper part of the key stage. Teachers are more confident in demonstrating the features of a particular computer program and, in the main, ensure that pupils get more regular access to the school's information, communication and technology suite to support their learning. This effectively ensures that pupils develop strong attitudes to their learning in the subject as they move from class to class. All pupils are curious about the equipment and software they use and in all cases work with the new equipment with care and respect. The school has developed simple but effective procedures to record pupils' attainment and progress and this assists greatly in ensuring that in classes pupils' learning develops in a systematic way as they move through Key Stage 2.
130. The management of the subject is generally effective although pupils' progress in Key Stage 1 could be more effectively monitored. The school is fully aware of developments that have taken place in the subject nationally since its previous inspection. The extra grants given to the school to develop the level and quality of resources have been thoughtfully spent and the ratio of computers to the number of pupils is below the national average. There is an appropriate range of software for the age range of pupils; however, the school is aware of the need to improve that to support pupils with special educational needs.

## **MUSIC**

131. There has been very good progress in music since the last inspection. A scheme of work is now in place; resources are easily accessible and sufficient for class use. The range of instruments has been extended. Teaching has improved across both key stages and pupil response to their learning is good.
132. By the end of both key stages, pupils, including those with special educational needs, attain standards in music that are in line with national expectations. At Key Stage 1, pupils often make good progress and benefit from being taught during the current academic year by a music specialist. They are encouraged to listen to music and as a result, identify different musical instruments. They copy and clap a simple rhythmic pattern. They sing enthusiastically and tunefully. Pupils are able to respond to the sense of what it means to be on a 'journey' by suggesting sounds, which could be heard, designing symbols to represent these sounds and then selecting instruments to represent the symbols. They are beginning to understand that symbols can represent sounds and that they will be able to come back to their symbols in the next lesson. Pupils collaborate well in their musical endeavours at Key Stage 1. They share instruments well, listen to other groups and contribute ideas for improvement.
133. Pupils in Key Stage 2 make satisfactory progress. A new scheme of work has recently been introduced and work is currently building on previous gaps in knowledge. Pupils sing tunefully and enthusiastically. They have a good sense of rhythm. Some children are aware of an ostinato pattern. They are developing an awareness of standard notation to represent music and are able to clap a rhythm to given notes.
134. All of the teaching observed during the inspection was led by a music specialist. The overall quality of this was good. She is slowly starting to have an impact on raising standards and developing her colleagues confidence in teaching the subject to their own classes. She has good subject knowledge enabling her to give clear, well-managed explanations to the pupils.

In leading whole Key Stage 1 and Key Stage 2 sessions, she is supported actively by other teachers as she demonstrates and explains different musical terms and techniques. The pace of lessons is often good. Teachers are enthusiastic and pupils respond positively, listening well to teachers and other children. Planning is good and good use is made of assistants to support teaching.

135. The current co-ordinator has a good overview of music in the school. A policy and scheme are in place and have been developed since the previous inspection and these are starting to have a more significant impact on the level of pupil achievement in music and their enthusiasm for the subject. There is no formal monitoring of teaching and learning at present. Assessment is through level descriptors at the end of each year. The school is building up a range of CD music. Music of the week for assemblies is identified in the school hall. Music tuition is available in several instruments. There are opportunities for these pupils to perform in assemblies and on special occasions. The oldest class participates in an annual Music Festival that effectively supports aspects of their social development. Such measures are starting to raise the status and profile that the subject holds in the school.

### **PHYSICAL EDUCATION**

136. Pupils make satisfactory progress in physical education, and benefit from a broad and well balanced curriculum which reflects all areas of the National Curriculum programmes of study. Standards of attainment are in line with national expectation at the end of both key stages.
137. In gymnastics and dance, Key Stage 1 pupils successfully control their body movements to represent moods, feelings and colours. They travel in a variety of ways and are starting to combine the movements to form a sequence. Pupils have an appropriate awareness of space, and are well co-ordinated. They change the direction, speed and level of their movements to add variety to their work, and are able to hold a balance for a fair amount of time. Pupils work confidently on apparatus, and try hard to make their movements neat and well defined. They are confident and competent performers, who plan their work thoughtfully.
138. In Key Stage 2, some pupils extend the range of their body movements effectively in a dance lesson. Pupils control their movements well and all participate enthusiastically. All pupils have a clear understanding of a starting position and can respond appropriately to the piece of music. They control their movements well when working at different speeds. Most pupils are well co-ordinated and many perform their movements with satisfactory levels of skills, agility and fluency in dance. They listen carefully to the music and respond appropriately to what they hear.
139. All pupils enjoy physical education lessons and their response is good. Pupils have positive attitudes and they are always prepared to give of their best and try hard to improve their performance. Relationships are very good and this has a positive effect upon rates of progress and levels of attainment. Pupils respond sensibly when invited to comment upon other pupils' performance and accept constructive criticism of their own performances in a positive way. They work very well in pairs, groups and small teams with very good levels of self-discipline. All pupils including those with special educational needs and English as a second language are making satisfactory progress.
140. The quality of teaching is consistently good. Teachers have high expectations which are reflected in the pupils' rates of progress in acquiring skills and improving their performances. Appropriate use is made of demonstration. All lessons are well planned with clear learning objectives. Relationships are very good and teaching styles are encouraging, supportive and friendly. There is much enjoyment in physical education lessons and this is due to the expertise of the teachers and the way in which they value the pupils' contributions, and encourage them to do even better.



141. Swimming was reported as a strength of the school's provision in the last report. No swimming was observed during the inspection because the facilities of the local swimming pool were not available due to refurbishment. In addition to the elements outlined in the National Curriculum documents, pupils are also given the opportunity to take part in a range of other activities, such as interschool football matches, area sports, swimming galas and rounders. There are short courses for pupils in cricket, rugby and hockey. Boys and girls attend these courses.
142. The subject is well led by the co-ordinator who has a good overview of teaching and learning in the subject. Resources are satisfactory. The accommodation is good, in that the school has a good sized hall, and spacious outside areas.