

# INSPECTION REPORT

## REINWOOD INFANT AND NURSERY SCHOOL

Huddersfield

LEA area: Kirklees

Unique reference number: 107622

Headteacher: Mrs L Watson

Reporting inspector: Mr P Snelling  
OIN 3624

Dates of inspection: 19<sup>th</sup> – 22<sup>nd</sup> March 2001

Inspection number: 208624

Full inspection carried out under section 10 of the School Inspections Act 1996

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Nursery
School category:	Community
Age range of pupils:	3 – 7 years
Gender of pupils:	Mixed
School address:	Burfitts Road Oakes Huddersfield
Postcode:	HD3 4YL
Telephone number:	01484 222209
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs K.Jowett
Date of previous inspection:	November 1998

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Team members			Subject responsibilities	Aspect responsibilities
3624	Mr P Snelling	Registered inspector	Science Music	The characteristics and effectiveness of the school The school's results and pupils' achievements Leadership and management Key issues for action
13723	Mrs J Overend	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
1492	Mr D Twist	Team inspector	Information and communication technology Art and design Foundation Stage English as an additional language	Teaching and learning
18073	Mrs J Bennett	Team inspector	Mathematics Geography History Religious education Equal opportunities	Quality and range of opportunities for learning
18370	Mr K Johnson	Team inspector	English Design and technology Physical education Special educational needs	

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

### **INFORMATION ABOUT THE SCHOOL**

Reinwood Infant and Nursery School is larger than most schools of this type, with 297 pupils on roll between three and seven, including 78 children who attend part time in the nursery. Most classes have an almost equal number of boys and girls. The school is situated in a mainly residential area close to the centre of Huddersfield and pupils come from a variety of different backgrounds. There are more children entitled to free school meals than in most schools (about a quarter) but a smaller number identified as having special educational needs. About one in four pupils of compulsory school age is from a minority ethnic group, mainly Pakistani. There is a higher than usual percentage of pupils for whom English is not their first language (8 per cent), with about half of these at an early stage of learning English. Whilst most have average attainment, more pupils enter the reception classes with below average levels than above. The inspection of the school included a detailed inspection of its provision for pupils with special educational needs.

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

Reinwood is an effective school which is very much better than it was when inspected just over two years ago. It has raised standards in mathematics to the national average from below. It has raised standards in reading, writing, science and religious education from in line to above. It has raised standards in teaching to good and eliminated unsatisfactory teaching. The school offers high standards of care for its pupils and has strengthened its partnership with parents and the community. The headteacher is an excellent leader who is very well supported by staff and governors in driving the school forward. The school gives good value for money.

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

- Standards are high in numeracy and literacy compared to similar schools and pupils achieve well.
- There is a lot of good or better teaching.
- The leadership of the headteacher is excellent, and the key staff and governors make a strong contribution to running the school successfully.
- Children get off to a flying start in the nursery because teaching is consistently very good and the curriculum is exciting.
- Provision for pupils' social and cultural development is very good.
- The school takes very good care of its pupils and tracks their progress carefully. Its ability to identify and target the progress of particular groups of pupils is a key reason why standards are rising.

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

- The identification and support for gifted and talented pupils.
- Challenge to higher attainers in subjects other than in English.

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

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

Reinwood is a far better school than when it was inspected in November 1998 and judged to have serious weaknesses, particularly in management, teaching and in mathematics standards. At that time the present headteacher had only just been appointed. Since then the rate of improvement has been very rapid. Standards in mathematics have risen and are continuing to rise. Two important reasons are improved teaching after in-service training and

better use of the national numeracy guidelines. Standards have risen in literacy as well. A significant innovation is that the headteacher has put into place rigorous systems for analysing data on the attainment of different groups of pupils. These allow the pinpointing and tackling of particular weaknesses and boosting of progress for various groups of pupils. Teachers' assessments of pupils' progress are now regular and the outcomes used well in planning their future work. Management systems are much better, with the way that teaching and pupils' work are checked by the headteacher and subject leaders now one of the greatest strengths. The governors are much more involved in the running of the school. There are improvements in many other areas and the school is likely to go on getting better.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
Reading	C	A	C	A	well above average A above average B average C below average D well below average E
Writing	C	A	C	A	
Mathematics	D	A	C	A	

These results show that the school performs well in reaching and sometimes exceeding national standards. Compared to similar schools, results are high. By the time they leave, the pupils have achieved at least what is expected of them and often beyond. In 1999, results were particularly good because there was a smaller than usual number of pupils with special needs in the group, whereas in 2000, this figure was higher than usual. Mathematics results show sustained improvement. The school sets itself realistic targets for English and mathematics.

Standards of work seen during the inspection confirm that attainment in Year 2 this year in reading and writing is above average. By the time they leave pupils are accurate readers. The school has given particular attention recently to improving writing, especially in boosting the skills of higher achievers. In mathematics a steady improvement has been brought about mainly by improved teaching. Pupils' skills in mental calculations and handling numbers are secure. Standards in science and religious education are above average. In science, pupils' knowledge of fair tests and skills in investigations are particularly good because they learn through practical work. In religious education they build up a good knowledge and understanding of Christianity and other religions. Pupils' attainment in information and communication technology (ICT) is in line with that in most schools and pupils use it well in their English and mathematics work. Standards in art, design and technology, and physical education are better than in most schools whilst in music, history and geography they are similar.

Pupils with special needs and for whom English is not their first language achieve well. Both groups are supported consistently through detailed and accurate assessments of their needs, clear targets in their work and skilled support. Higher attainers are fully stretched in English but not always to the limit in mathematics and science. Boys and girls make equally good progress. At times, some pupils in Year 1 do not achieve as much as those in Year 2 because they do not sustain their concentration sufficiently well. Most pupils in the Foundation Stage are on line to meet the expected standard at the end of the reception year.

They make a very good start in the nursery from below average attainment on admission and sustain good progress in the reception classes.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils enjoy coming to school and are keen to learn. Attitudes are very good in the nursery and reception where pupils try very hard. They are good in Key Stage 1. Pupils in Year 2 concentrate better than those in Year 1.
Behaviour, in and out of classrooms	Good. Pupils generally behave well in lessons and around the school during lunchtimes and playtimes.
Personal development and relationships	Very good. Relationships between all members of the school community are very strong. Pupils of all cultures respect and support each other at work and play.
Attendance	Above average. Pupils arrive on time and lessons start promptly.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 6 years	aged 6-7 years
Lessons seen overall	good	good

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

Teaching is good overall and much better than it was when the school was last inspected. Close to four out of five lessons seen during the inspection were good or better. 7 per cent were excellent, 25 per cent very good, 45 per cent good and 23 per cent satisfactory. Teaching in English and science is strong and in mathematics sound. There was no unsatisfactory teaching observed, which is a considerable improvement on the 19 per cent seen at the time of the previous inspection. Pupils get off to a first rate start through consistently very good teaching in the nursery. Excellent relationships are established which give pupils the confidence to take part in the exciting activities given to them and they learn quickly. Through good teaching in the reception classes, teachers build well on this firm start, particularly in the way they challenge pupils of all abilities at the right level. In Years 1 and 2 the good teaching continues, with a range of lessons seen from excellent to satisfactory. There is some variation between classes, with inspirational teaching of some older children. In the best teaching seen, pupils' imaginations were stimulated and their language constantly extended. They were challenged to think and given opportunities to develop their ideas. A particularly strong feature in all classes is the outstanding use of homework to extend pupils learning.

The teaching of literacy is very good. Teachers have very good subject knowledge which makes them highly effective at teaching pupils how to read new words. They set challenging targets for them in writing. The teaching of number is satisfactory, much better than at the time of the last inspection. Teachers conduct effective mental arithmetic sessions which help pupils understand the relationships between numbers. However pupils are not always given enough practical resources and apparatus to help them with group activities. Pupils with special needs and those with additional needs in learning English are taught well. Teachers and learning support assistants have a very good understanding of the needs these pupils have. The learning support assistants work very effectively with them. At times pupils are given one to one 'precision teaching' and this is very effective at boosting their learning.

Older, higher achieving pupils are given more challenging work in English and mathematics but in mathematics this is not always as hard as it might be.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	All statutory requirements are met. The curriculum is suitable for all pupils. It is exciting and challenging in the Foundation Stage. Whilst there is a strong emphasis on literacy and numeracy in Key Stage 1, other subjects are not neglected. A lot of practical investigations are carried out in science. There is a wide range of lunchtime and after school clubs, which enrich learning and personal development.
Provision for pupils with special educational needs	Good. Their needs are carefully identified and individual plans drawn up as required. The plans are used to guide teaching. Effective support is provided both in class, in groups and individually.
Provision for pupils with English as an additional language	Good. Pupils are supported well by a specialist teacher employed by the school, class teachers and learning support assistants. Their fluency is assessed accurately and their progress monitored regularly. They are enabled to participate fully in the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. Pupils are often given opportunities to reflect on their feelings. Pupils are expected to follow rules and to help one another. The school values and explores different cultures. Pupils are encouraged to work together and to help each other.
How well the school cares for its pupils	The school takes very good care of pupils. It checks closely on attendance and behaviour. It tracks and records pupils progress carefully.

The school works very closely with its parents. The quality of information provided to them about school events and guidance on the curriculum is very high. Reports to parents on pupils' progress are detailed and clearly set out the next steps in learning.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher has established clear direction for the school and shows determination in driving it forward. The pace and range of improvement since the previous inspection has been rapid. Systematic management has been established, backed by a committed staff team. Teachers give clear leads in developing their subjects.
How well the governors fulfil their responsibilities	Very well. The governors have a very good knowledge of the school and have a close partnership with the staff. They play a significant part in shaping school development.
The school's evaluation of its performance	Excellent. The school now has first-rate procedures to check on pupils' standards and the quality of teaching and learning. It identifies the right priorities for its own improvement.
The strategic use of resources	Financial planning is very good and grants such as those for supporting special needs and ethnic minority pupils are used to the full.

The school has a good match of staff to meet its needs. The accommodation and learning resources are good. The school checks to see if it is getting best value; for example by closely analysing test results, and consulting parents and children over changes.

## 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 ease with which they can approach the school with questions or problems.</li><li>• Their children like school, behave well and are make good progress.</li><li>• The school is well led and managed, and teaching is good.</li><li>• The school expects their children to work hard.</li><li>• How the school helps their children to grow up and become mature</li></ul>	<ul style="list-style-type: none"><li>• A small number would like to be better informed about how well their children are getting on.</li><li>• The amount of homework.</li></ul>

A substantial number of parents returned questionnaires and these expressed strong support for the school. Inspectors agree with their positive views. The school provides a great deal of information about pupils' progress and it is of a high quality. The number and organisation of formal meetings between teachers and parents is similar to that in most infant schools and there are opportunities for parents to meet with teachers at other times. Written reports on pupils' progress are very good.

Some parents feel there is too much homework, others too little. During the inspection homework was seen to be used really well by teachers to extend learning from the classroom into home.

## **PART B: COMMENTARY**

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

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

1. Attainment on entry to the nursery is below average, with more children below the level expected at their age than above. Most of the children from the nursery move up into the reception classes. By the time they move up, they have made very good progress. As they continue in the reception classes, they achieve well and most are on course to meet the expected standards at five (the Early Learning Goals).
2. Pupils achieve well in their personal, social and emotional development and in developing their communication, language and literacy skills. They are keen to take part in activities and they work hard. This reflects the effort that staff put into choosing exciting activities. They encourage pupils and organise lessons in ways that develop their abilities to work both independently and co-operatively. They make very good use of times such as snack time to develop social and language skills. The challenging activities chosen are also important in pupils' good achievement in mathematics, knowledge and understanding of the world, physical and creative development. For example, they make a splendid start in the nursery in developing their manipulation skills when they hammer nails into wood or use the vice at the woodwork bench.
3. The school's most recent results in national tests at seven in reading, writing and mathematics are better than they were three years ago. Standards were particularly high in 1999 because there were fewer than usual special needs pupils in that year. The greatest improvement has been in mathematics, where standards were below the national average in 1998. In 2000, the school achieved results in line with those nationally in reading, writing and mathematics. Compared to similar schools, results were well above average.
4. There is no marked difference over time in the attainment of girls and boys. However, in analysing the 2000 test results the school noticed that boys did not do as well as girls in writing. As a result the staff have given particular attention to promoting writing through setting targets and teaching particular skills to different groups of pupils.
5. Standards of work seen in English in Year 2 during the inspection were above average. Pupils are likely to reach higher standards in this year's tests than last year, with the quality of teaching continuing to improve. Children learn to listen carefully, and develop good speaking and listening skills because staff create many opportunities for them; for example through encouraging them to talk about their interests or through leading exciting drama lessons. In reading, pupils show they have the skills to work out new words and understand the stories they are reading. Most write fluently and are particularly good at using telling descriptions to make their writing interesting. They learn to punctuate correctly and use capitals and full stops. When these strengths come together they result in pupils correctly writing striking phrases such as 'Actually, munched Chloe, it's not bad'. Except for the higher achieving pupils, spelling is the weakest aspect of English. The school is aware of this and is concentrating on improving standards; for example, through giving pupils regular homework.
6. Standards in mathematics are satisfactory. Pupils' performance in tests this year is likely to be similar to that of last year. Pupils' achievement is good and standards are improving year on year from the level judged to be unsatisfactory in the last inspection. The staff are becoming more comfortable with using the guidance from the National

Numeracy Strategy. There are better resources to support teaching of mathematics though they are not always used to best effect in Year 1. Teaching is better, pupils standards are assessed more accurately and this information is now used well to set targets for new learning. Children develop good skills in mental mathematics and numeracy skills are used well in other subjects; for example, in measuring and in recording results during investigations in science.

7. Standards in science have risen since the previous inspection. In teacher assessments of children's work in science in 2000, most children reached the expected level and about one third exceeded it. This is in line with most schools and above average compared to similar schools. From the work seen, pupils this year are likely to do better than last. Pupils achieve particularly well in developing their investigation skills because they undertake a lot of practical work in all classes.
8. Standards in information and communication technology (ICT) are average, as they were at the time of the previous inspection. Pupils' best achievement is in word processing. They are not as successful in their research activities because they do not yet have access to the best resources for building these skills. Staff create plenty of opportunities for pupils to use computers in their everyday class work, particularly in English and mathematics.
9. In religious education, art and design, design and technology and physical education standards are higher than in most schools and pupils achieve well. In music, geography and history standards are similar to those found in most schools and achievement is satisfactory.
10. Pupils make very good progress over time in English and good progress in mathematics and science. The rate of progress in Year 1 is slower than that in other classes because the pupils' attitudes to their learning and their concentration are not as good.
11. Pupils with special needs make good progress and achieve the standards expected of them in relation to their prior learning. Pupils who learn English as an additional language as well as others from minority ethnic backgrounds make good progress in reading and writing. A significant proportion of them are in line to reach the nationally expected levels by the end of the key stage. Both groups achieve well because of the very good support provided for them, both in whole class and group work. Their progress is carefully tracked.
12. High attaining pupils are stretched well in English but not so effectively in mathematics or science. In all three subjects the teachers plan work to extend these pupils; the difference lies in the level of difficulty. High attaining pupils could be challenged more in religious education and in ICT as well.

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

13. The school has maintained its good standards in children's attitudes and behaviour and improved their personal development and attendance. Parents are rightly confident that their children behave, work and develop well in school.
14. Children in the Foundation Stage are very well motivated and respond positively to adults, each other and to the exciting choice of activities they are offered. They are very enthusiastic learners who work confidently, sharing and cooperating very well. In the nursery, the children are highly responsible when using woodworking tools with

clear guidance but a minimum of supervision. The children in the reception classes enjoy the responsibility of putting their name on the board when they go to the toilet. Their behaviour is very good, being at its best in the nursery.

15. The children's attitudes to their work and to each other in Key Stage 1 are good overall, and at their best in Year 2. These pupils listen well and sustain their concentration for lengthy periods. They are enthusiastic learners, though they will patiently take turns when required. The children are kind in their responses to the efforts and beliefs of others. Not all pupils in Year 1 concentrate as hard as they might. The group is immature, with a high number of summer-born children and fewer high achieving pupils than in Year 2.
16. Pupils' behaviour is good. Pupils play well together in the playground and move around the building in an orderly way. They are very respectful in assemblies and join in appropriately with the worship. They are polite, friendly and enjoy being helpful. The good behaviour in lessons helps them learn at a healthy pace. There have been no exclusions in the last year.
17. Pupils' personal development is very good and this leads to strong relationships. Pupils and adults get on extremely well with each other and the level of racial harmony is very high. Some older children act as 'Playground Friends' for others and they show a highly developed sense of responsibility, as do children taking the registers or holding open a door for their class. Many children show initiative in responding to challenges set for them and getting their homework done. For example, one child was seen to bring a parent into the hall to write down the week's music question for finding out at home. They respond enthusiastically and very generously to charity appeals.
18. Attendance is good. The attendance rate is above average. Unauthorised absence, though still above average in the last reporting year, has fallen again. In the first six months of this school year it was well below the national average. Punctuality is now good which enables the school to achieve a prompt start to the day. This is an improvement on the last inspection and is helping to promote better progress.

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

19. About three-quarters of the teaching seen was good or better, with just under a quarter satisfactory. Teaching was excellent or very good in one-third of lessons observed. With three out of four lessons judged to be good or better and no lessons judged to be unsatisfactory, this is a significant improvement since the last inspection. Then, almost a fifth of lessons seen were unsatisfactory and there was much less high quality teaching. Teaching in the nursery is consistently very good. In the reception classes and in Key Stage 1, it ranges from excellent to satisfactory, with a high proportion of good teaching. There is consistently high quality teaching in one Year 2 class.
20. In the nursery and reception classes, the excellent relationships which teachers establish with pupils help to give them confidence and enable them to learn quickly. Staff know the children very well and all adults working with them try hard to match the learning experiences they provide to the children's needs. In the nursery, the real strength of the teaching lies in the quality of the activities that staff prepare for the children and the way in which adults intervene skilfully to help them make the most out of these experiences. Children are excited by the opportunities they have to use good quality resources and to show independence as they make choices. Staff achieve a good balance between directing children and allowing them space to show initiative. This strong emphasis on children's personal development is continued in the reception classes. Staff are particularly good at preparing tasks for different pupils which are

pitched at just the right level so that all are appropriately challenged. By the time pupils move into the infant key stage, they have been given a very good start by the thoughtfully prepared and pacy teaching in the Foundation Stage.

21. Very good relationships and strong systems for managing pupils are key strengths of the teaching in Key Stage 1. All staff consistently use agreed approaches to gain and hold pupils' attention, to motivate them to concentrate and show effort in their work. Although all staff work equally hard at this, regularly reminding pupils for example of how to offer a response to teachers' questions, the outcome of using these strategies varies. In Year 1, pupils' responses to these approaches do not always match the efforts put in by the teachers, as there are some whose immaturity causes them to continue to seek attention. This can slow down the learning for all.
22. In the best lessons teachers make it very clear what they expect pupils to learn. This is usually communicated in an effective way, such as using a 'Clever Clown's speech bubble to set out the lesson aims. One teacher uses the phrase 'You will know..' at the outset of the lesson, returning to the question 'Do you know...?' in the summary session at the end. Approaches such as this enable pupils to understand just what is expected of them and to know whether they are being successful or not. Key messages are reinforced and pupils reminded of the progress they have made. Teachers and support staff work closely together to achieve the aims of lessons. This is made easier because support staff are very well briefed through detailed lesson plans, with specific tasks set out for each group of pupils according to their previous attainment. Lesson introductions are interesting and enthusiastic. Statements such as 'You'll never guess what I'm going to ask you to do now!' grab the children's attention so they are keen to get to work.
23. When staff help pupils during activities, they usually judge the amount of support needed well, giving sufficient but not too much guidance. However, an occasional weakness is seen when teachers give too much attention to one particular group at the expense of others. Where the tasks set for these independent groups are not sufficiently challenging, or when they are not as well briefed as they need to be, their concentration wanders and the pace of their learning slows. Higher attaining pupils are identified in Year 2 and provided with more challenging work in English mathematics and some other subjects. This is most successful in English where the level of challenge is right. In other subjects they need to be stretched more.
24. Teaching of literacy is stronger than teaching of numeracy. Literacy is very well taught. Teachers are good at building pupils' phonic skills; for example through targeting blends of letter sounds and spellings of the week. They enable pupils to use new vocabulary in context as soon as possible. Words that are being targeted are often featured alongside the class reading text so that pupils can spot them in use. The use of actions to accompany the introduction of words that are hard to remember helps pupils to recognise and recall them. Adaptations to the national literacy strategy, to align it more with pupils' needs, have been very successful. In their teaching of numeracy, which is satisfactory, staff follow the national strategy more rigidly. They teach mental arithmetic well through sharp and purposeful sessions, which are pitched at the right level to challenge most pupils. Summary sessions at the end of lessons are also good as they draw pupils' learning together and set out the next steps to be taken. However, pupils' learning in the activities in the middle of lessons is not always effective because pupils are given too few practical resources to reinforce their understanding.

25. Teaching of pupils with special educational needs is good. Their work is appropriate in its level of challenge and both teachers and support staff focus their efforts around targets set out in pupils' individual plans. Classroom assistants often undertake 'precision teaching' on a one to one basis for five or ten minutes with pupils. This is effective because it is highly focused on specific basic skills and the learning is closely assessed and recorded. Pupils who are in the early stages of learning English are well supported and they make good progress. Teachers and class assistants make sensitive and unobtrusive efforts to ensure that all pupils are fully included in all activities including physical education, where teachers' instructions are reinforced and demonstrated to assist pupils. Children also receive periodic assistance from a bilingual support worker and additional funding provides the part time services of a teacher for ethnic minority pupils. The 'parallel' literacy hour, which older pupils receive, is planned in great detail so that it is carefully tailored to their needs. A lot is demanded of these pupils and it is expected that they will succeed. This contributes significantly to their good progress.
26. Teachers use homework extensively. It is relevant and supports current work in school. Most pupils are conscientious over its return and the school values it. Challenges such as finding out about the climate of the Caribbean for Year 2 pupils enable them to enlist the help of parents and to engage in their own research at home.

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

27. Pupils' opportunities for learning in all subjects have improved since the last inspection. The school has improved learning opportunities, particularly in mathematics, by better curriculum planning and assessment of pupils' work. Year group teachers now plan lessons together and co-ordinators monitor this planning to ensure work builds clearly on what has gone before.
28. The quality and range of the learning opportunities in the Foundation Stage are very good, particularly in the nursery. Planning is thoroughly based on the nationally set out areas of learning and on what the children already know and can do. A good range of high quality activities and opportunities for personal, social and emotional development are provided in the nursery, which is built on in reception. Adults work with the pupils to promote language and literacy very effectively by engaging them in regular discussion and sharing books. Pupils enjoy number games and play with resources such as sand and water, matching and sorting objects. These activities lay sound foundations for later work in mathematics and science.
29. There are good learning opportunities provided for pupils in Key Stage 1. Effective use is made the National Literacy Strategy, which has been successfully adapted to provide very good learning opportunities in reading and writing. Speaking and listening skills, as well as writing skills, are developed effectively across other subjects. A strong emphasis is placed on the acquisition of numeracy skills and the school's good use of the national guidance is contributing to rising standards. Pupils are given opportunities to experience practical and investigative work in all areas of mathematics. ICT is effectively used in class lessons to help children practise and consolidate basic skills.
30. There are good links between subjects, for example in science and design technology, which result in efficient use of time. However, progress in some subjects is slowed by the short final session of the day. This leads to some lessons being squeezed for time and rushed. Others are split so that too much time is spent reminding pupils of what

has already been learned. Good use is made of first hand experience; for example visits to Colne Valley Museum, dance troupes and artists working in school, and a Victorian school day.

31. All special needs pupils have full access to an appropriate curriculum. Separate literacy lessons are provided for pupils who are at the early stages of language development. Individual education plans are clear and they are reviewed regularly to ensure sufficient progress is made in literacy and numeracy. Targets for personal development are also planned. Pupils are integrated well in classrooms and benefit from whole class activities such as drama, music and physical education along with others. The same is true for those pupils for whom English is not their first language. The provision made for their support is also of good quality and allows them to participate fully in all activities; for example by providing translations when needed. The school needs to better identify gifted or talented children in order to ensure the learning opportunities offered to these pupils meet their individual needs.
32. Provision for personal, social and health education (PHSE) is good and well integrated into all curricular areas. This is given a high priority throughout the school. 'Circle Time' (when pupils sit together in discussion) is used effectively to develop spiritual, moral and social awareness and improve speaking and listening skills. The school's programme of extra curricular activities is very good. There is a wide variety of activities for an infant school covering music, dance and sports.
33. Provision for pupils' spiritual, moral social and cultural development is very good. Parents are very happy with the values and attitudes promoted by the school. The statutory requirement to provide a daily act of worship is met. Assemblies are well planned and delivered so children enjoy them. They provide time for reflection, prayer and singing. The children learn about their world, their feelings, beliefs and the beliefs of others, and this contributes to their spiritual development. There is good spiritual development in lessons as well. For example, in a literacy lesson in reception, the children were encouraged to reflect on how the 'rainbow fish' felt so much better when he learned to be kind and to give. In 'Circle Time', they discovered how much nicer it felt to have, and to pass on, a smile rather than a cross or sad face.
34. Provision for pupils' moral development is also good. The clear school rules and classroom rules that the children help devise establish right and wrong and these are reinforced by the consistent use of praise and rewards. Staff expect a lot of the children and the good example they set promotes children's moral development.
35. The promotion of social development, which was good in the last inspection, is now very good. The children are given a wide range of responsibilities appropriate to their age as in the 'Playground Friends' scheme, where Year 2 children help younger children to play well together. Independence is encouraged through classroom organisation of events like snack time, which the children can get for themselves and can help each other. There is very good use of visits and visitors to widen their view of society. The school encourages the children to consider the needs of people in the community; for example when harvest events such as 'A big bowl of soup' are shared with older members of the community. The wide range of extracurricular activities contributes significantly to children's social and cultural development.
36. Provision for children's cultural development has also improved and is now very good. The cultural diversity is celebrated using good quality artefacts, displays and through participating in festivals. Urdu signs in classrooms raise awareness of pupils' cultural backgrounds and help pupils value their heritage language. In geography children study

the Caribbean as well as studying their own town and comparing it to other places. The work of a good range of artists is studied and music from many cultures provided for the children to listen to. Parents from different ethnic backgrounds are encouraged to help in lessons.

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

37. The school takes very good care of its pupils. This is an area that has significantly improved since the last inspection. All staff know the children very well and provide a stimulating, safe environment for them. Children in the Foundation Stage receive a very good start to their education ensured through strong links with parents, an exciting curriculum and close monitoring of individual needs. Teachers are well aware of the needs of children for whom English is not their first language and provision for them is good.
38. The school monitors children's personal development and academic progress much more closely than at the time of the previous inspection, especially in Key Stage 1. Staff have established highly effective procedures for day to day tracking, assessment and record keeping. By using information from these in planning the next steps of pupils learning and longer-term changes, the school is helping to improve pupils' attainment, particularly in English. A very careful eye is kept on the progress of pupils who benefit from the Ethnic Minorities Achievement Grant and pupils with special needs. Pupils who receive 'precision' teaching are assessed daily by the classroom assistants. Teachers and assistants plan together, ensuring good exchange of information about pupils' progress and development. Midday supervisory assistants are well informed of pupils' additional needs and provide good levels of care during lunch breaks.
39. The procedures for monitoring and promoting good behaviour and eliminating bullying are good. Strengths include frequent use of praise where it is deserved and the consistency with which the behaviour policy is applied by all staff. The 'Playground Friends' initiative is an example of the school's efforts to promote good behaviour effectively. Good use of circle time helps children think through the effects of their behaviour on others. The midday supervisors contribute to promoting best behaviour through their reward schemes and they help to monitor incidents through class behaviour logbooks.
40. Procedures for monitoring attendance are very good. The school has improved its punctuality and reduced its unauthorised absence. The provision of events like 'Come to school on time' week has helped children and parents understand the effects of regular lateness on their own progress and others. The school works closely with the educational support service.
41. Procedures for child protection are satisfactory and the school complies with the legal requirements. The coordinator has kept her training up to date to ensure her awareness of issues. The school gives careful consideration to decisions affecting health and safety. For example, it has considered the needs of pupils in seeking to provide shade in the playground. Fire safety has been carefully planned for and the governors are involved in checking the premises for safety. The children are taught about health and safety at appropriate points in the curriculum.

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

42. The school has worked hard to improve its partnership with parents and this is now good. Parents and carers speak highly of the school. They are very happy with its approachability, the welcome they receive and with the good work of all staff. They are sure their children are happy in school. Parents express a wide range of views on homework and on the information they receive, making it hard for the school to meet all expectations.
43. The information provided for parents of children in the Foundation Stage is of a very high standard, from home visits before the children start school through to the reports at the end of the year. There are strong personal daily contacts between teachers and parents. The reports sent to parents of children in Key Stage 1 at the end of the year are very good. They give a clear picture of the pupil's achievements and the next steps needed in learning. This is an improvement to the last inspection.
44. Parents of children for whom English is an additional language receive the very good information available through the help of the bilingual support worker. This works very effectively. Parents of special needs pupils are approached as soon as concerns are raised. They are well informed about the process and provision for special educational needs. Very good relationships have been established between school and parents and reviews of learning plans are shared.
45. The school makes good use of notice boards to share general, homework and topic information. The format of the regular newsletters has improved recently making the information easier to read. Parents show good awareness of the contents of the home-school agreement. The staff also make themselves readily available to parents at the beginning and end of the day.
46. Parents are strongly encouraged to be involved in the life of the school and in their children's learning. Courses are run to help parents get involved. Two such recent events have covered ICT and helping in the classroom. There are also regular information evenings that cover aspects of the curriculum. Many parents help out in school to the benefit of pupils. Parents have helped in the grounds development, including the 'Willows for shade' project, through which trees have been planted. This event also provides an example of the school working with the junior school and local community.
47. The school makes very good use of homework to extend children's learning and research skills. Parents are enabled to be closely involved in their child's learning through this. Parents respond well to requests to provide artefacts and resources; for example, clocks and watches for the reception classes. They make a significant contribution to the curriculum by helping to run extra curricular clubs like the 'Rock-E club'.

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

48. The leadership of the headteacher is outstanding and provides a driving force which has moved the school from being one with serious weaknesses to one which is effective in just over two years. This is an impressive achievement in such a short time. There is clear direction to the work of the school and all the key issues raised in the previous report have been dealt with. In addition to this there have been many other improvements in standards, teaching and learning, and the quality of provision.
49. Under the headteacher's leadership, high expectations have been established in all aspects of the school's work. This can be seen, for example, in the bright, colourful

and interesting classrooms. These also reflect the strong team spirit that has been established and the contribution made to the improvements by all staff. Part of the reason why unsatisfactory teaching has been eliminated is that all staff have been willing to work together to raise standards. All have played their part in improving the way numeracy and literacy are taught, resulting in higher achievement in mathematics, writing and spelling. Teachers responsible for subjects make a significant contribution. Whilst much of the school's energy has been put into improving literacy and numeracy, all coordinators have met the demands put upon them. Through their action plans they have brought about improvements in curriculum and provision. The system of joint planning within year groups, together with monitoring of plans from colleagues and in some cases observing lessons and looking at pupils' work, helps subject leaders to gain a clear picture of what is working well and what could be better. The good systems of assessment, which were a weakness at the time of the previous inspection, are better because of the headteacher's ability to motivate and enable staff, and their response to challenge.

50. Consistent practice between classes and across the school is an important strength. This comes from the way the headteacher has established effective systems in day-to-day management and practice. For example, ensuring immediate follow up and contact with parents has substantially reduced the amount of unauthorised absence. All teachers share the same positive approaches to managing pupils' behaviour in the classroom, often using the same techniques and strategies to gain pupils' attention when they do not listen. The systems for monitoring and evaluating the work of the school are highly organised and produce a great deal of information, which is then put to good use. Better teaching is a result of improving aspects identified as weaknesses during observations by the headteacher and senior staff. Monitoring of the literacy hour and pupils' work in English has led to adaptations in the way aspects of the subject are taught and consequently, better achievement. The monitoring and evaluation systems are part of the school's successful approach to self-evaluation. The school accurately identifies and knows the areas that can be made better and sets out its actions in a useful school improvement plan, which is then rigorously implemented.
51. The governing body makes a substantial contribution to the smooth running of the school, based on a very good awareness of its day-to-day life and its future needs. There is a strong partnership between the governors and the staff which enables governors to build up their knowledge about their particular areas of responsibility. For example, the literacy governor meets regularly with the subject co-ordinator to discuss pupils' results, targets and plans for future development. They jointly investigated a home school reading initiative. The numeracy governor has expertise in the subject and similarly strong links, whilst the special needs governor works in school as a support assistant. The governing body plans ahead well through action planning days and individual governors bring many ideas. For example, sponsorship has been gained for ground improvements. Links are used to strengthen the position of the school in the community; for example, the school has tackled issues about traffic through a governor. Another governor is part of the local tenants association and this provides a useful route for communication between the school and residents, and vice versa.
52. The governing body is fully aware of best value principles. This is reflected in the interest it took in deciding to place additional support in Year 1 in the light of pupils' achievements, and the options it considered in taking its decisions over painting the hall. The school has established performance management procedures and objectives have been set for the headteacher and teachers. Parents' views are regularly sought by the school, as shown by the questionnaires sent home to parents before the production of the school improvement plan each year.

53. An area of exceptional strength is in the way the school analyses its performance data, tracks the achievement of different groups of pupils and uses the information to move them forward. There is extensive monitoring of the progress made by pupils with special needs, English as an additional language, different ethnic groups, gender groups and groups with different levels of attainment. Consequently the school has a clear picture of where pupils are doing well and where there is room for improvement. It is able to predict future performance, set valuable targets for groups and individuals, and allocate extra support to boosting performance. For example, having identified weaknesses in writing, one group of pupils in Year 2 who have been identified as just reaching level 2 are currently receiving 'precision teaching' sessions to make them fully secure at this level. This support had earlier been directed at getting higher attaining pupils to level 3. However there is one group of pupils not yet identified by the school; the gifted and talented. These pupils need to be included to complete the picture and ensure they get as much out of school as other children.
54. Resources are used effectively within the school. The budget is well managed and expenditure carefully targeted to meet the greatest needs and the priorities of the school improvement plan. Specific grants, such as those for special needs pupils and ethnic minorities are appropriately used to provide good quality additional help for pupils in groups or in the classroom. The money the school has received for dealing with its serious weaknesses has clearly been put to very good use in raising standards.
55. The special needs co-ordinators manage pupils' learning well. They support colleagues in writing individual education plans and monitor the processes well to ensure standards of provision are maintained. Governors are active in supporting special needs and share with parents and staff the commitment to providing good quality learning experiences for them. The special educational needs policy offers clear guidance to teachers, parents and governors but has not been brought fully into line with the most recently revised code of practice.
56. The school's accommodation is in good condition and is clean and well maintained. Staffing and resources are sufficient for teaching all subjects though a wider range of learning resources would be beneficial to the teaching of mathematics.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. The school should now

- (1) Promote best progress for higher attaining, gifted and talented pupils by:-
  - Extending monitoring procedures to include the identification of gifted and talented pupils;
  - Providing them with challenging opportunities;
  - Establishing procedures for tracking and recording their achievement.

(Paragraphs 31,53)

In Key Stage 1

- Stretching higher achievers in mathematics by providing them with more challenging work,
- Stretching higher achievers in science by giving them opportunities to design, carry out and choose how to record their own investigations;
- Stretching higher achievers in ICT by developing their research skills
- Stretching higher achievers in religious education by giving them more challenging written work.

(Paragraphs 5,8,12,23,94,102,106,126,127,139)

- (2) In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the plan. These are indicated in paragraphs 30,133, 144 (the effect on progress of the timing of some afternoon lessons) and in paragraph 55 (updating the SEN Code of Practice).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	24

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	25	45	23	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	39	258
Number of full-time pupils known to be eligible for free school meals		53

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		53

English as an additional language	No of pupils
Number of pupils with English as an additional language	24

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	21

### Attendance

#### Authorised absence

	%
School data	3.6
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.7
National comparative data	0.5

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

### ***Attainment at the end of Key Stage 1***

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	44	45	89

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	40	39	40
	Girls	41	39	41
	Total	81	78	81
Percentage of pupils at NC level 2 or above	School	91 (92)	88 (98)	91 (96)
	National	84 (82)	85 (83)	90 (87)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	39	40	40
	Girls	41	41	42
	Total	80	81	82
Percentage of pupils at NC level 2 or above	School	90 (92)	91 (90)	92 (95)
	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	1
Black – African heritage	0
Black – other	15
Indian	6
Pakistani	20
Bangladeshi	0
Chinese	0
White	126
Any other minority ethnic group	4

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

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

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

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

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

#### **Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	11.3
Number of pupils per qualified teacher	22.8
Average class size	28.7

#### **Education support staff: YR – Y2**

Total number of education support staff	9
Total aggregate hours worked per week	132

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999 - 2000
	£
Total income	498,847
Total expenditure	492,323
Expenditure per pupil	1698
Balance brought forward from previous year	23,938
Balance carried forward to next year	30,462

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	297
Number of questionnaires returned	107

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	26	0	1	1
My child is making good progress in school.	55	39	1	0	5
Behaviour in the school is good.	48	45	3	1	4
My child gets the right amount of work to do at home.	31	45	11	4	9
The teaching is good.	65	30	1	1	3
I am kept well informed about how my child is getting on.	49	29	15	3	5
I would feel comfortable about approaching the school with questions or a problem.	76	21	2	0	1
The school expects my child to work hard and achieve his or her best.	64	28	2	0	6
The school works closely with parents.	55	33	7	2	3
The school is well led and managed.	67	26	1	1	5
The school is helping my child become mature and responsible.	60	33	2	0	6
The school provides an interesting range of activities outside lessons.	42	36	3	1	18

## **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. Children are admitted to the nursery and reception classes in September and January, according to their date of birth. There are currently 78 children on roll in the nursery who attend for either a morning or afternoon session. The children in reception are split between three classes. At the time of the inspection, one of these was composed wholly of younger pupils who had been in reception for less than three months. Most but not all of the children who enter the reception classes have been through the nursery.
59. In recent years the overall attainment of children when they enter nursery has been below average, with more low achieving children than high. Of the children now in the reception classes, a significant proportion scored poorly on assessment of their basic skills. Few scored well. Most of the children currently in the nursery are closer to average in terms of the skills they bring with them.
60. When they enter the nursery, children are allocated to an adult 'key worker'. Each of these takes responsibility for monitoring the progress and development of approximately thirteen children. This gives the pupils a great deal of confidence at the outset. Staff in the nursery are currently trying out a new system of assessing and recording children's achievements. This tracks their increasing level of skills as they manage to reach the 'stepping stones' in each of the key areas of learning. The detail with which their progress is recorded helps the staff to produce comprehensive reports for parents at the end of the year. These assessments can also provide a good starting point for reception teachers to build on when the children transfer.
61. The very good progress that children make in the nursery gives them a strong start to school life. The vast majority develop good attitudes to their work and this carries forward into reception, where staff continue to expect much of the children. They make good progress as reception staff continue to stretch them with challenging activities. Pupils with English as an additional language make rapid progress because their needs are identified early and support is quickly given.
62. Children settle very well into school as a result of the efforts the school makes to establish strong links with parents. Home visits and pre-school taster sessions enable the children to become familiar with the staff. The high quality of home/school relationships is evident in the way parents happily bring their children into school and start them off at an activity before leaving. The high quality of the environment that staff have created, particularly in the nursery, is a key reason why children start their sessions with such enthusiasm. The exciting resources and attractive activity areas, with so many options available, can hardly fail to engage their attention.
63. Provision for the youngest pupils, the majority of whom were described as making satisfactory progress at the time of the last inspection is now improved. It is good in reception and very good in the nursery.

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

64. Children make very good progress in this area and by the time they leave the reception classes, the vast majority are likely to have achieved the expected level of development described in the 'Early Learning Goals'. They are happy, confident and

eager to learn. Most are enthusiastic in talking about their activities. They show rapidly developing independence as they take responsibility for putting on aprons when they use paint or glue in the nursery or dress themselves for physical education in reception.

65. Teaching in this area is very good because teachers are successful in achieving the right balance between activities that are led by an adult and those that allow children to show initiative. They carefully judge their interventions so as not to restrict children's opportunities to develop confidence, but rather to offer ideas or redirect learning that has 'stalled' for some reason. The use of daily activities such as snack time is cleverly organised so that children can make their own choices; for example when to take their break. They frequently form a small group with friends or those they happen to be working with and opt to sit together, talking as they drink their milk and eat healthy food such as apple slices. This becomes a positive social occasion, which reinforces the importance of co-operation and friendship. In both age groups, pupils select the milk with their own photograph attached. This gives them responsibility yet allows staff to keep an eye on who has still to take their break.
66. When children finish an activity and wish to take their work home, they simply place it in the 'home box'. This reflects the growth of their independence and shows how they are beginning to apply the school's systems for themselves. Occasionally, children lacking confidence find the busy atmosphere of school difficult to cope with. Staff know their needs well and often prevent any unnecessary nervousness by well timed interventions. On spotting a boy who was less than keen to leave his mother, for example, the nursery teacher eased him into an activity by saying 'Just the fellow I'm looking for - would you like to do some baking with me?'. Without hesitation, the child was soon engrossed in his work along with others. This level of awareness, along with high expectations of good manners and courtesy, ensures that children build their social skills and confidence rapidly. Staff themselves set a good example to pupils in the way they co-operate and work together.

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

67. Most children will achieve the expected level and they make good progress, particularly in their spoken language. This is due to the high quality opportunities that are set up for children to talk, and to the way in which adults engage them in conversation to develop their confidence and extend their vocabulary. In the nursery, children are quickly encouraged to take an interest in books and they show that they are confident to use them, following stories through pictures and talking together about favourite characters. They are encouraged to recognise their own names as they select their milk for snack and are praised for any success in their early reading skills. In the writing area, adults often sit with individual children as they learn the key letter shapes by following tactile examples stuck onto the table. However, the mainstay of the teachers' approach to developing children's language in the nursery is through speaking. In the role play area, for example, children are encouraged to adopt the characters of the three bears as they retell the events of the Goldilocks story. The area is skilfully set up to recreate the setting for the story and children find it easy to get into their roles; for example in complaining that 'Somebody has been eating my porridge!' Many of the activity areas have clipboards provided to enable children to attempt to write but these are not used as often as they might be. There is scope for creating more specific writing opportunities, such as directing children to write pretend telephone messages in the 'home bay' or making a shopping list for porridge ingredients in the three bears house.

68. In reception, children's insight into stories is further developed when, for example, they read 'big books' with their teachers. They show a good understanding of the plots and morals of tales, and those who are ready are encouraged to work on early stages of the National Curriculum for English. Children develop 'favourite' books and learn to read many of the key words as they take the opportunity to spend time in the comfortable reading corners. They practise their writing as they describe the 'Rainbow Fish' from the story, using key words provided by the teacher for guidance. Higher achieving children show that they can write letters legibly as they write full sentences. Others rely more heavily on teachers as they dictate what they wish to say before copying under the teachers' written version. 'Words of the week' are regularly featured as the class reads together with the help of the teacher and children are encouraged to recognise them as they crop up in the story and to write them accurately. This game aspect to learning to read enthuses the children to succeed. For those who find some sounds or words difficult to remember, teachers use actions to help reinforce the children's recognition.
69. Teaching in literacy is good. A strong feature is the way adults work well together to seize opportunities to promote children's vocabulary. They talk with children in every activity they share and encourage them to talk amongst themselves. Good records of children's development help staff to plan activities at the right level of challenge. In reception as in the nursery, role play in the form of a 'home bay' features in regular activities. Many children talk extensively in their chosen roles, but some do not get the best out of it because they need more support and guidance at this time to encourage them to collaborate in using their language.

### **Mathematical development**

70. Children make good progress and most are in line to reach the expected standard by the time they leave reception. Their rate of progress is the result of good quality teaching in which staff provide enjoyable and challenging activities, supported by good quality practical resources. In the nursery, for example, children learn to count and to recognise basic numbers as they play games with dice and picture cards. Recognising the numbers is seen as a natural part of the fun and children learn quickly. The environment in the nursery is very well set up to encourage children to learn about concepts such as shape, quantity and capacity. They explore patterns of beads as they thread them onto string, often counting up to twenty without difficulty. Others show that they understand that some containers will hold more than others as they pour coloured water from one to another. Whenever children are engaged in playing with jigsaws or with the model farm or zoo, adults take the opportunity to ask them to count the pieces or to arrange 'two horses and three sheep'.
71. In reception, teachers stretch children's mathematical understanding further as they set up opportunities to work with more challenging problems such as breaking up numbers into smaller portions. As they use computer programs, children learn to set out number problems such as  $4p + 5p + 2p = 11p$ . They also learn to recognise the basic clock times which teachers link to the main events of the day to help their understanding. Children's progress in mathematical understanding is carefully tracked so that teachers usually offer work at the right level to build on skills that are already securely learned. Occasionally, however, children have too little challenge in the activities set up around the room for them to do themselves. For example, when they are making a birthday cake from play dough, children are asked to count a small number of candles but some are capable of dealing with much higher numbers. Despite this, teaching is mostly good or very good, particularly when teachers are

leading number activities themselves. They expect a lot of the children and offer praise when they succeed in meeting their expectations.

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

72. Most children are in line to reach the standard expected by the time they finish reception. They make very good progress in the nursery where they are provided with a particularly exciting range of activities and challenges. For example, the early foundations of scientific thinking were laid when children were asked to predict which of a number of different articles would float or sink in a tank of water. One child wrongly predicted that a wet feather would sink but was happy to note that it floated after all. Good teaching underlined the importance of pupils trying to think what might happen before testing to see if they were right. Children learn to become confident with technology as they listen independently to their favourite stories on tape recorders, or use the computer to play games, which develop basic vocabulary or number skills. As they explore in sand and water activities, children experience the texture and properties of the different materials, learning for example, that dry sand behaves differently from wet.
73. In the reception classes, teachers concentrate on specific areas of knowledge and understanding, such as the way in which tadpoles grow from frogspawn and develop into frogs. Good teaching provides first hand experience for children; for example when they examine the nature of frogspawn brought in by the teacher. They smell it, touch it with plastic gloves and observe its behaviour before drawing it. By the end of the lesson their knowledge of the frogs' growth cycle is much greater. Teachers give good attention to children's health and safety.

### **Physical development**

74. Children's physical development is in line to meet the standards expected by the age of six. Some children show manipulative skills that are better than usual. In the nursery children show that they have good control over their movements as they build walls and vehicles with wooden blocks and small construction kits. They can balance along the blocks when they are laid out on the floor and their hand / eye co-ordination is very good as they assemble wheels and axles to make moving models. Their best achievement is seen at the woodwork bench where they can hammer nails to join pieces of wood confidently and accurately. Teaching here is very good for the children are stretched by the way the activity is set up. They are carefully trained to stand on particular spots and use the hammers and vice in the correct way. Only then are they allowed to work independently. This gives them a great sense of achievement and builds their self-esteem, whilst also developing their co-ordination skills. Outdoor play is purposeful as children are given the opportunity of climbing on boxes and through tunnels to develop their balance and movement skills. Adults sometimes challenge them to play with a bat and ball but not many show these more advanced skills.
75. In the reception classes, pupils show that they have good control of their body movements when they learn to move in time to a tambour or to hand bells in physical education. Teaching is very good as children are given demonstrations of the types of movement required to simulate the bear striding heavily through the forest or the little boy skipping along. Pupils observe carefully before copying the movements. Teachers remind them of the importance of warming up their muscles before strenuous exercise and they are aware of the effects of such exercise on their heart rate. Teachers interact skilfully to improve the quality of movement and support staff are deployed well; for example in helping a child with little English to fully participate in the activity.

## **Creative development**

76. Pupils' creative development is in line to meet expected levels by the time they leave the reception classes. In both nursery and reception children are given regular opportunities to draw, paint, make models and produce collages. Some of the printing produced by the children is of particularly high quality. This is partly due to the stimulus provided by the work of a visiting artist.
77. Teaching is good as children are given plenty of help and support but at the same time provided with a degree of choice over their work. For example, as nursery children assembled mobiles on the theme of spring colours, the nursery nurse working with them discussed possible materials to use but left the options open to the children. She offered help to thread thicker materials onto the needles they were using, but left them to manage the rest. This well-balanced approach raises children's confidence that they can produce good work through their own efforts.
78. In both nursery and reception, children are given good resources to work with; for example when they glue materials together or decorate models. Musical skills and enjoyment are promoted well in the nursery as children are invited to come and sing by the piano. They show great enthusiasm as the teacher leads them in repetitive songs or nursery rhymes which they soon learn. Their listening skills are developed as they are expected to follow faster or slower rhythms and sing louder or more quietly in response to the mood of the song. This activity demonstrates very well the way in which teachers keep track of pupils' progress. During the inspection, mainly girls were seen to take part but a note is kept of whether the boys take advantage of it over the course of the term. If necessary they are 'steered' towards it, so that they can at least join the group to listen even if they are not confident enough to sing aloud. The products of the children's creative activity particularly enhance the nursery surroundings. The staff always celebrate the pupils' work and this motivates them to work hard to please.

## **ENGLISH**

79. Standards in English have improved since the previous inspection and are now above those expected of pupils at the age of seven in speaking and listening, reading and writing. This is a further improvement on the results of the 2000 National Curriculum tests for seven year olds, which showed standards to be in line with national averages in reading and writing. Better teaching and effective use of the national literacy strategy have brought it about.
80. Analysis of test results shows that although boys' attainment in 2000 met the national average, they did not do so well as girls in writing. The school recognises this, and consequently has given writing extra attention. Taking test results over time, girls and boys' achievements are similar. Pupils who learn English as an additional language and those from minority ethnic cultures achieve well because of the very good support provided for them. Their progress is carefully tracked. Assessments indicate that most achieve the standards expected for their age. Pupils with special needs also make good progress. They are very well supported by skilful classroom assistants, careful assessment of their progress and work well matched to their abilities.
81. Pupils' attainment levels are lower than expected when they enter reception. They quickly gain enough confidence and self-assurance to express their views clearly to

others. Teachers provide good opportunities for speaking and listening. They encourage pupils to talk about what they have done at home. A Year 1 pupil, for example, showed the class the sampler she was making and used the correct terminology to describe the 'running stitches' and 'cross stitching' she had used. A Year 2 pupil explained to his class the maps he had downloaded from the computer at home. In drama lessons and role play there are good 'question and answer' sessions. As a result, by the end of the key stage, pupils listen well to each other and ask appropriate questions. They speak with a level of maturity beyond that which is normally expected of seven year olds.

82. Pupils make rapid progress in reading and do very well to achieve the high standards seen by the time they are seven. Basic reading skills are taught very well in the Foundation Stage so there is a sound basis on which to build at Key Stage 1. Letter sounds and blends are taught very well and 'words of the week' ensure that pupils begin to build up a strong sight vocabulary, which helps them approach reading books confidently. By Year 2, most pupils read accurately and use their knowledge of letter sounds to work out unfamiliar words. They make sense of what they read and recall in detail the events in a story. Higher achieving readers show more fluency and expression. They read a wider range of books. For example a pupil talked enthusiastically about his current novel 'Stig of the Dump'. Lower achieving readers are hesitant and use more strategies such as 'sounding out', or picture cues to help their understanding.
83. All pupils show positive attitudes to reading and talk about their favourite books at home. Some gain a wider access to books by visiting their local library with their parents. Dictionary skills are taught well. Most pupils understand alphabetical order and know how to use the contents or index to find information in a non-fiction book. Reading records kept by teachers are good. They provide clear information, which is used well to plan the next stage of learning for pupils. Reading books are very well organised and easily accessible. The range and quality of books in the library is very good and strongly promote pupils' interest in reading and the development of library skills.
84. Pupils make very good progress in writing, with achievements better than in similar schools. The steps taken to raise standards in writing are proving to be effective. Data from assessment tests is analysed in detail to provide accurate information about the attainment and progress of different pupils. This is used very well to set realistic writing targets for groups and individuals. Extra support is provided in the form of 'precision' teaching (short sharp bursts of one adult to one child) and group teaching, to raise particular levels. For example, better writers have been given extra support to boost them to higher levels as have below average writers to bring them up to scratch. The needs of all pupils are served well by the use of information in this way.
85. By the end of Key Stage 1, most pupils write in fluent, well sequenced sentences. Capital letters and full stops are used consistently and handwriting is well formed and legible. Pupils use well chosen descriptive phrases such as 'mysteriously galloped' or 'we slumped to the ground' to make writing interesting. In a bonfire night poem, the use of 'spitting sparks and flames' showed a good use of onomatopoeia to give a better effect. Spelling remains a weakness for average pupils, however, with words such as 'saw' 'drink' and 'sweet' spelled incorrectly. Higher achieving writers create lively and interesting stories. Ideas are sustained well and supported by interesting detail such as 'the sand was hot under my feet' or 'with a hip and a hop we jumped into the car'. There is good use of dialogue to help the narrative, usually correctly punctuated. Spelling for these pupils is mostly correct and handwriting is joined and legible. Lower

attaining writers show an awareness of correct punctuation and spell the simplest words correctly. They work hard to improve their handwriting. However they do not have the language skills necessary to link their ideas fluently and usually write short simple statements.

86. Writing opportunities in other subjects are planned well and as a result pupils' writing skills are challenged and extended. Year 1 pupils', for example, wrote clear descriptions of the movements they made in their dance lesson. In religious education, good examples of extended writing were seen in recounting the story of Zaccheus and how children celebrate Eid. Year 2 pupils wrote clear and lively accounts of what it is like to be a Victorian child, following their history visit to a museum.
87. The quality of teaching is good. Of the lessons seen, eighty per cent were judged to be good or better, with twenty per cent satisfactory. There was no unsatisfactory teaching and some teaching in Year 2 was outstanding. This is a noticeable improvement on the standards last reported.
88. There are common strengths in the teaching; for example the whole school approach to the way literacy lessons are planned and structured. Teachers cleverly link the phonic and other language skills they teach at the start of lessons to the shared reading and writing activities that follow. This helps the flow of lessons and provides good support for pupils' writing. Lesson plans are clearly focused on what pupils will learn and these objectives are shared with the pupils and reinforced so they know what is expected of them. Teachers know the individual strengths and needs of their pupils very well. This means extra support for them is very well planned and managed so that all are enabled to make good progress in lessons.
89. The very good learning seen in a Year 2 lesson was due to the outstanding skills of the teacher. The captivating reading of 'poems from around the world' was usefully linked to their learning in geography about the Caribbean. The lesson was relevant and meaningful to pupils, and resulted in some very good use of rhyming words in the poems that they wrote. Teaching of a similar quality resulted in some imaginative and exciting drama. Pupils' enthusiasm was fired by 'exploration of an island' and the lesson provided an excellent stimulus for the writing which was to follow.
90. All teachers consistently use very good strategies to gain pupils' attention and help them focus on their learning. In the main, pupils respond very well but a minority of pupils' in the Year 1 class have poor listening skills and are unable to sustain concentration. Consequently learning is sometimes interrupted and this slows down the rate of progress. In some lessons learning is slowed because the teacher does not maintain a sufficient overview of pupils working at independent activities, so their work rate drops.
91. Management of the subject is very good. The co-ordinator has worked very effectively in helping bring about many improvements since the last inspection. Observation of teaching and resulting training has had a significant impact on improving the quality. Specific training for classroom assistants and ensuring that they have a clear role has increased their effectiveness. Rigorous monitoring and tracking of pupils' performance and setting of clear realistic targets have resulted in appropriately challenging work to all abilities.

## **MATHEMATICS**

92. Standards in mathematics are better than at the time of the previous inspection and are now in line with standards in most schools. This is reflected in last year's national test results when pupils in Year 2 matched national standards and did better than pupils in similar schools. Boys and girls make equally good progress, as shown by their scores in the end of year tests for seven-year-old pupils over the past three years. The school has successfully implemented the national numeracy guidance and this, together with better lesson planning has resulted in a significant rise in standards.
93. Pupils' progress by the end of Key Stage 1 is good overall. Most pupils achieve well in all aspects of the subject, given their below average attainment on entering reception. This is especially true in number where pupils gradually develop confidence and competence. By the end of reception pupils show understanding of mathematical language and use it in practical contexts. In Year 1 pupils gain in confidence and can mentally work out pairs and groups of numbers worth ten though they would benefit from using concrete apparatus when working with larger numbers. They can recognise simple two and three-dimensional shapes, and use simple measures. By Year 2, children can organise and present their work more purposefully, although for a minority, standards of presentation are low. Pupils are increasingly able to explain reasons for answers, especially during mental work. Year 2 pupils develop different methods of working with numbers. They use numbers up to 1000 and can confidently count on and back from a variety of starting points in groups of numbers, for example starting at 300 count on/back in 5's, 10's and 4's.
94. Provision for pupils with special educational needs is good. Well-planned work, appropriate to their needs and abilities along with closely targeted extra adult support enables these pupils to make good progress. However, pupils capable of higher attainment do not always make the progress they should. This is because the work they are given is not always sufficiently matched to their abilities. There are no gifted pupils identified in mathematics. Pupils with English as an additional language make similar progress to most children because they are helped with language, when needed, to enable them to understand questions.
95. Teaching observed during the inspection was split almost equally between satisfactory and very good. Strengths in teaching included the teachers' secure knowledge of mathematics and precise, clear objectives that were shared with the pupils to aid learning. Very good teaching seen in Year 2 included a strong emphasis on encouraging pupils to explain their thinking and develop their reasoning, through high quality questioning. The teaching methods used and organisation of the lesson ensured a fast pace and that no time was wasted.
96. Teachers are familiar with the requirements of the National Numeracy Strategy. The quality of the mental mathematics during introductory sessions varies; for example, in the amount that all pupils are involved in answering questions. Better and more consistent use of resources such as 'number fans' would ensure that all pupils could attempt to answer the questions and allow teachers' the opportunity to assess pupils' mental skills. The summaries at the end of lessons similarly vary. At their best the main learning for the lesson is carefully reinforced, mathematical language developed and children are challenged to demonstrate what they have learned. When the sessions are not so tightly focused or are rushed, learning is less effective.
97. Pupils' attitudes to learning are good. Most are enthusiastic about mathematics and are keen to improve. However a small minority of pupils in Year 1 have short attention spans and can lose concentration, becoming off task and chatting. Pupils cooperate well with each other and willingly share resources and ideas. Where groups of children

are using the same work cards this can sometimes lead to some pupils allowing others to do all the thinking.

98. The work in mathematics supports other subjects well. Opportunities are used at registration, when teachers ask questions such as 'Three people are away today, how many are here?' Information technology is used to enhance learning with appropriate mathematical games being used to practise skills and consolidate learning. Whole class work in mental mathematics helps to develop pupils listening skills.
99. The coordinator for mathematics provides good leadership and has monitored lesson delivery and planning, with feedback given to lead year teachers. Assessment and tracking procedures are good. There is a clear, focussed development plan for this area along with a specific budget to enhance the provision of resources.

## **SCIENCE**

100. By the age of seven, when pupils move on to junior school, their attainment in science is above the national average. This largely reflects the assessments made by teachers last year, in that most pupils reach the expected level and a larger than average number do better. It is a higher standard than at the time of the previous inspection. Pupils have a good knowledge and understanding of life and physical processes, and about materials. They have a particularly good grasp of investigative work because of the way the school teaches science through regular, hands on, practical activities.
101. Year 2 pupils have a good knowledge about living things such as what makes for a healthy life style and body. They know about materials; for example the process of melting and what affects it. Higher attaining pupils know that some changes are reversible whilst others are not. Pupils have good understanding of forces such as gravity, with higher attaining pupils realising that on the moon a hammer and feather would fall at almost the same rate. They have a very good understanding of what is required for a test to be fair and are drawing conclusions from the tests that they have undertaken. Pupils develop good skills in carrying out tests and opportunities are created for them to apply their mathematical skills; for example when they measure temperatures or distances.
102. There was one particular weakness in science when the school was last inspected – the way pupils record their work. This is now much better. Pupils are provided with frameworks to help them record the different stages of their investigations; for example 'what we are trying to find out' and 'what we think will happen'. They are encouraged to write within these frameworks, so applying and developing their literacy skills in their science work. More is demanded of Year 2 pupils than Year 1, which promotes good progress. Allowance is made for special needs pupils and those with English as an additional language to help them record without holding up their scientific learning. This may sometimes be recording through drawing pictures, or with the help of an adult, or with the adult recording for them. At other times pupils write accounts of research, produce labelled diagrams or complete tables and graphs. The quality of their written work is high and it is gathered together in attractive booklets that reflect their learning in each topic. One group, the older higher attaining pupils, could be further challenged in their recording by giving them more choice and allowing them to make their own decisions as to how test outcomes might best be shown. There is also potential to make more use of ICT, particularly in presenting data.
103. Pupils achieve well in science and their progress is good. When they move up to Key Stage 1 from reception, their attainment is at the level expected for their age. Through

good or better teaching, they reach higher than average levels at seven. Teaching seen during the inspection ranged from good to excellent and there were many good features common to all lessons. Science teaching is backed by thorough planning and preparation so that resources are to hand, classroom assistants well prepared and objectives for the lessons clear. Teachers carefully set their lessons in context by referring back to the learning from the previous lesson. Different levels of challenge in the work and support are provided to meet the needs of particular groups of children; for example when classroom assistants work with special needs groups. Homework is used very well to extend science investigations beyond the classroom; for example when pupils learning about forces are asked to list objects in the home which you pull or push to operate. Teachers manage pupils well and in a consistent and similar way. For example, they share a number of strategies for gaining the attention of pupils who are not concentrating or listening as closely as they might. These strategies were most often seen in Year 1 where there is a higher number of summer-born children and fewer high achieving pupils than in Year 2.

104. The best teaching was characterised by strong subject knowledge and skilled response to how well the pupils were learning. In a very good Year 1 lesson, this was seen in the quality of questions asked of the pupils; for example their ideas were picked up and extended by questions such as 'can you finish that off.....'. In an excellent lesson in Year 2, pupils' interest and attention was captured at the start by cleverly linking the learning on forces to a child having brought in a model roundabout for 'sharing time'. First rate explanations to pupils ensured they were understanding the scientific principles they were learning about, not just the activity they were about to do. At one time, where the teacher judged pupils were struggling to understand, she quickly introduced a demonstration to support her explanation. This helped the pupils to grasp the point. At the end of the lesson the teacher checked pupils new learning by ensuring they understood the meaning of scientific terms and with questions such as 'did you know that before?'
105. Although all teachers give attention to developing scientific terms and language, pupils' understanding of this is not always strong enough to ensure the best learning. For example, in one Year 1 lesson some pupils became confused in their recording because they did not fully understand the term 'prediction' and in another the term 'force' was not linked sufficiently to 'pulling and pushing' for pupils realise the connection.
106. Good management of the subject by the coordinator has led to improvements. Teaching has been observed and from this has followed more challenging investigations. Now that pupils are acquiring these skills more quickly, there is potential to challenge higher attainers more. Rather than teachers deciding what they should do and pupils following, they need to be given opportunities to try out their own ideas; for example, by presenting them with a problem and asking them to design their own investigation and to present the answers. The co-ordinator looks at pupils' work. From this, staff decided to revise the way it was presented. The resulting booklets are of a high quality and lend themselves well to valuable assessments of pupils' progress. The co-ordinator has a good awareness of the next steps needed to move the subject forward.

## **ART AND DESIGN**

107. Standards in art are above average and better than seen in most infant schools. It is clear simply from the work on display that pupils experience a wide range of activities and demonstrate good levels of skill.

108. As they enter the infant key stage, pupils are ready to build on good early experiences in which they have worked confidently in media such as paint and pencil. They stretch their skills further as they learn to mix paint shades from primary and secondary colours and become more proficient in their observational drawing. They produce for example, high quality pictures of houses from different perspectives, which show a good grasp of proportion and line. Year 1 pupils build drawing skills in their work when they practise pencil techniques such as using heavier shading or lightly drawn lines to represent both angry and happy moods. Older pupils encounter an impressive range of techniques, including clay work, paper sculpture and drawing in pastels, chalks and crayon. Printing work is particularly good across the school as pupils in all year groups experiment successfully with techniques such as printing from an impression in thick paints to using a roller over a paper pattern. This wide range shows pupils the variety of approaches it is possible for them to take. Paintings in Year 1 and 2 are often bold and confident but some work such as that on reflections shows that pupils can produce carefully observed and finely constructed pictures.
109. Pupils make good progress in learning about the work of well known artists. They reproduce the styles of people such as William Morris with his repeating wallpaper patterns or Kandinsky, who they describe as 'A Russian who liked to work in bright colours'. This work is of a high standard and also incorporates the use of information technology as pupils use 'flood and fill' tools in a computer art program.
110. Pupils' regular artwork is enhanced by specialist teaching from a visiting artist, who has introduced them to more advanced techniques of batik and calico patterning using fabric crayons and dyes. The children are rightly very proud of their results, which are impressive.
111. The quality of the small amount of teaching that was seen was good in both Years 1 and 2. Strong features include effective lesson planning which clearly identifies the skills to be developed and revisiting the aim of the lesson at the end to check that pupils have succeeded. There is good use of pupils' own work to demonstrate technique and motivate others to try hard.
112. The subject is well led by the art co-ordinator who has a clear picture of what pupils should be achieving in the subject and of what current standards are like. Scrutiny of colleagues' planning and of the work that pupils are producing enables her to offer support and guidance where it is needed. An effective scheme of work has been developed to ensure that pupils experience a broad and interesting range of challenges in art. Regular assessment of the quality of their work helps teachers to report accurately to parents on how well they are doing and allows them to plan future work with confidence. These developments account for standards being higher than at the time of the last inspection.

## **DESIGN AND TECHNOLOGY**

113. Standards are higher than those expected of seven year olds and better than when the school was last inspected. This is due to the good improvements in teaching, curriculum organisation and subject management.
114. The subject co-ordinator has adapted national guidelines well to plan a good range of designing and making experiences for pupils. Strong links with other subjects, particularly science, are built into the curriculum making pupils' learning more meaningful. In Year 1, for example, pupils design and make healthy dishes such as fruit salad to support their science topic about the importance of a healthy lifestyle. They learn how pivots and levers are used in everyday situations during science lessons and put their knowledge to practical use in technology lessons by making characters in their pictures move. Year 2 pupils improve their designing skills by drawing the same object from different angles. They construct vehicles that move freely and explore simple winding mechanisms. Their finished work matches their designs well.
115. The quality of teaching seen was good. Lessons are carefully planned to ensure pupils practise appropriate skills. Teachers organise resources well so that every pupil has what is necessary. As a result, pupils are able to settle quickly to their tasks and make good progress without any loss of time. Parents who help in the classrooms support pupils' learning well. They know clearly the main skills to be learned in the lesson and help pupils to focus on what they do, so that tasks are finished.
116. The subject is managed well. The co-ordinator has overseen many effective improvements since the previous inspection. Work is more closely monitored throughout the school and assessment arrangements have improved. The considerable training programme for the co-ordinator and colleagues has improved staff knowledge and expertise, and the overall quality of teaching. There is a clear plan for development of the subject that includes better use of the well equipped food technology room. Resources are used well to improve pupils' skills. The school successfully organised a Technology Day involving pupils and parents. This provided parents with a good insight into the design technology curriculum as well as the opportunity to improve a wide range of skills in an enjoyable and practical way.

## **GEOGRAPHY AND HISTORY**

117. Standards in geography and history are similar to those found in most schools. They have been maintained since the previous inspection.
118. Pupils' knowledge and understanding of geography is average. In Year 1 they learn about the local environment and produce simple maps such as the route they take to school. They learn about the weather and produce charts to track the weather over a particular month. They understand that physical features such as the Pennines can cause a difference in the weather between Huddersfield and Manchester. In Year 2 pupils learn about the local environment and the contrast with other environments such as the Yorkshire Dales and the Caribbean. They are developing an understanding of maps and globes and can follow the travels of the character 'Barnaby Bear' on both. Teachers use this character effectively to promote pupils' enthusiasm for the subject.

119. Pupils are interested in history and have a clear idea of the historical order of events. They speak enthusiastically about their visit to Colne Valley Museum and can compare the Victorian life style with their own. They have a clear idea of the main differences between life in Victorian times and their life. They have a good knowledge of events such as the fire of London and invasion by the Romans.
120. Progress is good in geography and satisfactory in history for most pupils, including those with special needs and with English as an additional language. Progress is satisfactory for higher attainers but they are not always stretched by the work they are given. Teachers have improved their planning in geography since the last inspection and this has contributed positively to the pupils' good learning and attitudes. Teachers plan well for history and clearly identify what is to be learned in each topic. In both subjects this needs further refining to include specific learning objectives for individual lessons. In geography pupils do not record as often as they should.
121. The quality of teaching is good in geography and satisfactory in history. In the best geography teaching, pupils are given work well matched to their differing abilities. In history, teachers make good use of visits and theme days to enhance learning: for example a Victorian school day when pupils and teachers dressed up and classroom areas were re-arranged to represent a Victorian classroom.
122. Pupils enjoy both subjects. In the geography lessons seen they worked well on tasks in groups. They co-operated well in sharing resources and encouraged each other to complete set work. Pupils who have been abroad are eager to share their experiences and teachers use this effectively to enrich the learning of others.
123. Literacy, and speaking and listening skills, are effectively used in geography. For example, pupils are able to explain the sort of clothes worn in hot climates and in colder climates. Postcards from 'Barnaby Bear' raise the interest levels of the pupils and the character is used well to improve their extended writing skills.
124. Management of both subjects is satisfactory. The co-ordinator is newly in post but has clear ideas for development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

125. The average standards in information and communication technology (ICT) have been maintained since the last inspection. By the end of the key stage, pupils' attainment is in line with that in most schools.
126. By Year 2, pupils have become familiar with most of the main applications of computers. This includes word processing, using graphics packages and handling basic data information such as the range of height, weight and hand spans within a group of pupils. They demonstrate a good awareness of all the major keyboard functions as they work confidently to open files, select different levels of challenge in their programs or print out their finished work. The strongest area of their work is word processing. Most can select appropriate styles and sizes of font for their work and can edit and correct mistakes as they write directly onto the screen. Stories and poems are well set out and for the most part well punctuated, reflecting the regular access to computers that pupils receive. They enter text with confidence. In their data work, pupils have successfully produced a variety of graphs and tables, supporting work in geography for example, as they survey and record pupils' ways of travelling to school, or their favourite rides in the local playground. Pupils have been introduced to the use of CD ROM's for research purposes, but they need more opportunities in this area.

The school is aware of this and efforts are being made to increase software resources and introduce Internet research. At present, pupils' use is restricted to finding information on topics for homework, where facilities at home allow.

127. Progress across the key stage is satisfactory, although it is slightly better for pupils of average or lower ability as these are challenged at a more appropriate level than higher achieving pupils. One reason for this is that there is a gap in the school's system of assessing pupils' attainment in ICT. This gives a good picture of whether pupils have completed the standard curriculum successfully and also notes if additional support was needed. What it doesn't do is record where pupils have found the tasks easy and are ready to move to a more challenging level. As many children are coming out of the Foundation Stage with good basic skills and high levels of confidence, this needs to be addressed to ensure that higher achieving pupils are fully stretched.
128. Most pupils, however, are making steady gains in their knowledge and skills as they are introduced to new programs. As they move through the key stage, they steadily increase their skills in manipulating text on the screen. In a Year 1 lesson observed, pupils learned how to use 'Graphplot' to present information as a pictogram. The lesson was well taught as the sequence of operations was clearly explained and demonstrated to the pupils. Regular questioning ensured that they were following the process and could explain how they would use it in forthcoming lessons. Questions such as 'What do you think I need to do next?' made the pupils think hard about the logical order of the information being entered. The teacher skilfully ensured that pupils understood the finished pictogram by asking them to interpret the information it contained.
129. Pupils with special educational needs or English as an additional language are well supported by adults and by other pupils, who are sometimes paired up to offer guidance. In the above lesson, for example, a pupil with particular difficulties was successfully drawn into the learning by being selected as a helper to demonstrate the teachers' instructions. On occasions, parents are used productively to work alongside pupils. In Year 1, for example, a skilful parent helper encouraged a child who needed help to learn 'This Weeks Key Words' by encouraging her to select the right word from a menu and insert it on the screen in the right space to make sense. The exercise had been prepared by the teacher specifically to support this learning and provides a good example of how ICT is used in regular class work to promote the basic skills in English. There are equivalent examples in mathematics, where pupils' skills with basic number are consolidated through number games and challenges.
130. The subject is managed well, with the co-ordinator providing useful support to colleagues. Guidance on key software, which is easy to follow, is particularly valuable in raising the confidence and knowledge of staff. The school's resources have been significantly improved since the last inspection though further development is planned. The subject development plan covers the right priorities. It includes more rigorous monitoring of the quality of teaching so that standards may be pushed higher.

## **MUSIC**

131. Standards have been maintained since the previous inspection and are similar to those found in most infant schools. Pupils sing very well and this is where they achieve best. For example, when gathered together in assembly, pupils sing beautifully. They keep remarkably well in tune for their ages and show great sensitivity to words, which they memorise well. Older children show they are aware of phrases and they show good control in singing louder or softer. At times children use various percussion

instruments to accompany the singing. This is not such a strong area of performance; for example a group of Year 1 pupils, despite huge enthusiasm, struggled to keep a regular beat and in time with the singing. Pupils with special needs and English as an additional language are fully supported and encouraged in music making activities.

132. Teaching was satisfactory or good in all the lessons observed. All teachers draw their lesson plans from a commercial scheme, which gives them confidence and ensures that work builds on pupils' earlier experiences. However, pupils found their task difficult in part of one lesson where the music suggested for pupils to listen to was not the most appropriate. They needed a lot of guidance to pick out the sounds of string instruments. In all the lessons observed there was an opportunity for pupils to make music, mainly through singing but sometimes through playing instruments. Pupils' achievement was at its best where the opportunities to play were for the many rather than the few. In Year 2 lessons, the class teachers used 'home made' resources well - rubber bands over tissue boxes – to demonstrate to children how sounds are made. They were especially interested and motivated by this. In exploring sounds, Year 1 pupils showed a good ability to make long and short sounds using a range of kitchen implements.
133. The timing of sessions in the school day reduces the effectiveness of some lessons. One lesson held after afternoon playtime was too short for the planned activities to be completed whilst the children having to change after physical education similarly affected another. A range of clubs extends pupils achievement; for example two lunchtime recorder groups and an after school social club which includes performance with instruments and through dance. Although these provide opportunities for higher achieving and talented pupils to extend their skills, such pupils are not specifically identified and their talents nourished. Pupils are posed weekly questions about music or musicians in assemblies. They are very keen to find out the answers and in doing so, they often involve home and parents as sources of information.
134. Management of the subject is satisfactory with the new co-ordinator not having had much time or opportunity yet to influence development. However she has a clear idea how teaching of the subject might be improved and plans are in place to enable this to happen. This should include more guidance for teachers on best use of the commercial scheme.

## **PHYSICAL EDUCATION**

135. Standards in games and dance are better than expected of pupils by the age of seven. Standards have improved since the previous inspection as a result of good improvements in the quality of teaching and closer monitoring of pupils' performance. A considerable recent achievement for the school was winning an Active Mark Gold national award, the first infant school in the country to do so. This has given physical education a higher profile and further raised expectations throughout the school.
136. In dance lessons pupils respond well to changes in the music. They move freely without inhibition, adjusting well to different rhythms. They show good control and balance when springing and twisting, and good awareness of others in the space around them. When practising games skills, Year 2 pupils demonstrated high levels of accuracy and competence in throwing and catching. They controlled the ball well using hands and feet. When using quoits, their throwing was accurate and many made good one-handed catches.

137. The quality of teaching overall is good. Teachers' preparation is thorough. Time and resources for lessons are well organised and managed so that pupils have time to practise and improve skills. Teachers' subject knowledge is good, enabling them to help pupils improve their techniques. They make good use of pupils' performance and evaluation to highlight good practice and encourage others. Learning is linked well to other subjects when, for example, teachers question pupils about the effects of exercise on their heart rate or when improving writing skills by describing the movements made in a dance lesson.
138. The co-ordinator leads the subject well and provides very good support to colleagues through use of her strong subject knowledge and expertise. There is a clear policy that supports a consistent approach to teaching throughout the school. All teachers have undergone 'Top Sport' training, which has effectively raised expectations of what pupils can achieve. Resources are very good, well managed and used effectively to support learning.

## **RELIGIOUS EDUCATION**

139. Most pupils reach standards higher than those set out as the norm in the Kirklees Agreed Syllabus. Pupils make good progress and most pupils achieve well. Pupils' with special educational needs and English as an additional language are well supported but higher attaining pupils, including the gifted and talented pupils underachieve. Their written work, which is the same as for other pupils, does not stretch them enough.
140. Younger pupils develop an awareness and appreciation of objects that are special to their own lives and transfer these attitudes towards objects related to Christianity and Islam. They have a clear understanding that everyone is special and unique and that individuals have different talents. They are also aware that gifts may cost nothing; for example, 'smiles'.
141. Pupils enter Year 1 with an appropriate awareness that groups have expectations about how members will behave towards one another and that they celebrate special events in particular ways.
142. All pupils know that the Bible is special to Christians and the Koran to Muslims, and show respect for the beliefs of other children. The majority of pupils have a good attitude to their work, listening carefully and displaying an eagerness to join in and put forward their own views. A small minority are easily distracted and this leads to a lower standard of work being produced by these children. Throughout the Key Stage pupils develop an appropriate understanding of the major festivals of both Christianity and Islam, celebrating in assembly Christmas, Easter, Diwali and Eid. Pupils also understand the importance of prayer to all faiths and join in appropriately. Pupils write prayers and these are used in assemblies.
143. Older pupils show an awareness of Bible stories. They know the Bible is made up of the Old and New Testaments and the stories about Jesus are found in the New Testament. They can re-tell Bible stories such as David and Goliath and empathise with the main characters.
144. The quality of teaching is good and well supported by careful planning and evaluation. Teachers make good use of resources such as The Children's' Bible and books that retell Bible stories to enhance understanding and learning. Pupils make good progress overall, but the splitting of religious education lessons leads to wasted time whilst work

is recapped. Without this timetable split children's achievement could be raised higher.

145. Pupils' understanding of religious rites is enhanced by visiting local places of worship, for example the local Baptist Church and by enacting a christening service as performed in the Church of England. Children from the Islamic faith are encouraged to share their practices and customs thus enriching the learning of others.
146. The co-ordinator has a good understanding of the subject. Led by her, the staff is working towards requirements of the new Agreed Syllabus, producing sample lesson plans for both Year 1 and Year 2. A separate budget has been identified and the co-ordinator has used this money to appropriately enhance resources. Resources are satisfactory and used to good effect in the teaching of this subject. Displays around school reflect a multi faith society and visits to local places of worship have a positive effect in the teaching and understanding of all pupils. At the time of the inspection no pupils were withdrawn from worship.