

INSPECTION REPORT

**GOMERSAL ST MARY'S CHURCH OF
ENGLAND (AIDED) FIRST AND
NURSERY SCHOOL**

Gomersal, West Yorkshire

LEA area: Kirklees

Unique reference number: 107747

Headteacher: Mr C Woodbridge

Reporting inspector: Mr M Newell
10638

Dates of inspection: 1st – 4th October 2001

Inspection number: 218128

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Nursery and First |
| School category: | Voluntary Aided |
| Age range of pupils: | 3 - 9 |
| Gender of pupils: | Mixed |
| School address: | Shirley Avenue Gomersal Cleckheaton West Yorkshire |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Fr. Michael Rawson |
| Date of previous inspection: | 18 October 1999 |

INFORMATION ABOUT THE INSPECTION TEAM

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| 10638 | Mr M Newell | Registered inspector | Equal opportunities English as an additional language Mathematics Information and communication technology Design and technology | The school's results and pupils' achievements How well the pupils are taught How well is the school led and managed? What should the school do to improve further? |
| 31729 | Mr B Harrington | Lay inspector | | How well does the school care for its pupils? How well does the school work in partnership with parents? |
| 31807 | Mr D Carpenter | Team inspector | English History Music Physical education | Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils? |
| 10228 | Mrs S Russam | Team inspector | Foundation Stage Special educational needs Science Art and design Geography | |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Gomersal, close to Cleckheaton in West Yorkshire. There are currently 153 pupils on roll, which includes 44 children that attend the nursery on a part-time basis. The school is smaller than most schools. Although there is variability in the levels of attainment when children start school, with a small percentage of children showing high levels of attainment, the overall level of attainment is below average. The percentage of pupils known to be eligible for free school meals stands at 26% and this is above the national average. The percentage of pupils identified as having special educational needs is 23% which is broadly in line with the national average. However, the percentage of pupils with statements of special educational needs is 3% and this is above the national average. The percentage of pupils speaking English as an additional language is low and no pupil is at an early stage of language acquisition.

HOW GOOD THE SCHOOL IS

This is an improving school where standards continue to rise and where the strengths clearly outweigh the weaknesses. Children get off to a good start in the Foundation Stage where they achieve well and make good progress. Pupils are currently achieving well in English, mathematics and science by the end of Year 2. When teaching is good or better throughout the school it enables pupils of all abilities to make good strides in their learning. The school has effective strategies in place for teaching literacy and numeracy skills. The majority of pupils have good attitudes to learning and behave well. This makes an important contribution to the quality of learning. The school has very good procedures in place for child protection and for ensuring pupils' welfare. The headteacher has played a pivotal role in improving the standards that the school achieves and in setting a clear educational agenda for school development. He has been well supported by the governing body which is proving effective in holding the school to account for the quality of education it provides. Taking all factors into account the school is providing satisfactory value for money.

What the school does well

- Pupils by the end of Year 2 are currently achieving well in English, mathematics and science given their starting point.
- The provision that is made for children in the Foundation Stage is of a good standard. Teaching in the nursery is very good and good in the reception class.
- The school has effective strategies in place for the teaching of literacy and numeracy skills and for promoting pupils' personal, health and social education.
- The good attitudes and behaviour of the majority of pupils make an important contribution to the quality of learning.
- The school has very good procedures in place for child protection and ensuring pupils' welfare and good procedures for monitoring and improving attendance.
- The headteacher has played an important and significant role in school development and improvement. He is well supported by an effective governing body.

What could be improved

- Standards in information and communication technology, art and design, and geography.
- Provision for pupils with special educational needs.
- The quality and range of learning opportunities and assessment procedures in the foundation subjects.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since the time of the last inspection in 1999 when it was deemed to have some serious weaknesses in the quality of education that it provided. The school recognises that there is still work to be done in improving standards but the standards now being achieved at Key Stage 1 are at a higher level. The school has put a great deal of time and effort into improving standards in literacy and numeracy and in improving the quality of teaching in these areas of the curriculum. The school's efforts have proven successful and unsatisfactory teaching is now no longer an issue. The time and effort that the school has devoted to these issues, however, means that other areas of the curriculum have not developed as well as the school had hoped. The school is already putting in place strategies to improve curriculum provision, assessment and the monitoring of teaching and learning in the foundation subjects. This is appropriate. Under the effective and improved leadership of the headteacher and the governing body, the school is appropriately placed to continue its process of development and improvement.

STANDARDS

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

| Performance in: | compared with | | | | Key |
|-----------------|---------------|------|------|-----------------|---|
| | all schools | | | similar schools | |
| | 1999 | 2000 | 2001 | 2001 | |
| reading | E | C | E | D | well above average A above average B average C below average D well below average E |
| writing | E | D | D | B | |
| mathematics | E | E | E | C | |

The above table shows the school's results at the end of Year 2 in the National Curriculum tests over a three year period, compared with all schools and also with similar schools for the year 2001. Results for 2001 were well below the national average in reading and mathematics and below average in writing. The school performs better when compared to similar schools with attainment being above average in writing, average in mathematics and below average in reading. The fluctuating levels of attainment are explained by the fact that different year groups have a varying number of pupils with special educational needs. This is an improving school where standards overall are improving at a faster rate than found nationally. The school's rate of improvement has been recognised by the DfEE which has awarded the school an achievement award in 2000. Inspection findings show that standards are continuing to improve and the school is set to achieve its best ever test results in 2002. Inspection findings indicate that standards in reading, writing, mathematics and science are at an average level overall with the percentage of pupils on track to exceed the level expected of 7-year-olds in literacy and numeracy being higher than in previous years. Much of this is due to the effective implementation of the National Literacy and Numeracy Strategies. Attainment at the end of Year 4 is currently at an average level in English and below average in mathematics and science. The weaknesses in science and mathematics are because pupils' abilities to carry out investigative and problem solving activities are not as strong as their scientific knowledge and number skills. The percentage

of pupils with special educational needs fluctuates in different year groups and this, together with the fact that support for these pupils is not always as effective as it could be, means that attainment varies in different year groups. Overall, however, pupils, including the higher attaining pupils, attain standards that are commensurate with their ability.

Standards in design and technology, history, music, and physical education are at an expected level by the end of Year 2 and Year 4. Standards in information and communication technology, art and design and geography are below the expected level. This is due mainly to the fact that the skills and knowledge of these subjects have not been taught in sufficient depth or in a systematic and progressive manner over time.

The children get a good start to their educational lives in the Foundation Stage with provision particularly good in the nursery. Many, but not all, children start school with below average levels of attainment. As a result of the consistently good and, in the nursery, very good teaching, children make good progress in all areas of learning. By the time that children are ready to start in Year 1 most children have attained the nationally recommended Early Learning Goals in the six areas of learning.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | The majority of pupils are keen to learn and have positive attitudes to school and to work. |
| Behaviour, in and out of classrooms | Behaviour in class and around the school is usually of a good standard and makes an important contribution to the ethos of the school. A small number of boys show disruptive patterns of behaviour that impact negatively on other pupils' learning. |
| Personal development and relationships | Relationships are of a satisfactory and in some classes of a good standard. The school has rightly identified the need to enhance pupils' personal development by providing more opportunities for them to carry out investigative and problem solving activities. |
| Attendance | The vast majority of pupils clearly enjoy attending school. The attendance rate is in line with the national average. |

TEACHING AND LEARNING

| Teaching of pupils in: | Nursery and Reception | Years 1 – 2 | Years 3 – 4 |
|-------------------------------|------------------------------|--------------------|--------------------|
| Quality of teaching | Good | Satisfactory | Satisfactory |

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 in the Foundation Stage overall, with teaching in the nursery very good. Children in the Foundation Stage get a good start to their educational lives. Children are provided with a vibrant range of learning opportunities that enable them to learn through practical and investigative activities as well as more formal activities. The activities that are provided for children always have a specific learning focus and staff seek to enhance

children's language and personal and social development at every opportunity. The provision and teaching ensures that children of all abilities make good strides in their learning.

Teaching over time in Years 1 and 2 is satisfactory overall with elements of good and, in particular in Year 2, very good teaching. Teaching in Years 3 and 4 is satisfactory with elements of good teaching in both year groups. The school has effectively introduced the National Literacy and Numeracy Strategies and this is having an increasingly positive impact on raising standards. Teaching is at its best when the tasks that are set are challenging and demanding and pupils are provided with opportunities to learn through investigative, problem solving or personal research activities. When teaching is not as effective as it could be it is because the necessary skills and knowledge in subjects, such as geography or information and communication technology, are not taught in a systematic or detailed enough manner. On other occasions, strategies that are used to manage disruptive pupils are not effective and this hinders pupils' learning.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | The curriculum in the Foundation Stage is good and provides a vibrant range of learning opportunities. The curriculum elsewhere in school does not provide a broad or in depth range of learning opportunities in the foundation subjects. |
| Provision for pupils with special educational needs | Although pupils make satisfactory progress, individual education plans are not used enough by teachers to inform teaching, strategies for dealing with inappropriate behaviour are not always effective and support staff are not always as effective as they could be. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Satisfactory provision is made for pupils' spiritual, moral, social and cultural development and this has a positive impact on pupils' personal development. |
| How well the school cares for its pupils | This is a very caring school where the welfare and well being of pupils are of great importance. Good procedures are in place to assess pupils' attainment in literacy and numeracy and to track their personal development. The school has rightly identified the need to develop assessment procedures in the foundation subjects which at present are limited. |
| How well the school works in partnership with parents | The school has developed effective links with parents, provides good quality information and parents are happy with the quality of education that the school provides. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Satisfactory. The headteacher provides effective leadership and has played a significant role in improving standards in the school. He has set a clear and accurate agenda for further school development. All staff share a commitment to raising standards and are keen to develop more rigorous procedures for monitoring teaching and learning in the foundation subjects which at present are not at a satisfactory level. |
| How well the governors fulfil their responsibilities | Good. The governing body fulfils its responsibilities well and has become increasingly effective in holding the school to account for the quality of education it provides. |
| The school's evaluation of its performance | The manner in which the headteacher analyses test and assessment data in literacy and numeracy and set targets for improvement has played an important role in helping to raise standards in these areas of the curriculum. |
| The strategic use of resources | The school makes satisfactory use overall of all its available resources. However, the use of support staff is not having its biggest possible impact on raising standards. The school applies the principles of best value in an effective manner when purchasing goods and services but procedures to monitor the impact of major spending decisions are not rigorous enough. |
| Staffing, accommodation and learning resources. | Satisfactory overall. The school has an appropriate number of teaching and non-teaching staff. Accommodation and resources are satisfactory overall. Resources are good in the Foundation Stage and for information and communication technology, but are unsatisfactory in art and design, geography, and science. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none"> • The fact that their child enjoys school. • The good progress that children make. • The behaviour in the school. • The quality of teaching. • The approachability of the school. • The expectations that the school sets and how the school helps children to become mature and responsible. • How the school is led and managed. | <ul style="list-style-type: none"> • The amount of homework that is set. • Information about how children are progressing. • The range of activities that are provided outside of lessons. |

The vast majority of parents are happy with the quality of education that the school provides. Inspection findings support most of these positive views. A small number of parents are not happy with the amount of homework that is set for pupils. Inspection evidence indicates that the range and amount of homework tasks is similar to that found in most nursery and first schools and is therefore judged to be satisfactory. Information that is provided for parents about their child's progress is good. The parents are right in their perceptions that the range of activities provided outside of lessons is currently limited. The

school however is already aware of this and is presently exploring the possibility of providing a wider range of sporting and musical activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. This is an improving school. Results at the end of Year 2 have been improving over time at a faster rate than found nationally. The improvement in standards has been recognised by the DfEE and resulted in the school being presented with an achievement award in 2000. On the basis of the end of Key Stage 1 test results for 2001, attainment was well below the national average in reading and mathematics and below average in writing. Compared with similar schools, attainment was above average in writing, average in mathematics and below average in reading. The school has a fluctuating number of pupils with special educational needs and there are often quite significant differences in the ability levels of different year groups. The school is on track to achieve its best ever test results in 2002 with the percentage of pupils exceeding the level expected of 7-year-olds higher than in previous years.
2. Inspection findings show that pupils' attainment in reading, writing, speaking and listening, mathematics and science is at an average level at the end of Year 2 with a relatively high percentage of pupils exceeding this level. Pupils in Years 1-2 are currently achieving well, given their attainment levels when they start school. The higher attaining pupils are sufficiently challenged and the tasks that are set for them are sufficiently demanding. The effective implementation of the National Literacy and Numeracy Strategies and the school's commitment to raising standards are factors that have contributed much to the improvement in attainment. Pupils' attainment by the end of Year 4 is currently at an average level in English and below average in mathematics and science. The difference in attainment between subjects can be explained by the fact that pupils have not been consistently provided with enough opportunities over time to learn through practical and investigative activities in mathematics and science. While pupils have developed satisfactory number skills and scientific knowledge, their ability to transfer them to problem solving tasks or to carry out scientific tests or make predictions is unsatisfactory. The school is aware of this and has already started to address the issue and plans to introduce more rigorous monitoring procedures and the appointment of a new science co-ordinator.
3. By the end of Year 2, pupils' attainment in speaking and listening is at an average level overall, although pupils do not have an expressive or expansive vocabulary. The school is addressing this by providing more opportunities for pupils to take part in role-play and drama activities.
4. The more articulate, higher attaining pupils speak confidently and have a good recall of work done in the past. Listening skills are generally satisfactory and pupils show good development of the ability to listen to their teachers and to each other. By the end of Year 2, pupils attain satisfactory standards in reading and this represents good progress from the below average attainment levels that many pupils start school with. Pupils read with expression and show a satisfactory understanding of the use of punctuation. The best readers are able to adapt their tone of voice and pace of reading to respond to the different situations and characters in their books. Standards in writing are satisfactory for pupils at the end of Year 2 and this represents good progress from the below average attainment levels that many pupils start school with. Good quality teaching, which directly teaches writing skills, helps them learn and apply early writing skills and they are currently making good progress. The quality of

handwriting and presentation have also improved and, although standards in spelling are more variable there is evidence in pupils' workbooks that this too is improving.

5. Standards in mathematics and science are at an average level by the end of Year 2. In mathematics, the National Numeracy Strategy is having an increasingly positive impact. The quick fire mental arithmetic session, which starts every lesson, is helping to improve pupils' mental agility. Pupils have secure number skills and attain satisfactory standards in shape, space and measures. Pupils are becoming increasingly competent in examining different ways to solve problems but not all pupils are confident in consistently using their number skills to help them solve problems of increasing complexity. In science, pupils generally have a satisfactory scientific knowledge although there are some weaknesses in their knowledge of materials. Pupils respond very well and learn well when provided with opportunities to learn through investigative and practical activities but such opportunities are not provided as often as they could be and this prevents attainment from being even stronger.
6. By the end of Year 4 when pupils leave school, attainment in English is at an average level and below average in mathematics and science. Pupils are currently making satisfactory progress but over time this has not consistently been the case. There is a small but significant group of pupils in this cohort that show a reluctance to learn. This is despite the best efforts of the teaching. The situation is not helped by the fact that the school does not make the best use of support staff and strategies and procedures to deal with pupils that present challenging behaviour. These factors prevent the quality of learning from being better and a small number of pupils do not achieve as well as they could. In English, pupils attain satisfactory standards in reading and read and understand texts at an appropriate level. Pupils write for an increasing array of audiences and purposes and do so at the appropriate level. Not enough pupils take sufficient pride in their work and this is reflected in the standard of presentation. Most pupils listen attentively although a small number do not follow the accepted conventions in question and answers sessions. Many pupils are confident in asking and answering questions but the vocabulary they use is sometimes limited. In mathematics, pupils have satisfactory number skills when asked to work out calculations using pencil and paper but their mental agility is not at this same level. There are signs, however, that this is improving as teaching emphasises and continues to develop this aspect of mathematics in every numeracy lesson. Attainment in shape, space and measures is just satisfactory although pupils find difficulty in measuring accurately. The main weakness is in pupils' ability to problem solve or to recognise pattern in numbers. This is mainly because not enough opportunities have been provided over time for pupils to develop this skill. This is being addressed. In science standards are below average. Pupils have satisfactory knowledge in some areas of the subject but it is not consistent across the subject. Pupils find difficulty in recalling work and this is sometimes because in the past it has not been covered in sufficient depth. The present quality of teaching, however, is satisfactory and is seeking to fill these gaps. Again, however, over time there has not been sufficient emphasis placed on carrying out investigations and experiments and as a result not enough pupils are able to clearly explain basic features of fair testing.
7. The school has put a great deal of time and effort into improving standards and provision since the time of the last inspection when the school was judged to have serious weaknesses in the quality of education it provided. Much of this effort has gone into improving standards in literacy and numeracy. The inspection evidence suggests that the school has been successful as standards are clearly rising in these

areas. The emphasis given to the developments of these areas of the curriculum has meant that over time other subjects have not all been taught in sufficient depth to enable pupils to achieve at the expected level. The school is tackling this issue by ensuring that the time allocated for subjects is at an appropriate level and that good quality schemes of work to support teaching and learning have been put in place for nearly all subjects and are rigorously followed. In addition, the school has identified in its school development plan the need to ensure that teaching and learning in all subjects are rigorously and regularly monitored. Although there are clear signs that attainment is starting to improve, attainment in information and communication technology, art and design and geography are currently below average. Standards in design and technology, history, music and physical education are at an average level by the end of Year 2 and Year 4.

8. The attainment of children when they start school in the nursery class is below average. The provision within the nursery class has a great impact on the performance of the children in all six areas of learning and they make very good progress. This is a result of a consistently high standard of teaching. In the reception class the children continue to make good progress as a result of good quality teaching. Assessment data and teachers' records show that by the end of the Foundation Stage in most years, children achieve the nationally expected standards in all areas of learning except communication, language and literacy and knowledge and understanding of the world. In these areas they attain below the nationally expected standards. However, the children currently in the reception class are achieving higher standards and by the time they enter Year 1 will attain nationally expected standards in all areas of learning. All children by the time they enter Year 1 have made good progress. Children that have been identified as having special educational needs do not achieve the same standard, but still make good progress as a result of the extra help and support they receive in class. This represents an improvement in standards since the last inspection
9. The progress that pupils with special educational needs make is satisfactory. The progress that pupils make, however, relies too heavily on the quality of the individual teacher. Teaching for all pupils with special educational needs is never less than satisfactory within lessons and, as a result, pupils with special educational needs make progress at a similar rate to their classmates. Where teaching is good or very good, for example, in the foundation Stage and in Year 2, the needs of pupils are met well. They are presented with tasks that are both challenging and achievable and, as a result, progress within lessons on these occasions is good. Progress is not at this level when teachers do not use the pupils' individual education plans to guide and inform planning, or do not make effective use of support staff to have the biggest impact on pupils' learning.
10. The school is fully aware that there are still a number of areas that need to be addressed to further improve standards. Many of the issues regarding standards identified in this inspection are already stated in the school's improvement plan. This shows that the school is well aware of its weaknesses. Inspection evidence indicates that this is an improving school. Under the effective leadership of the headteacher it has a clearer vision of development and if the priorities identified in the school's improvement plan are rigorously implemented and monitored, the school is well placed to continue its cycle of improvement.

Pupils' attitudes, values and personal development

11. Pupils' attitudes behaviour and personal development have improved since the previous inspection. Inspection findings suggest that the vast majority of pupils have good attitudes to school and to their work. Most pupils show considerable enthusiasm, interest and involvement in their lessons and other school activities and this makes an important contribution to the quality of pupils' learning and the progress that they make. In most lessons pupils are keen to take part in question and answer sessions and are eager to share what they have learned or found out. In an equal number of lessons, many pupils show much effort and concentration and are keen to do well. However, a small but significant percentage of pupils, particularly in Year 4, show an indifference to learning. Despite the best efforts of teachers, who put much effort into planning interesting activities, these pupils show a reluctance to complete tasks or take a full and active part in lessons.
12. Children in the Foundation Stage behave well and have very good attitudes towards their learning. The children show good levels of interest and enthusiasm, are always ready to share resources and to take turns and are already developing good independence skills. Much of this is down to the consistently good, and in the nursery very good teaching, which sets high expectations in terms of behaviour as well as academic development. These factors add much to the quality of learning and the good progress that children make during their time in the Foundation Stage.
13. Overall, the standard of pupils' behaviour in Years 1 - 4 is good. Most pupils behave well in class and this makes an important contribution to their learning. When pupils are provided with challenging, investigative tasks that really fire them up, behaviour can be very good. Behaviour at lunchtime, break-time and around the school is again usually of a good standard. The behaviour of a small number of older boys in school is unsatisfactory in the classroom and has a negative impact on the rest of the class. The present policy of withdrawing pupils who misbehave provides a temporary relief for class teachers but does little to avoid a recurrence of the problem on another occasion. These boys are the exception rather than the norm. Staff work hard to promote an anti-bullying and anti-racism culture within the school and pupils know what to do if they feel that they or any of their friends are subject to bullying or other forms of oppressive behaviour. There have been three fixed-term exclusions during the last twelve months.
14. Relationships and personal development are satisfactory. In most instances pupils and staff forge effective relationships that add to the ethos of the school and to the learning environment. Staff are always ready to help and guide pupils and many pupils appreciate this. Pupils are friendly and considerate towards one other, to staff and to visitors to the school. There are a small number of pupils who lack good manners and who do not practise the courtesies appropriate to everyday life in the school. The school provides pupils with a satisfactory range of opportunities for their personal development. Pupils respond well to responsibilities that they are given. During the course of the inspection, pupils were able to undertake routine tasks and responsibilities assigned to them by their teachers and were, for example, confident in liaising between their classroom and the school office or the headteacher's room. This is in addition to many other monitorial duties, such as putting out and returning equipment and helping to prepare for assemblies. During the inspection, pupils were observed holding doors open for others, fetching chairs when there were too few in the room and sharing and treating resources with care. The school has already identified the need to provide more opportunities for pupils to be involved in problem solving and investigative activities and for pupils to take a greater responsibility for their own learning. This is appropriate because at the present time such opportunities

are not consistently provided across the school and this stops learning from being even stronger.

15. Attendance is satisfactory but, although in recent years attendance has been above the national average, a number of families are taking holidays during term-time which has resulted in an increase of authorised absence to 5.2%. These extended absences place an unnecessary burden upon teachers and pupils in attempting to catch up with missed work and impede the progress the pupils make. The school's procedures for monitoring attendance have kept unauthorised absences at a level which is broadly in line with the national average. Almost all pupils arrive at school on time each day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. During the week of inspection teaching was very good in about a fifth of lessons seen, good in a further half of lessons and satisfactory in the rest of lessons. No unsatisfactory teaching was observed. Evidence from lesson observations, teachers' planning and children's work shows that teaching is consistently very good in the nursery and consistently good in the reception class. The quality of the teaching in the Foundation Stage ensures that children get a good start to their educational lives and that children of all abilities make good progress. Teaching is satisfactory overall with some good features in Years 1 - 2 and Years 3 - 4. During the inspection teaching was often good but a detailed scrutiny of pupils' work and discussions with pupils show that over time pupils have not been taught subjects, such as information and communication technology, art and design, and geography, in sufficient depth to give them sufficient knowledge and skills to enable them to achieve the expected level of attainment. The school is already addressing the issue.
17. In the majority of lessons, the quality of learning matches the quality of teaching and the biggest strides in learning are made when the tasks that are set are challenging and demanding and pupils are provided with many opportunities to learn through investigative and problem solving tasks. The school has introduced the National Literacy and Numeracy Strategies effectively. The more embedded these strategies become in school practice, the bigger impact they are having on the quality of pupils' learning and in turn on improving standards. The school has put in place good and rigorous procedures for monitoring the quality of teaching and learning in literacy and numeracy. There is little doubt that this has had a most positive impact on improving the quality of teaching since the time of the last inspection when a significant amount of teaching was judged to be unsatisfactory.
18. The school has a nursery and a reception class in the Foundation Stage. The provision within the nursery class has a great impact on the performance of the children in all six areas of learning and they make very good progress. This is a result of a consistently high standard of teaching. Staff work together very successfully. They give the children in their care tremendous support and offer a very varied and stimulating curriculum. Work is very carefully planned to meet both class and individual needs. Adults manage the class very well and have very high expectations of behaviour and performance. The quality of teaching has improved since the last inspection and is now very good. In the reception class, the children continue to make good progress as a result of good quality teaching. There has been an improvement in the quality of teaching since the last inspection. Staff have good relationships with the children. Work is well planned to cover the six areas of learning for the

Foundation Stage. In both classes the staff plan a range of activities that enable children to learn through practical and investigative activities as well as through more formal activities. Staff are eager to use every opportunity to promote children's communication skills and this strategy has paid dividends.

19. The school has successfully and effectively implemented the National Literacy and Numeracy Strategies. Teaching in Years 1 - 2 and 3 - 4 is good in English and satisfactory with some good features in mathematics. In literacy lessons the objectives of the lesson are shared with the pupils. This is good practice as the pupils then know what is expected of them and they share a responsibility for their own learning. The basic skills of reading and writing are taught in an effective manner. Pupils are directly taught strategies to help them tackle unfamiliar words. In writing pupils are given frameworks that help them to develop their skills in writing for a range of audiences and purposes. Pupils are provided with opportunities to develop their speaking and listening skills in question and answer sessions that are a feature of most lessons. Opportunities are sometimes provided for pupils' vocabulary to be extended further. For example, in a Year 1 art lesson pupils were asked to give accurate descriptions of their attempts to produce observational drawings of a selection of fruit and vegetables. The school has rightly recognised the need to provide more role-play and drama activities to extend and enhance pupils' speaking and listening skills. In numeracy lessons the teachers use quick fire mental warm up sessions, which enthuse the pupils and set the tone for the rest of the lesson. Teaching is at its best when the teacher discusses the different strategies that pupils used to arrive at their answers. Good examples of this were seen in Years 2 and 4. The learning of all pupils is enhanced as a result. Teaching is effective when the tasks that are set are challenging and the lesson zips along at a good pace. Occasionally the whole class discussion is too long and as a result the pupils do not have enough time to practise and extend the skills that they have been taught. The main area for improvement is the need to ensure that opportunities are consistently provided for pupils to take part in investigative and problem solving tasks, where the pupils are given the chance to put their number skills to the test in relevant and challenging activities which require them to think things through in a mathematical manner. Some good practice was seen in Year 2 and as a result pupils' learning was really pushed on as well as the pupils thoroughly enjoying themselves. In science pupils are not given sufficient opportunities to learn through experimentation and investigation and this prevents attainment from being stronger. Where such opportunities are provided, all pupils enjoy the activity and they make better progress in developing their knowledge and understanding of the subject. Some good examples were seen of pupils' literacy and numeracy skills being enhanced in other subjects, such as history, science, design and technology, but this good practice is not as consistent across the school as it should be. The school as a whole does not make enough use of computers to support pupils' learning in other areas of the curriculum. Computers are not used enough as a tool for research.
20. The quality of teaching for the pupils with special educational needs is satisfactory overall with some good features. In the best teaching the tasks that are set for the pupils are challenging but specifically geared to the needs of the pupil. Effective teaching is based around the targets that are identified in the pupils' individual education plan. However, not all teachers pay sufficient attention to the targets when planning work and this means that that work is not consistently pitched at the right level. During the inspection there were some very good examples of support staff being used in an effective way to support pupils. For example, support staff were observed sitting next to pupils during discussion, explaining the tasks, modifying

questions so that pupils could take a full and active part in the lesson and then providing sensitive but not over bearing support when completing the task. On occasions, however, support staff are not used in this manner and do not make a telling contribution to the lesson when they clearly have the skills to do so. A small number of older pupils present challenging behaviour but the strategies that the school is currently using to deal with them are not proving effective. Sending them to work with the headteacher solves the problem in the short term but does not provide a long term solution because the problem persists when the pupils return to class. These pupils, however, are the exception rather than the norm. In other lessons behaviour and attitudes are consistently good. Pupils are managed well, relationships are of a satisfactory and on occasions good standard and there is an effective learning environment prevalent in classes. All these factors make a significant contribution to how well pupils learn.

21. Teachers generally have a secure subject knowledge across most areas of the curriculum. Teachers use their enthusiasm in subjects such as music and history to motivate the pupils and sustain their interest. There are, however, weaknesses in teachers' knowledge and confidence in the teaching of information and communication technology and these are contributing to the below average standards. The school is already addressing the issue by ensuring that all staff attend good quality in service training sessions that will improve teachers' knowledge and skills in teaching the subject. The unsatisfactory standards in art and design and geography are not directly linked to a lack of teacher knowledge but to the fact that not all elements of the subjects have been taught in sufficient depth over time.
22. Teachers often provide a good deal of ongoing praise and constructive criticism to help pupils improve their work and this is an effective tool in furthering pupils' learning. The marking of pupils' work is more variable. There are some very good examples where the teacher makes quite clear to the pupil why a piece of work is of a good standard or what exactly the pupil needs to do to improve. When this happens, the pupil clearly shows a willingness to take on board the comments and there is a visible improvement in the work. On other occasions, marking is cursory and does not make clear what is good or what needs to improve. A small percentage of parents are not happy with the amount of homework that teachers set. Inspection findings indicate that the range and amount of homework is similar to that found in most schools and is therefore judged to be satisfactory.
23. The quality of teaching has improved significantly since the last inspection and now makes a far greater contribution to how well pupils learn and achieve. Improvements in the teaching of literacy and numeracy have been aided by the rigorous procedures that are in place for monitoring teaching. The school plans to implement similar procedures to monitor teaching in other subjects. This is good practice and, if such procedures are rigorously followed, the school looks well placed to continue its cycle of improvement both in terms of improving teaching and also standards in subjects where they are not yet at a high enough level.

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

24. The provision for children in the Foundation Stage is good overall and is a strength of the school. Planning is securely based around the key areas of learning and many opportunities are provided for children to learn through practical learning activities as

well as more formal ones. A great strength is the consistency of provision in the Foundation Stage which helps to ensure that children achieve well and make good progress. The school has implemented the National Literacy and Numeracy Strategies in an effective manner and these strategies are having a positive impact on raising standards. Where opportunities are provided for pupils to use their literacy and numeracy skills in other areas of the curriculum it further advances pupils' learning. Curriculum planning is good in literacy and numeracy and satisfactory in science and ensures that pupils' prior attainment is systematically built on and developed as pupils move through school. The weakness in this area of the curriculum is that not enough opportunities are consistently provided for pupils to learn through investigative and problem solving activities. The curriculum provision that has been made over time for some foundation subjects has been unsatisfactory. The emphasis that the school has put on raising standards in literacy and numeracy has resulted in art and design and geography not being taught in enough depth. This has contributed to the below average standards in these subjects. In addition, pupils have not been taught the necessary skills in all elements of the information and technology curriculum. This together with a lack of teacher knowledge and confidence means that pupils have not acquired the necessary skills and knowledge and standards here too are unsatisfactory. The provision for computer work is improving with the installation of a new computer suite and the school is starting to address the weaknesses in the provision for the foundation subjects. However, the recency of these initiatives means that they have not been in place long enough to have the biggest possible impact on standards and the breadth and balance of the curriculum is currently unsatisfactory. The school has an appropriate Equal Opportunities policy in place and addresses the question of educational inclusion in an appropriate manner. No major issues arise concerning gender differences in progress or attainment.

25. The provision that is made for pupils with special educational needs is just satisfactory although there are some weaknesses. The progress that pupils with special educational needs make is satisfactory overall and good in the Foundation Stage. Pupils' individual education plans in Years 1 - 4 are not always used effectively to guide and inform curriculum planning. A number of pupils in the school present challenging behaviour and the school has rightly identified the need to ensure that staff receive additional in service training to help them deal more effectively with the pupils. There are some very good examples of the skills of support staff being used to advance pupils' learning but these skills are not always used to the best advantage. These factors all have an adverse impact on the quality of provision that is made. The overall quality of teaching ensures in most instances that the higher attaining pupils are suitably challenged.
26. Since the previous inspection provision for extra-curricular activities has declined and is now unsatisfactory. Recorder lessons are available to pupils in Years 3 and 4 and some pupils receive tuition in piano and keyboards from a visiting teacher. The school still retains an active tradition of choral performance and pupils are able to take part in the annual Kirklees Music Festival. Some sporting activity is still available for pupils, who take part in football matches with neighbouring schools. Some educational visits are made to local museums, such as The Red House, but funding problems have curtailed these activities in recent years. Pupils in Year 4 have taken part in a residential visit to Cliffe House this year.
27. The school makes good provision for pupils' personal, social and health education. Outside agencies and community organisations provide good support for the

provision of sex education and disseminating information concerning personal health and safety. Teachers hold circle-time sessions with their pupils and in all classes there are opportunities for the discussion of personal and group problems. These are used in an effective manner to advance the personal and social education of pupils and many pupils confidently make contributions knowing that their views and opinions will be respected.

28. The school makes satisfactory provision for pupils' spiritual, moral, social and cultural development. Opportunities are provided for pupils to reflect on aspects of their own life and the world around them. Circle-time is used effectively to explore emotions and feelings and how these may change at different times. Teachers capitalise on any opportunities that arise during lessons to promote pupils' spiritual awareness of the world in which they live, but such opportunities are incidental rather than being overtly planned for.
29. Provision for pupils' social and moral development is satisfactory. Teachers encourage the pupils to work and play in a friendly, co-operative and respectful way. Examples were seen of older pupils helping younger ones in school and in the playground. The majority of pupils understand that there is a difference between right and wrong and they have a sense of justice and fairness. Many pupils understand how their actions can affect the happiness and well being of others and this is appropriately reinforced through well-chosen stories that are read in class and in assemblies. Pupils are encouraged to work together co-operatively in class and to play co-operatively in the playground and to be sensitive to the needs of others. Despite the good efforts of the school, there are a small number of pupils that do not respond positively to these initiatives and show less concern for the effects of their actions upon the education and well-being of their peers. Pupils and their parents generously help to raise funds to support local, national and international charitable organisations. Through such acts and associated thematic assemblies, pupils become aware of the need to care for animals and to support those less fortunate than themselves.
30. Provision for pupils' cultural development is satisfactory. The school has very good links with the local community and with Saint Mary's church. Pupils attend services in church each half term and the clergy are weekly visitors to school for the celebration of acts of worship. Pupils also visit the church to study topics of the religious education curriculum and pupils in the nursery visit the church in their study of the locality. Representatives of other Christian religions also contribute to school assemblies. Theatre groups and musicians have visited the school and these visits have added to the cultural development of the pupils. Pupils' cultural awareness is enhanced through the music curriculum but the school has identified the need to ensure that curriculum planning pays more attention to developing pupils' knowledge and awareness of the ways of life and the achievements of cultures other than their own.
31. The school has good links with the community. Some members of the community have received training in providing help and support for pupils practising their reading, and spend time in school each week working with pupils. These adults keep records of reading progress and involve pupils in conversations relevant to the reading matter which helps to develop both their comprehension and conversational skills. Friends of the school have raised funds to enhance the school grounds for the benefit of pupils. Good use is made of the locality to support curriculum topics, and pupils visit places of interest and museums in the area which enhances their understanding of subjects. Older pupils are invited to undertake a residential field study which further develops

their social skills. Arrangements for pupils' transfer to the Middle School are very well developed and include the consideration of academic and social groupings. Teachers in training from the local college are welcomed in school as part of their studies, and trainee nursery nurses undertake practical training in the nursery.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The school makes very good provision for the health, safety and welfare of its pupils. Many of the strengths identified at the time of the last inspection have been maintained. The headteacher has been nominated to deal with issues of child protection and has received recent training. He is supported in this role by the deputy headteacher and the Education Welfare Service officer. The welfare of pupils is discussed at all staff meetings and staff are reminded of the procedures governing child protection at the beginning of each year. Specific medical needs of pupils are kept on file and are available to members of staff. These records are updated regularly and include the findings of school medical examinations. The school nurse shares this information with the parents involved.
33. The governing body conducts regular risk assessments of the premises. Their findings are reviewed at governing body meetings and any urgent hazards identified are addressed quickly. The school has benefited from a recent visit by the health and safety officer. In support of these activities, the headteacher has received training in fire safety, and the school maintains suitable records of the inspection and testing of safety equipment.
34. Good procedures are in place to monitor and improve attendance. Parents are given frequent reminders about the importance of good attendance and punctuality in newsletters. Good liaison procedures with the Education Welfare Officer are in place and absences are followed up in a rigorous manner. Despite the best efforts of the school there are a number of parents who take holidays in term time. This has a negative impact on their child's learning. Procedures to monitor and promote good behaviour are satisfactory. The school does much to recognise and celebrate good behaviour both in class and in assemblies. The weakness is that a small number of pupils present challenging behaviour patterns and the procedures and strategies to deal with them are not always consistent with the school's behaviour policy. This prevents their learning and behaviour from being better.
35. The school has good procedures in place for assessing and tracking pupils' progress in literacy and numeracy but procedures to assess pupils' progress in other subjects are unsatisfactory. Good procedures are in place to assess children when they start school and good use is made of this information to identify children with special educational needs and to guide and inform curriculum planning. On occasions, not enough use is made of the data to compare the school's performance with the national picture in order to get a wider view of attainment. The assessment procedures in literacy and numeracy have been introduced sensitively and systematically. Emphasis has rightly been placed upon developing the comprehensive methods of monitoring and tracking pupils' achievements in these subjects. Assessment procedures in science are not as well developed. The school has identified a need to develop these further to replicate the high quality of literacy and numeracy assessments which have had a significant impact on the quality of pupils' learning. Co-ordinators responsible for foundation subjects have not yet initiated or implemented procedures for monitoring pupils' progress and

achievements, although this is a priority area for development. In some areas of the curriculum portfolios of samples of pupils' work are being considered. The school recognises these would be helpful in providing teachers with information about standards throughout the school. The school is considering older pupils setting literacy targets for themselves as another area to develop in order to raise standards. In discussion, pupils responded very positively to this idea and would enjoy the opportunity it would give them to take responsibility for the direction of their own learning.

36. The school has started to use the results of a range of assessment information in literacy and numeracy to analyse and evaluate areas of weakness within teaching and learning. The achievement of pupils who attain higher than average standards is going to be tracked and the school is aware of the importance of monitoring this strategy to ensure any gifted and talented pupils are suitably challenged by the work they are given. Targets for less able pupils and those with special educational needs are reviewed and amended. The school is rightly considering doing this on an even more regular basis in order to have a greater impact on the progress that pupils make.
37. Teachers know the pupils very well and have a full picture of their strengths and weaknesses. Some formal systems are in place which provide documented records of how pupils are developing personal qualities, such as persistence, self-confidence and the ability to concentrate. Good use is made of circle-time and personal, social and health education lessons to encourage pupils to develop respect for one other and an understanding of the impact of their actions on their classmates and others. These factors help to create a more effective learning environment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. The small number of parents who responded to the inspection survey or attended the pre-inspection meeting with the registered inspector, indicate that they value the work of the school. They believe that the school is well led and managed, and that the teaching is good. They are pleased with the progress that their children are making, and feel that the high expectations of the school are helping their children to become mature and responsible. Inspection findings support many of the positive views held by parents. A small number of parents are not happy with the amount of homework that is set for pupils. Inspection evidence indicates that the range and amount of homework tasks are similar to that found in most nursery and first schools and are therefore judged to be satisfactory. Information that is provided for parents about their child's progress is good. The parents are right in their perceptions about the range of activities provided outside of lessons, which is limited. The school, however, is already aware of this and is presently exploring the possibilities of providing a wider range of sporting and musical activities.
39. The school provides good quality information for parents about the progress of their children and the life of the school. Formal documents, such as the school prospectus and the governors' annual report to parents, are supported by regular newsletters, consultation evenings, and the daily opportunities afforded to parents by all teachers to discuss concerns and problems. Parents are asked to send a written response upon receipt of their children's annual progress reports. New parents are provided with a welcome pack and are invited to a meeting with the headteacher, reception teacher, school nurse and school secretary where their pastoral, academic and

administrative queries are resolved. Most parents feel that the school keeps them very well informed and that the school works closely with parents. The school runs an open door policy and all parents responding to the survey agreed that they would feel comfortable about approaching the school with questions or a problem.

40. Parents make a satisfactory contribution to their children's learning at home and in school. Most parents listen to their children practice their reading and encourage them to work at their homework. Some parents feel that their children do not get the right amount of work to do at home. All parents have supported the home-school agreement. A number of parents assist on school trips, and a few organise the school library and help nursery pupils to learn to cook. Parental support in school and on visits provides additional learning opportunities for pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The quality of leadership and management overall is satisfactory with some significant strengths and some areas for further development that would impact positively on improving standards further. These revolve mainly around the implementation of sharper and more rigorous procedures to monitor the quality of teaching and learning in subjects other than literacy and numeracy, improving the quality of assessment, curriculum provision and provision for pupils with special educational needs. The headteacher, staff and governors are committed to addressing these issues in order to continue the school's upward trend of improvement.
42. The school is led well by the headteacher. He has provided a clear educational direction for the work of the school that in turn has resulted in an improvement in standards and the quality of education that the school provides. The previous inspection indicated that the school had serious weaknesses relating to standards, teaching and leadership and management. Subsequently, the school was visited by HMI on two occasions to assess the progress that the school had made in addressing the identified issues. The final visit in April 2001 indicated that standards had improved, teaching had improved significantly and that leadership and management had improved. The visit concluded that satisfactory progress had been made in all areas identified and that improvement in leadership and management had been good. The headteacher has played a pivotal role in establishing and implementing effective procedures to monitor the quality of teaching in literacy and numeracy that have played an important part in helping to raise standards in these areas. Under his leadership, significant time and effort have been put into developing the pastoral care of pupils, developing more positive attitudes in the pupils and ensuring that behaviour is of a good standard. Evidence indicates that he has been largely successful although a small number of the older pupils in the school behave in an unsatisfactory manner which impacts negatively on their and other pupils' learning. Attitudes and behaviour overall, however, are good. During the last three years teaching has improved significantly. All these factors have added to the quality of learning that is prevalent within the school and enable the majority of pupils to achieve better than might be expected in relation to their prior attainment.
43. There is a concise and accurate school development plan that has identified what the school needs to do to improve. It matches most of the findings of the inspection report and shows that the school has a good grasp of its strengths and weaknesses. A strength of the plan is that the head consults with staff and governors in an effective manner before drawing up the priorities for improvement. This is good practice as it ensures that there is a sense of ownership as well as a joint responsibility in addressing areas for development.
44. The senior management team of the school consists of the headteacher and his deputy. They meet on a regular basis and discuss issues pertinent to school improvement. Issues are then discussed in greater detail at full staff meetings. The headteacher, together with the Local Education Authority advisers, has been successful in putting in place effective procedures for monitoring teaching and learning in literacy and numeracy that have impacted most positively on improving teaching and standards. The headteacher has rightly identified the need to ensure that the senior management team and curriculum co-ordinators have clearly defined roles in rigorously implementing similar monitoring procedures to assess the quality of teaching and learning in other subjects of the curriculum and for the provision that is

- made for pupils with special educational needs. This is an accurate and important area for development and improvement.
45. The headteacher has increasingly recognised the importance of analysing test and assessment data obtained from National Curriculum tests and other standardised tests. This is proving to be an important and effective tool in identifying areas for improvement and in turn for raising standards. The results of the analysis are shared with staff and governors. The headteacher recognises that this process of data analysis could be refined further by, for example, greater analysis by gender, by particular year groups and by setting challenging targets for groups and individual pupils. This would then enable the school to accurately track the progress that pupils make as they move through the school. In addition, the headteacher has accurately identified the need to ensure that co-ordinators in English, mathematics and science and the deputy headteacher play a more active role in data analysis.
 46. The governing body plays an active and effective part in the management of the school and fulfils its statutory duties well. This represents significant improvement since the time of the last inspection. It has become increasingly effective in holding the school to account for the quality of education that it provides. Governors have a good grasp of the strengths and weaknesses of the school. Governors attend training courses and meet regularly, both as a full body and in committees. The chair of governors visits the school on a regular basis and is actively involved in the life of the school as a community. He has a very good working relationship with the headteacher. Many governors visit the school and are very supportive of the work of the school. The governors have played an important and pivotal role in discussing and monitoring the work of the school since the last inspection. The agenda for each and every governors' meeting includes an item on school performance. The headteacher provides good quality information to the governing body on school performance and the life of the school. This provides the governors with a good insight into how the school is doing. Governors are involved in school development planning and in setting targets for improvement. The school has begun the process of governors and co-ordinators working more closely together and of co-ordinators producing reports for governors on the development of individual subjects. This is good practice.
 47. Overall, the school has made satisfactory progress since the time of the last inspection in 1999 when it was deemed to have some serious weaknesses in the quality of education that it provided. The school recognises that there is still work to be done in improving standards but the standards being achieved at Key Stage 1 are now at a higher level. The school put a great deal of time and effort into improving standards in literacy and numeracy and in improving the quality of teaching in these areas of the curriculum. The school's efforts proved successful and unsatisfactory teaching is now no longer an issue. The time and effort that the school devoted to these issues, however, means that other areas of the curriculum have not developed as well as the school had hoped. The school is already putting in place strategies to improve curriculum provision, assessment and the monitoring of teaching and learning in the foundation subjects. This is appropriate. Under the effective leadership of the headteacher and the governing body the school is appropriately placed to continue its process of development and improvement.
 48. The school has responded in an appropriate manner to the national initiatives for performance management. Staff have annual discussions with the headteacher and identify areas that they wish to develop. There is a need for all staff to attend good quality training courses on, for example, art and design and geography, that will then

impact on the quality of teaching and learning. Plans are already in hand to ensure that teachers attend further appropriate training courses in information and communication technology to help improve attainment and teachers' expertise in this important area of the curriculum. Teachers new to the school feel that they are well supported and as a result quickly settle into their roles.

49. The pupils with special educational needs make satisfactory progress and progress at a similar rate to their classmates. However, at present, this progress relies too heavily on the quality of individual teaching. There is a clear need to ensure that the management of special educational needs provision is improved in order to have its biggest impact on helping to further improve the quality of pupils' learning. The special needs co-ordinator is not provided with sufficient time to monitor provision across the school. The co-ordinator has accurately identified the need to make sure that better use is made of pupils' individual education plans to guide and inform teachers' planning. In addition the school needs to provide additional training for staff to help deal with the small number of pupils that present challenging behaviour. At present pupils are removed from the classroom and work with the headteacher. This strategy is effective in the short term but not in the long term as there is no lasting impact on the standard of behaviour. During the inspection there were some very good examples of support staff being used in an effective manner to support pupils' learning. On other occasions this was not the case and as a result pupils did not make the progress that they were capable of.
50. The quality of financial planning is satisfactory overall. The budget is firmly linked to development planning and reflects well the educational needs of the pupils. The money that the school receives from additional grants is used in an appropriate manner to impact on raising standards. The finance committee meets on a regular basis and is provided with a satisfactory amount of information from the headteacher to help it make informed decisions relating to school budget planning. The finance committee and the governing body are involved in setting and monitoring spending over the course of the financial year. The day-to-day finances of the school as well as the monitoring of spending are carried out by the headteacher and the school secretary. The secretary carries out her financial and administrative duties in a very effective and pleasant manner. She plays a significant role in helping the school to run smoothly and efficiently and this frees up teachers to work with pupils. The latest auditor's report in June 2001 indicated that although the majority of the recommendations made in the previous audit had been implemented there were some areas still requiring attention. The headteacher stated that these had now been addressed and that the school now meets all financial regulations.
51. The school applies the principles of best value in a satisfactory manner when purchasing goods and services. The carry forward in budget reserves from one financial year to the next is well inside the recommended 5%. The main area for development within financial planning is that the school does not assess the impact on standards of major spending decisions. For example, the amount of money that the school spends on computer equipment or on staff development and advice is not directly assessed for the impact that it is having on raising standards. The headteacher and the governing body are aware of this weakness and plans are in hand to address the issue by putting additional success criteria in the school development plan that clearly link major spending decisions and the raising of standards. Taking all factors into account the school is providing satisfactory value for money.

52. The school has an adequate number of suitably qualified staff to match the demands of the curriculum. Most teachers have significant experience and all have experience of teaching in other schools. The school employs 7 full-time teachers including the headteacher, who does not have a full-time teaching commitment, and a temporary teacher. In the light of new staffing, the headteacher is evaluating the allocation of responsibilities in subject areas to ensure that teachers carry appropriate subject responsibilities that match the staffing and management structure. Teachers take part in professional development training. Considerable emphasis has been placed, as is the case nationally, on the development of teachers' skills in the teaching of literacy and numeracy. There is a need now to ensure that staff attend training that matches the needs of the school as well as the individual so that the level of staff knowledge and expertise improves in order to have the biggest possible impact on raising standards. There is an appropriate number of teaching support staff to support pupils' learning but on occasions the use made of these staff is not effective as teachers do not always make clear what they want them to do or their role in supporting pupils' learning is not concise enough. Where support staff are used well and their skills are put to the best use, their contribution to pupils' learning is significant and valued. Other staff, such as cleaning and caretaking, midday and dinner staff, all make an important contribution to the smooth running of the school.
53. Accommodation is satisfactory. Outside, there are large grassed and hard surface play areas, with a separate area for children in the Foundation Stage. Good use is made of these areas and they add to the quality of pupils' learning. Classrooms, however, are generally small, resulting in cramped conditions for those classes which contain more than 24 pupils. This sometimes makes the teaching of more practical activities problematic, but teachers cope well with the situation. Two portacabins are used to accommodate the nursery classes and Year 2 pupils. Although this is not an ideal arrangement, teachers seek to create an attractive learning environment for the pupils. This is particularly the case in the nursery. The school hall is large and well-used for lessons and whole school events. The caretaker keeps the building clean and safe. The library and information and communication technology areas are spacious and friendly, providing attractive surroundings for ancillary activities, such as the community reading scheme. Little use, however, is made of these areas for independent study. The new office extension, soon to be completed will add to the quality of the accommodation. Learning resources are generally satisfactory. The resources for children in the Foundation Stage are good and enhance children's learning. Resources for information and communication technology are good and as the computer suite is used on a more regular basis and becomes embedded in school practice then it is likely to have a bigger impact on the standards that are achieved. Resources in art and design, geography and science are unsatisfactory and have a negative impact on pupils' quality of learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 1) **Improve standards in art and design, geography and information and communication technology by:**
- Ensuring that all the necessary skills and knowledge across all elements of the subject are taught in sufficient depth and in a progressive manner so that pupils' prior attainment is built on and developed;

- Making sure that good quality in service training is provided for all staff in order to increase their knowledge and expertise so as to have a bigger impact on pupils' learning and attainment

(paragraphs 7, 16, 21, 30, 48, 94-101, 108-111, 116-118)

2) Additionally in information and communication technology ensure that:

- Opportunities are planned for pupils to use computers in an effective and meaningful manner across all areas of the curriculum.

(paragraphs 19, 78, 84, 92, 113, 114, 116-118)

3) Improve the quality of curriculum provision and assessment procedures by;

- Making sure that sufficient opportunities are provided, particularly in mathematics and science, for pupils to learn through investigative and problem solving activities;
- Provide pupils with opportunities to take initiative for their own learning and to learn through independent study and research;
- Ensuring that all elements of the foundation subjects are taught in sufficient depth;
- Making sure that all co-ordinators monitor the quality of teaching and learning in a rigorous and systematic manner;
- Putting in place effective procedures to assess and track pupils' progress in science and the foundation subjects and to use this information to good effect in setting targets for improvement and in guiding and informing curriculum planning.

(paragraphs 2, 4, 7, 14, 16, 19, 21, 24, 30, 35, 41, 44, 47, 53, 84, 90, 91, 93, 100, 107, 108, 115, 116, 121, 122)

4) Improve the quality of provision for pupils with special educational needs by;

- Making sure that specific and accurate targets are outlined in pupils' individual education plans, liaising where appropriate with parents, and ensure that teachers use the plans to guide and inform teaching and learning;
- Providing the special needs co-ordinator with sufficient time to monitor the quality of teaching and learning across the school;
- Ensuring that all documentation is up to date and filed effectively;
- Involving all staff in appropriate training to enable them to meet the needs of pupils, particularly those with behavioural problems;
- Ensuring that all teachers liaise closely with support staff to ensure that the best use is made of their individual skills

(paragraphs 9, 20, 25, 48, 49, 52, 77, 78, 85, 87)

In addition the school should consider the following less important issues in the action plan:

- Continue to develop learning resources in subjects where they are insufficient in order to have the biggest impact on helping to raise standards;
(paragraphs 53, 100, 111, 122, 126)
- Ensure that the marking of pupils' work is used as an opportunity to clearly explain what a pupil needs to do to improve;
(paragraphs 22, 78, 79)
- Continue to extend the provision that is made in helping to make pupils more aware of cultures and faiths that are different than their own.

(paragraphs 30, 120, 121)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 36 |
| Number of discussions with staff, governors, other adults and pupils | 19 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 0 | 8 | 18 | 10 | 0 | 0 | 0 |
| Percentage | 0 | 22 | 50 | 28 | 0 | 0 | 0 |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

| Pupils on the school's roll | Nursery | YR-Y4 |
|---|---------|-------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 22 | 131 |
| Number of full-time pupils known to be eligible for free school meals | | 33 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR-Y4 |
|---|---------|-------|
| Number of pupils with statements of special educational needs | | 3 |
| Number of pupils on the school's special educational needs register | | 38 |

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

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 10 |
| Pupils who left the school other than at the usual time of leaving | 5 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 5.2 |
| National comparative data | 5.2 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.5 |
| 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 (Year 2)

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2001 | 14 | 17 | 31 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|--|----------|----------------|----------------|--------------------|
| Numbers of pupils at NC level 2 and above | Boys | 9 | 12 | 11 |
| | Girls | 13 | 14 | 12 |
| | Total | 22 | 26 | 23 |
| Percentage of pupils at NC level 2 or above | School | 70 (83) | 81 (79) | 73 (79) |
| | National | 84 (83) | 86 (84) | 91 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------------|--------------------|----------------|
| Numbers of pupils at NC level 2 and above | Boys | 10 | 11 | 11 |
| | Girls | 13 | 14 | 16 |
| | Total | 23 | 25 | 27 |
| Percentage of pupils at NC level 2 or above | School | 73 (83) | 78 (92) | 84 (79) |
| | National | 85 (84) | 89 (88) | 89 (88) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 2 |
| Black – African heritage | |
| Black – other | 3 |
| Indian | 1 |
| Pakistani | |
| Bangladeshi | |
| Chinese | |
| White | 161 |
| Any other minority ethnic group | 3 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | | |
| Black – African heritage | | |
| Black – other | | |
| Indian | | |
| Pakistani | | |
| Bangladeshi | | |
| Chinese | | |
| White | 3 | |
| Other minority ethnic groups | | |

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

Teachers and classes

Qualified teachers and classes: YR – Y4

| | |
|--|------|
| Total number of qualified teachers (FTE) | 6 |
| Number of pupils per qualified teacher | 18 |
| Average class size | 21.8 |

Education support staff: YR – Y4

| | |
|---|----|
| Total number of education support staff | 4 |
| Total aggregate hours worked per week | 88 |

Qualified teachers and support staff: nursery

| | |
|--|------|
| Total number of qualified teachers (FTE) | 1 |
| Number of pupils per qualified teacher | 21.5 |
| Total number of education support staff | 1 |
| Total aggregate hours worked per week | 32.5 |
| Number of pupils per FTE adult | 11 |

FTE means full-time equivalent.

Financial information

| | |
|----------------|-----------|
| Financial year | 2000/2001 |
|----------------|-----------|

| | £ |
|--|--------|
| Total income | 361246 |
| Total expenditure | 350758 |
| Expenditure per pupil | 2234 |
| Balance brought forward from previous year | 2148 |
| Balance carried forward to next year | 12636 |

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 2 |
| Number of teachers appointed to the school during the last two years | 2 |
| Total number of vacant teaching posts (FTE) | 1 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 1 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 140 |
| Number of questionnaires returned | 15 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 73 | 27 | 0 | 0 | 0 |
| My child is making good progress in school. | 60 | 40 | 0 | 0 | 0 |
| Behaviour in the school is good. | 53 | 47 | 0 | 0 | 0 |
| My child gets the right amount of work to do at home. | 13 | 74 | 13 | 0 | 0 |
| The teaching is good. | 80 | 20 | 0 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 67 | 13 | 20 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 74 | 26 | 0 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 93 | 7 | 0 | 0 | 0 |
| The school works closely with parents. | 53 | 40 | 7 | 0 | 0 |
| The school is well led and managed. | 67 | 33 | 0 | 0 | 0 |
| The school is helping my child become mature and responsible. | 74 | 26 | 0 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 13 | 47 | 33 | 0 | 7 |

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

54. At the time of the inspection children attended the nursery on a part time basis. There are places for 24 children, both morning and afternoon. In addition 7 children who are of reception age are taught in a class with some Year 1 pupils. In the report they will be referred to as the nursery class and the reception class in order to distinguish what they are taught and learn throughout this stage of their education. The children's attainment when they join the nursery class is frequently below average. Many children have limited speaking and listening skills, and some come to school with little social experience or breadth of knowledge.
55. The provision that is made for children in the Foundation Stage is good overall. The provision in the nursery is very good and has a great impact on the performance of the children in all six areas of learning and they make very good progress. This is a result of a consistently high standard of teaching. Staff work together very successfully. They give the children in their care tremendous support and offer a very varied and stimulating curriculum. Work is very carefully planned to meet both class and individual needs. Adults manage the children very well and have very high expectations of behaviour and attainment. The quality of teaching has improved since the last inspection and is now very good.
56. The staff comprehensively assess the children's progress and development. If there are any concerns parents are informed so that they can offer their children extra support at home. The nursery classroom is well organised with a good range of resources. The outside play area is adequate in size and provides a stimulating environment and is used as a carefully planned resource which contributes to all six areas of learning.
57. In the reception class the children continue to make good progress as a result of good quality teaching. There has been an improvement in the quality of teaching since the last inspection. Staff have good relationships with the children. Work is well planned to cover the six areas of learning for the Foundation Stage. Children's progress is assessed regularly and detailed records of what children can and cannot do are maintained. Teaching ensures that information on attainment on entry to the reception class is used to help plan the next stages in children's learning, but does not always draw enough comparisons between the school's baseline results and those nationally so as to gain a wider perspective on the question of attainment. Each child has a detailed record of achievement, which is started in the nursery and continued through the Foundation Stage. It provides the Year 1 teacher with valuable information about each child's level of attainment and the progress that has been made over time.
58. Assessment data and teachers' records show that by the end of the Foundation Stage in most years, children achieve the nationally expected standards in all areas of learning except communication, language and literacy and knowledge and understanding of the world. In these areas they attain below the nationally expected standards. However, the children currently in the reception class are achieving higher standards and by the time they enter Year 1 will attain nationally expected standards in all areas of learning. All children have made good progress by the time they enter Year 1. Children that have been identified as having special educational needs do not

achieve the same standard, but still make good progress as a result of the extra help and support they receive in class. This represents an improvement in standards since the last inspection.

Personal, social and emotional development

59. Children of all abilities make good progress overall and by the time that children start in Year 1 the majority will achieve the expected level in this area of learning. Children in the nursery and reception classes have very good relationships with their teachers. They are provided with very good role models by staff, who work together very well and create a calm and happy atmosphere. They form very good relationships with the adults who teach them. As a result of the very good teaching in the nursery, the children quickly learn to take turns and work and play well together in pairs and groups. When playing outside, most children in the nursery are happy to share toys and take turns on their bicycles and cars. The staff are very effective in the way that they build up children's self confidence and esteem and the children respond very well to the praise and encouragement they are given. Most children change independently for physical education sessions and dress again afterwards. Snack time provides the children with an important social activity to which they adapt very well.
60. In the reception class early morning and registration activities the teacher is very successful in emphasising the importance of friendship. The good quality of teaching provides the children with lots of opportunities for discussion and during these sessions the children are keen to answer questions and are good at listening to one another. The teaching reinforces the accepted conventions of question and answer sessions. In art activities they demonstrate initiative and independence when finding their aprons and selecting resources. As a result of the emphasis that staff place on the importance of children's personal, social and emotional development, the children in the Foundation Stage are thoughtful, kind, aware of the needs of others and are very happy following the routines established in the classrooms.

Communication, language and literacy

61. By the end of the reception year many children are on track to achieve the nationally recommended Early Learning Goals in this area of learning. Children make good progress overall. Many of the children join the nursery class with limited speaking skills. However, for most children, the very good quality of teaching ensures that their skills in this area of learning quickly develop through activities, such as the role-play in the doctor's surgery, the number house and the home bay. In these activities children learn to make appointments, treat their patients and talk about various foods chosen for dinner. The staff constantly encourage the children to talk and share experiences when they first come to school in the morning. The children are very keen to tell their news to the adults and other children. Story time sessions are very successful in introducing children to the excitement of books. During the inspection, sharing a story about the Hungry Caterpillar created huge excitement and interest with several of the children able to suggest an ending. When outside, the children quickly slip into the role of a traffic warden. They understand that books give them information or provide them with stories. In a small group activity, seen during the inspection, the children were engaged in discussing their preference for plums or pears and how plums have big stones in them but pears only have small seeds. This level of discussion came about because of the incisive questioning. Some of the children in the nursery can already identify single letter sounds and a few read

familiar whole words. They understand that words carry meaning, and some are beginning to write their own names.

62. In the reception class most children know letter sounds and nearly all write their names. The good quality of teaching encourages children to do so on every piece of work. Their letter formation is usually accurate and they are beginning to understand the importance of keeping letter size the same. They are increasingly confident when reading and the more able read with some expression. One child particularly enjoyed reading 'The Three Spotty Monsters.' Children write simple words and are beginning to write their own stories and news. Most know that a capital letter starts a sentence, but are less confident to explain the importance of a full stop. The teacher reads text with enthusiasm and as a result children really enjoy listening to poems, songs and rhymes and join in with songs, such as 'The Wise Man Built His House Upon The Rock' and 'Here Sits The Leader Of The Whole Class Band,' performing actions with confidence and enthusiasm.

Mathematical development

63. By the time that children are ready to start in Year 1 many are on track to achieve the expected level in this area of learning. Children of all abilities make good progress with progress in the nursery often very good. The quality of teaching in the nursery is very good because every opportunity is seen as a learning opportunity and the staff constantly encourage children to count and become used to the idea of numbers. When playing outside children have to park their bicycles in the correctly numbered bay. In the classroom children count various objects and put them in patterns correctly. They know the names of numbers through handling two- and three-dimensional numbers and by placing them in correct sequences. Water play includes the use of measuring jugs to enhance children's early understanding of estimating and measuring and sand play includes moulding the sand into different shapes. During registration children take turns to count how many people are in school that day and how many are absent.
64. In the reception class the good quality of the teaching enables children to begin to gain a more formal understanding of number. Most count confidently to 10 and some count beyond. A few children find two numbers that add up to 10, with a small number achieving more than this, for example, adding three numbers to make numbers up to 20. Most children sort objects by different criteria such as big, small, tall or short and put themselves into different groups on the basis of gender or eye colour. The children recognise and name simple two-dimensional shapes, such as a circle and a square. They show a satisfactory understanding of terms like more than, less than and longer and shorter. They are beginning to use simple block charts and graphs to collate information such as their favourite food.

Knowledge and understanding of the world

65. By the end of the reception year most children are set to achieve the expected levels of attainment in this area of learning. The progress that children of all abilities make is good overall. The very good teaching in the nursery gives the children many opportunities to learn about the world in which they live. The children are fascinated by the different colours, textures and smells of fruit, especially those which are unfamiliar. Whilst not all respond positively to the suggestion that they should eat fruit for a snack, they all understand that it is better for their health than eating a sweet or biscuit. Within the topic they study, there is opportunity for the children to discuss the

world around them and places they have visited. A minority of children recall their experiences at an airport and travelling by aeroplane. However, they have little concept of distance or time and when asked how far they had to travel to a destination the response was always similar, 'oh not far, I just went to sleep and when I woke up I was there.' Staff plan and organise a wide range of activities which enrich the children's experiences. Visits to a local farm to see real animals, such as goats, donkeys and llamas, help the children learn how to care for other creatures. Young animals are brought into school so that children can witness the wonder of nature, growth and reproduction. Children make good use of computers to play simple games, which familiarise them with the keyboard and mouse. Some use is also made of digital cameras by the children as a means of recording their work and experiences.

66. In the reception class the good teaching provides children with the chance to learn through practical and investigative activities. Through first hand experiences they use their senses to examine the smell, texture and appearance of several different soaps. They talk about how the soap feels when it is wet and dry and how it makes the water go cloudy. The teachers' carefully phrased questions prompt the children to make predictions about whether the bubbles made by coloured soaps will be the same colour as the soap. They all think, for example, that pink soap will make pink bubbles and are bemused to discover all soap, regardless of colour, made 'white' bubbles. They observe similarities and differences in plants and flowers and know, for example, they all grow from seeds. They name correctly their own body parts and know how they have grown since being a baby. Children develop a knowledge and understanding about the weather through keeping a weekly diary and complete it by drawing various symbols to represent the sun, wind, rain and clouds. Most children are confident when they use computers. They use a mouse to move objects around the screen, and name parts of the computer. They also confidently operate other equipment found in the classroom, such as tape recorders and digital cameras. Throughout the Foundation Stage the children demonstrate an increasing and refreshing curiosity about the world around them.

Physical development

67. The good quality of teaching ensures that children of all abilities make good progress and are set to attain the expected level in this area of learning by the end of the reception year. Staff give children in the Foundation Stage good quality opportunities to develop skills of physical co-ordination. In the nursery the children build models out of 'Lego', 'duplo' and 'stickle bricks' and find ways to fix them together effectively. They demonstrate good manipulative skills when using play dough, clay and wet sand. They use a variety of toys outside and learn how to pedal cars and ride tricycles. They are aware of the effect of exercise on their bodies and realise that exercise is good for them. Children develop confidence when using apparatus, such as mini trampolines, and gain skills in throwing and catching a variety of balls, beanbags and rubber rings.
68. In the reception class the good quality of teaching continues and enables children to effectively build upon what they have learned in the nursery class. They know how to hold and control pencils and use scissors successfully. They find more difficulty in using spatulas for spreading glue. The children kick balls to one another with increasing accuracy. In indoor physical education lessons they effectively practice and extend the physical skills they have learned in the nursery. The children develop the use of small apparatus and balancing activities to extend the range of their

movements. The teacher uses vocabulary effectively in order to promote children's natural curiosity to travel over, under, through and along different pieces of equipment.

Creative development.

69. The overall good quality of teaching helps to ensure that children make good progress in this area of learning and that they are set to achieve the nationally recommended Early Learning Goals in this area by the end of the reception year. The quality of teaching in the nursery is very good. Staff give children in the nursery class a very extensive range of creative experiences. Painting is available as one of their daily choosing activities. The children are uninhibited when painting, using bright colours boldly. They are keen to explain what they have painted and most name the colours they have used. They sustain tremendous interest when using their fingers and hands to draw shapes and make patterns in shaving foam. They enjoy talking about the feel and smell of the foam and of what it reminds them. Opportunities to print and make 'feely' collages further promote their creativity. Imaginative role-play takes place not only in the classroom but also when playing outside using climbing apparatus and wheeled toys. The 'crossing lady' is keen to stop the speeding cars whilst the children cross the road.
70. In music the nursery children join in singing familiar songs and enjoy opportunities to play untuned percussion instruments. They learn the correct name for the maracas and tambourine and know that not all instruments have to be shaken like these in order to create a sound. Visitors to the school bring with them a wide range of string and woodwind instruments to share with the children. In the photograph album pictures show children's enthusiasm to create sounds with a trumpet, harmonica, violin, flute and clarinet. Less sophisticated instruments, such as coconut shells, also stimulate the children's eagerness to explore sounds and music. In class they are totally uninhibited about creating their own music or rendition of a favourite tune.
71. In reception children continue to make good progress in this area of learning because of the good quality of the teaching. In a music lesson observed the children responded well to the lively pace generated by the teacher's own confidence with the subject. The children played tambourines and quiros loudly and softly, clapped rhythm and sang tunefully. Opportunities are effectively planned to promote children's creative talents by linking activities to the other areas of learning. For example, self portraits which show feelings of happiness or sadness, observational drawings and paintings of flowers, such as Goldenrod, or illustrations of some favourite stories, such as 'Brother Boris,' are just some examples of how the teacher enhances children's creative development.

ENGLISH

72. Inspection findings are that standards in English are in line with the national average by the end of Year 2 and Year 4. This reflects an improvement on the situation identified by the previous report and is in line with the findings of the HMI visit to the school that took place in April of this year. The 2001 National Test results for 7-year-olds show attainment in reading to be well below the national average and below average in writing. The school performs better when compared to similar schools, with attainment being above average in writing and below average in reading. This shows a dip from the 2000 results and the trend of improvement over the last three years

which had resulted in the school being presented with an achievement award by the DfEE. This dip is the result of variation in the ability levels of different cohorts of pupils. Evidence from the inspection supports this assertion. Evidence from the inspection also indicates that the standards in Year 2 are at an average level overall. The school is on track to achieve its best ever results at the end of this key stage with a relatively high percentage of pupils on track to exceed the level expected of 7-year-olds. The overall picture that emerges is that pupils in Year 2 are currently achieving well given their relatively low starting point in attainment levels when they started school. The progress that pupils of all abilities are making is currently good and over time has been satisfactory.

73. Pupils in Years 1 and 2 have satisfactory speaking skills, although few pupils have a very expressive or expansive vocabulary. Pupils' skills in language are low when they start school in the Foundation Stage and, despite satisfactory and at times good progress between reception and Year 2, a small number of pupils still have a limited vocabulary by the age of seven. Their recall is often limited and during the inspection it was noticeable that pupils could talk about work currently in progress but their ability to talk about previous work or to discuss work in a broader context was limited. The more articulate higher attaining pupils can speak more confidently and have a better recall of work done in the past. The school is seeking to improve pupils' speaking skills by providing more opportunities for pupils to take part in drama and role-play activities. Listening skills are generally satisfactory and pupils show good development of the ability to listen to their teachers and to one other. Teachers are increasingly using discussion times in other subjects to help improve pupils' general speaking skills. In a Year 1 art lesson, for example, pupils were asked to give accurate descriptions of their attempts to produce observational drawings of a selection of fruit and vegetables. Although the range of their vocabulary was limited, they were confident in using the words available to them.
74. Standards in reading by the end of Year 2 are satisfactory overall. Standards are improving in reading and pupils of all abilities make good progress. This is due in part to the fact that pupils are directly taught the necessary skills and strategies to help them tackle unfamiliar words. Alongside this, the school has recently purchased a new core reading scheme and this is having a beneficial impact across the age range. Since the purchase of a new and more appropriate core reading scheme to support the guided reading programme in literacy lessons, the performance of lower and average attaining pupils is improving. By the end of Year 2, pupils read with expression and show an understanding of the use of punctuation. The best readers are able to adapt their tone of voice and pace of reading to respond to the different situations and characters in their books. At the present time the school does not have a policy of sending pupils home with their core reading books to create a shared reading partnership with the home. Pupils are able to take library books home or they may take books from previously used reading schemes. The school is fortunate in having the services of a dedicated group of volunteer Reading Friends who visit the school on a regular basis to help with reading development. Those pupils whose reading improves are awarded certificates and their reading friends attend the awards assembly. Pupils are also able to compose and write thank you letters to those friends who have helped them. These initiatives are impacting positively on pupils' learning and the standards that they achieve.
75. Standards in writing are satisfactory for pupils by the end of Year 2. Pupils are provided with opportunities to write for an appropriate range of audiences and purposes and the good quality teaching motivates pupils and helps them learn writing

skills which they put to good use. Pupils are currently making good progress, although progress over time has been at a satisfactory rate. The school effectively follows the National Literacy Strategy and this is beginning to have an increasingly significant impact on the quality of writing. The quality of handwriting and presentation has also improved and is now satisfactory although standards in spelling are more variable. There is evidence in pupils' workbooks that this, too, is improving to a satisfactory level.

76. By the end of Year 4 when pupils leave school, attainment in English is at an average level. Pupils in Years 3 and 4 are currently making satisfactory progress, although there is a small but significant group of pupils in Year 4 who show a reluctance to learn. Pupils' standards of speaking and listening are at a satisfactory level overall. Most pupils listen attentively and are keen to share their experiences in discussion. Although pupils do not have a particularly sophisticated level of vocabulary, teaching gives them the confidence to enter into discussions knowing that in most instances their views will be respected. However, a few pupils do not listen attentively and show less respect when classmates are making their contributions. This has a negative impact on learning. In reading, pupils show satisfactory standards and understand texts at an appropriate level. Many read with expression and locate information using the contents and index. A small number of pupils use a glossary and many are adept at using a dictionary at speed to locate required words. Few pupils are demonstrating an early ability to look for meaning in text that is beyond the literal level. The satisfactory teaching ensures that pupils are provided with opportunities to write for a wide and varied array of audiences and purposes and do so at the appropriate level. Spelling standards are satisfactory overall, although not all pupils use an appropriate range of strategies to help them with unfamiliar words. Standards in handwriting are satisfactory.
77. The attitudes that pupils across the school show to their work is usually of a good standard. Pupils enjoy sharing texts and willingly ask and answer questions in group discussions. Many pupils listen attentively and show good levels of respect when their classmates are speaking or reading out loud. When the teacher is working with a particular group, the rest of the class get on productively with their work and will often consult with one another rather than disturbing the teacher. This is good because it means that the teacher's time is used in the most productive and telling manner. However, a smaller number of older boys behave in an inappropriate manner and show attitudes that are not conducive to effective learning. Strategies to deal with these boys are at times unsatisfactory because there are occasions when these pupils are simply sent to work with the headteacher but on return the problem continues. There were some good examples across the school of support staff being used effectively to support pupils' learning. Where this is the case, there are rapid gains in the level of pupils' learning. In other instances the support staff are not effective or the best use is not made of their individual skills and as a result pupils do not make the progress of which they are capable.
78. The quality of teaching seen during the inspection was good in Years 1-2 and satisfactory with some good features in Years 3-4 with some very good teaching observed in Year 2. Over time, teaching has been satisfactory with some good features. The quality of teaching has improved since the last inspection and makes a far greater impact on the standards being achieved and the progress that pupils make. The direct teaching of reading and writing skills is now good and is impacting positively on pupils' learning and as the National Literacy Strategy is becoming more embedded in school practice its impact on standards is increasing. Many lessons

have a good structure. The sharing of what is to be learned with pupils at the beginning of the lesson is effective in ensuring that pupils take a greater responsibility for their own learning. Teachers strive to make lessons interesting and motivating for their pupils and the enthusiastic manner in which different texts are shared and read with the pupils adds to the sense of occasion of many literacy lessons. Some very good teaching was observed for pupils with special educational needs where the work was challenging but well matched to the needs of the pupils. However, some teachers do not make enough use of the targets in pupils' individual education plans to plan appropriate tasks. When this happens, pupils do not make the progress of which they are capable. The quality of the marking of written work is satisfactory with some good practice, but is too variable. When the comments are detailed, they are helpful in indicating to pupils what they must do to improve. However, in a number of books there is still too much work marked only by ticks with insufficient guidance on what a pupil needs to do to improve. Good examples were seen of pupils' literacy skills being used and developed in other areas of the curriculum, such as history and religious education, but this good practice needs to be disseminated further as does the need for computers to be used in an effective manner to support pupils' learning. Not enough use is made of computers to support and enhance pupils' learning.

79. The co-ordinator for English has only recently acquired the responsibility for the subject and has not had time to make an impact across the school. However, over time the headteacher has carried out observations, evaluating the quality of teaching and learning and this, together with the detailed analysis of test and assessment data that has been carried out, has had a significant impact on improving standards. The co-ordinator has a very clear view of the strengths of the subject and the areas for development and improvement. She is aware of the need for a whole school policy for marking in English and for the need to review the links between home and school in sharing the teaching of reading. With the recent purchase of a new core reading scheme resources have improved. Plans are in hand to continue the process of monitoring teaching and learning with a regular scrutinising of pupils' work to be carried out in addition to lesson observations. Given the rise in standards, the improvement in teaching and a clear vision for future developments the school appears well placed to continue this cycle of development in this area of the curriculum.

MATHEMATICS

80. The results of the 2001 National Curriculum tests for 7-year-olds shows attainment to be well below average when compared to all schools and average when compared to similar schools. In the 2000 National Curriculum tests, results were better than this and had improved to such an extent over the past three years that the school was presented with an achievement award by the DfEE. Inspection findings show that standards in Year 2 are presently at an average level with the school on track to achieve its best ever results in mathematics in 2002. A significant percentage of the Year 2 pupils are on track to exceed the level expected of 7-year-olds.
81. The standards for pupils by the end of Year 4 are presently below average. Pupils have satisfactory number skills when asked to work out calculations using pencil and paper but their mental agility is not at this same level. There are signs, however, that this is improving as teaching emphasises and continues to develop this aspect of mathematics in every numeracy lesson. The pupils' attainment in shape, space and measures is just satisfactory, although pupils find difficulty in measuring accurately.

The main weakness is in pupils' ability to problem solve or to recognise pattern in numbers. This is mainly because not enough opportunities have been provided over time for pupils to develop this skill. This is being addressed.

82. The fluctuating levels of attainment reflect the fact that different cohorts of pupils have a differing number of pupils with special educational needs. Pupils of all abilities are achieving at an appropriate level in relation to their ability. The quality of teaching is satisfactory overall with some good features in Years 1-2 and Years 3-4. The effective implementation of the National Numeracy Strategy is having an increasingly positive impact on standards, as it becomes more firmly embedded in school practice. There are still areas for development and improvement in the subject but the general picture is one of improving standards particularly when the teaching is strong and the pupils are keen and eager to learn.
83. By the end of Key Stage 1 the pupils' level of attainment overall is at an average level with a significant percentage achieving beyond this level. The effective implementation of the National Numeracy Strategy means that pupils have increasingly been provided with opportunities to develop their mental agility skills. Most pupils have satisfactory mental recall of addition and subtraction facts to at least ten and a significant percentage go beyond this. Pupils have a good knowledge of place value and can count and match words and numerals up to a hundred. Most count on in twos and fives and recognise odd and even numbers. They understand simple work on fractions. Teachers provide pupils with opportunities to examine different ways in which to solve number problems and most pupils recognise that there are different ways of arriving at the same answer. An area of developing strength is that pupils are able to transfer their number skills to written problems which are presented in different formats. The weaker element is that not all pupils have a good grasp of mathematical language or terminology. Pupils have a satisfactory knowledge of two- and three-dimensional shapes and measure using standard and non-standard measures. Evidence is available of pupils handling data in graphs and pupils are increasingly able to interpret the data accurately.
84. Standards by the end of Year 4 are currently below average. The pupils have satisfactory number skills but find difficulty in more complex quick fire mental recall activities. They are more confident at working out calculations using the pencil and paper method than they are trying to work out calculations in their head. Pupils are not adept at using their number skills to solve problems which are presented in an unfamiliar manner. On occasions the higher attaining pupils have the necessary skills to solve quite complex questions but are unsure what is being asked of them. Pupils' knowledge of shape, space and measures is just satisfactory overall, although estimating and measuring for some pupils is not as accurate as it should be. Pupils' ability to use an appropriate mathematical vocabulary to talk about their work is unsatisfactory. Over time pupils have not been provided with enough opportunities to investigate pattern and numbers or to put their number skills to the test in challenging investigative and problem solving tasks. This has resulted in pupils not always recognising that they can use different strategies to arrive at the desired answer. The teaching at the moment is addressing exactly this issue and already pupils are starting to show signs of improvement. Although examples were observed across the school of pupils using their numeracy skills in subjects such as science and design and technology not enough use is being made of computers to extend pupils' mathematical skills.

85. The majority of pupils display good attitudes to learning. The pupils are enjoying the mental tasks that are a regular feature of all numeracy lessons. They join in with enthusiasm, are always ready to ask and answer questions and clearly enjoy the tasks that are set. Within most lessons behaviour is usually good. When the work is challenging and demanding the pupils concentrate and remain on task for long periods of time. When work is not sufficiently demanding pupils become a little restless. A small number of older boys in the school do not behave well in lessons. They show a reluctance to learn, despite the satisfactory and at times good quality of teaching. These pupils disrupt the learning of other pupils in the class and their removal to the headteacher is only effective in the short term. Although some good examples were seen of support staff being used in a most effective way to support pupils' learning, there were other examples where the role was not effective or the teacher did not make sufficient use of the skills of the support staff to have the biggest possible impact on pupils' learning.
86. The quality of teaching is satisfactory with some good features, particularly in Years 1-2. Lessons have a good structure that involves a whole class activity, group work and a summing up session at the end of the lesson. The opening mental activities are often taught well because they are taught with pace, fun and challenge. Pupils respond well when what they are to learn in a lesson is shared with them. This ensures that they play a more active role in their own learning. Most pupils respond well when deadlines are set within the lesson and it provides a sense of urgency in their work. The summary sessions are being used well in most lessons to assess what has or has not been achieved within the lesson. In the best teaching, the results of this summary are then used to guide and inform future planning.
87. When teaching is of a good standard, for example in Year 2, the teacher presents the opening to the lesson in a lively manner that captures the interest and attention of the pupils. This is often then maintained for the rest of the lesson. For example, the teacher asks pupils to make largest and smallest number from 4 given digits. The use of wipe boards means that the teacher can see at a glance which pupils have got it right. In this lesson and in a lesson for the youngest pupils, the teachers encourage pupils to explore different strategies in order to solve different calculations. The different strategies are then shared with all the class and this advances the learning of all pupils. In most lessons, tasks are suitably challenging but, occasionally, lessons lack a sense of challenge or sparkle. In these instances, the whole class activity is too long and the teaching points too laboured. Too much time is spent on consolidating already known skills rather than pushing pupils on. In the majority of lessons, pupils are managed well but the reluctance of some older pupils to take an appropriate part in lessons leads to some disruption. In the best practice, teachers make good use of pupils' individual education plans but on occasions not enough use is made of these plans to guide and inform the tasks that are set for pupils with special educational needs. This results in work not always being matched accurately to the needs of the pupils and has a negative impact on learning. There are some good examples of pupils' work being marked in such a way as to clearly outline to pupils what they need to do to improve. Where this is the case there is a visible improvement in the standard of work. This good practice is not as consistent across the school as it could be.
88. The subject is led well. There are good procedures in place to monitor the quality of teaching and learning across the school. The co-ordinator and the headteacher have observed lessons and formal feedback has been given to teachers. If there are any areas for improvement, these form the focus of the next observation. The co-

ordinator monitors planning and the next stage of development is to introduce a more regular programme of scrutinising pupils' work. This is appropriate. Along with the headteacher, the co-ordinator analyses test and assessment data and any areas for improvement are shared with all the staff. Good procedures are in place to assess and track pupils' progress, although the school has rightly identified the need to refine target setting procedures for groups of pupils and individual pupils to have the biggest possible impact on raising standards. The improved quality of teaching, the effective procedures for monitoring teaching and the analysis of test and assessment data have all played an important part in raising standards. The rigorous implementation of the suggested improvements above should help to ensure that standards continue to rise.

SCIENCE

89. Since the time of the last inspection in 1999 standards of work achieved by pupils at the age of seven have been lower than those found nationally. Teachers' assessments for 2000 and 2001 showed that pupils in Year 2 achieved standards well below and below the national average and below average compared to similar schools. Evidence from the inspection indicates that pupils currently in Year 2 are producing work of a standard expected for their age and are achieving well in relation to their starting point when they entered the school. The fluctuating levels of attainment can be explained by the fact that different cohorts of pupils have varying numbers of pupils that have special educational needs. The majority of pupils with special educational needs make satisfactory progress. This is because they are not taken out of lessons for additional help with other subjects. This good practice is to be commended.
90. Standards for the current Year 2 pupils are satisfactory. During the inspection the quality of teaching observed was satisfactory with some good features. When teaching is of a high standard pupils make more rapid progress. Pupils in Year 2 make the best progress in their lessons. The tasks they are given help them to develop some skills of recording their work using diagrams, labels and the interpretation of data. Pupils' progress is sometimes hindered because science is taught as part of a topic and insufficient emphasis is placed upon developing scientific knowledge and understanding. This is made up for to some extent by the quality of the teaching which attempts to disseminate scientific knowledge and understanding despite the confines of the topic structure. The school is already addressing this issue. Pupils' progress is advanced further when they record their accounts in science in their own words as this deepens their understanding as well as enhancing their literacy skills. Most pupils have a satisfactory knowledge and understanding of most aspects of the science curriculum. They describe and have a satisfactory understanding of the stages of the life cycle of humans and why we need food and a balanced diet. They have a secure knowledge of natural and man made sources of light and the uses of natural and man made materials, including wood, plastic, wool and paper. They have less understanding about the benefits and dangers of electricity because this strand of learning has not been covered in sufficient depth. When provided with opportunities to learn through investigative activities, pupils of all abilities thoroughly enjoy the tasks and these activities impact positively on their knowledge and understanding. Such opportunities are not as frequent as they could be and this restricts the advances that pupils make as enquirers and investigators
91. Standards for the current Year 4 pupils are below average even though the majority of pupils are achieving at an expected level given their natural ability levels. There are, however, some weaknesses. Pupils who are capable of achieving higher than average standards are keen and conscientious in their work and achieve at a level that is commensurate with their ability. There are, however, a small number of less well motivated pupils who do not sustain sufficient interest in their work, despite the best efforts of the teaching. All pupils make better progress in practical activities, such as in a lesson observed in the Year 4 class where pupils were investigating how the muscles in their bodies work in pairs. To show this practically, they made models of their arms to show the biceps and triceps moving the forearm. The lesson was effective because the teacher had appropriate expectations about what the pupils could achieve. His own confidence and knowledge and understanding about the subject stimulated pupils' discussion. They would have made even more progress if

more emphasis had been placed upon developing their knowledge and use of specific scientific vocabulary. Pupils' in Year 4 have covered a satisfactory range of work both in the present and last school year. The weakness is that not all areas of study have been covered in sufficient depth to enable all pupils to gain a satisfactory body of knowledge across all elements of the subject. Although this issue is now being addressed and pupils are being given more opportunities to undertake investigative work, the impact has not yet been fully felt.

92. Teaching in science is presently satisfactory with some good features, although over time there have been some unsatisfactory elements in Years 3-4. Teaching is stronger in years 1-2. Throughout the school teachers organise their lessons by using a range of teaching styles to vary the lesson. They expect pupils to work hard and try their best. The main areas for development in the teaching of the subject, particularly in Years 3-4, are to ensure that all elements of the subject are taught in sufficient depth and to ensure that consistent opportunities are provided for pupils to learn through investigation and experimentation. While there are some very good examples of pupils' work being marked in an effective manner in other instances it does not include comments aimed at helping pupils to improve their work. In a Year 1 lesson the teacher regularly checked to make sure pupils understood their work and were confident in using correct scientific vocabulary relating to their topic about senses. The work provided by the teacher was appropriate and the pupils were given opportunities to learn through first hand investigations through working in small groups with the teacher. However, computers were not well used to support the recording of evidence and the presentation of results. Computers are generally not used in an effective manner to support and enhance pupils' learning.
93. The use teachers make of information gained from assessing pupils' work is unsatisfactory and does not reflect the high quality of assessment and its planned use in literacy and numeracy. Some records are kept which help teachers plan what to do next, but teachers do not keep adequate information about the development of pupils' skills. Pupils who are capable of achieving at least average standards of work are not always being given tasks that are difficult enough. More time needs to be devoted to monitoring the effectiveness with which the teachers' plans are implemented in the classroom and how they affect the quality of teaching. There is presently no co-ordinator for the subject but this has been addressed by the appointment of a new teacher who is to take up this area of responsibility. The headteacher has very clear views about the benefits of introducing target setting and producing a portfolio of pupils' work which is levelled according to National Curriculum levels. Teachers could use these as a point of reference to help their planning. Evidence clearly suggests that standards are set to rise in the future and with the implementation of more rigorous procedures to monitor teaching, to set targets and to analyse test and assessment data, the school is appropriately placed to improve both provision and standards in the subject.

ART AND DESIGN

94. By the age of seven pupils' work in art and design, is generally of a standard lower than that expected for their age. By the time pupils are nine they have made insufficient progress to raise the quality of their work to a satisfactory standard. Pupils of all abilities have made unsatisfactory progress.

95. Through cross-curricular links with other subjects, pupils are provided with a limited range of opportunities to observe objects and record their observations using pencil, crayons, felt pens, chalk and charcoal. The range of work does not systematically promote the development of skills associated with art and design. Pupils' ability to appraise and evaluate their work is unsatisfactory.
96. Pupils in Years 1 and 2 satisfactorily explore the media of paint and pastels by mixing colours, examining texture and application using a variety of tools including brushes of various sizes and shapes, and use simple shapes for printing. They use paint and collage to illustrate various themes, including what they like to do at school and pictures which show different ways to keep healthy as part of their work in science. To illustrate their work in English they made satisfactory drawings and painted pictures of favourite stories and books. Pupils do not use sketchbooks to develop skills, such as testing the effects which can be achieved using different types of tools and media. Pupils in Year 2 have a very limited knowledge about the style of well-known artists. They can name Van Gogh, but were not able to name any of his famous paintings, such as 'Sunflowers.' They have had little opportunity to create three-dimensional work in media, such as clay and 'mod-roc,' and no opportunity to build sculptures or use junk modelling materials.
97. In Years 3 and 4 pupils continue to experience only a narrow range of opportunities to develop their skills. Pupils in Year 4 recall having painted portraits of various people, including their teachers, some in the style of Van Gogh, and they have looked at photographs of work by famous artists as a stimulus for their own pictures of flowers. However, their knowledge of techniques for creating two- and three-dimensional work is unsatisfactory. They are not familiar with the use of sketchbooks and have not benefited from learning skills from a visiting artist or from seeing genuine works of art in a gallery.
98. In the lesson observed during the inspection pupils talked positively about their art lessons and they behaved well. Some pupils are eager to discuss their work and are confident about suggesting ways in which they could improve it, but they are not familiar with explaining and discussing different techniques. In the lesson observed pupils enjoyed the practical activities, concentrated on what they were being taught and took care of their own and other's work. They talked enthusiastically with each other whilst working and showed a pride in having their work praised and admired by their teacher and other adults in the class. The lesson was well taught because the teacher had planned the activity to make best use of additional adult help. She was adept at using praise to encourage less confident pupils and her own knowledge and understanding of the subject prompted lively discussion and a purposeful approach to work. This all resulted in the pace of learning being lively and pupils sustaining interest and motivation to complete their work.
99. However, over time, the standard of teaching has not been at a high enough level to enable pupils to make adequate progress. Teachers do not place enough emphasis upon teaching skills, knowledge and understanding of artistic techniques, but more upon using art as an activity related to other subjects. However, importance is attached to celebrating pupils' achievements by displaying their day to day efforts sensitively and creatively. Examples of better quality work produced by the pupils are well annotated and clearly attributable to individuals within classes.
100. Systems are not yet in place for monitoring classroom practice and there is not yet a portfolio of pupils' work to inform teachers about standards to assist them in planning for the development of skills, knowledge and understanding. The use of assessment

is not adequately used to inform curriculum planning or to ensure that pupils' previous attainment is built on and developed. Opportunities for art to contribute to the spiritual, moral, social and cultural development of pupils are satisfactory, but better use could be made of examples of multicultural artwork. Resources for the subject are unsatisfactory and this adversely affects the quality of teaching and learning. The co-ordinator is aware of the value and importance of using sketchbooks, even though the practice is not established throughout the school.

101. Since the time of the last inspection the school has not ensured teachers plan well enough to develop pupils' skills in the subject, or that pupils have opportunities to use a wide variety of tools and media. These were areas of weakness in 1999 and still continue to be areas for development. To raise standards, better use of assessment linked to the implementation of a good scheme of work would enable teachers to have a clearer idea about the purpose of their lessons.

DESIGN AND TECHNOLOGY

102. Standards in design and technology are at an expected level at the end of Years 2 and 4. Pupils of all abilities make satisfactory progress. The standards are at a similar level to those identified at the time of the last inspection.
103. The school plans for design and technology to be taught and developed as part of topics that pupils are studying. In Years 1 and 2 topics include ourselves, pushes and pulls, homes, winding up, and puppets. In Years 3 and 4 topics centre around similar areas of study. Documentation to support teaching and learning in the subject is based around national guidance with additional materials available to support the teaching of specific skills and techniques. Teaching is satisfactory as it ensures that over time pupils acquire a satisfactory range of knowledge and skills associated with the subject. Discussions with pupils and observations show that pupils enjoy the subject and show good levels of interest and enthusiasm when the tasks that are provided are challenging and stimulating. Pupils are ready to learn from their mistakes and evaluate their finished products in a constructive manner. Pupils handle materials with care, show an appropriate awareness of health and safety issues and seek to be original in their products. A small number of older pupils do not always show this level of interest and do not always appreciate the efforts of their classmates. These pupils are the exception rather than the norm as the majority of pupils listen and learn well and this makes an important contribution to the progress in learning.
104. In Years 1 and 2 pupils are provided with opportunities to design and make their own model playgrounds, to build homes to a specific design brief, to create moving pictures, to design and make picture frames and to work with food. This range of activities means that they gain the experience of working with a range of materials. They learn in a satisfactory manner the importance of the design process and recognise that their completed product does not always finish up as intended. Appropriate teaching then ensures that pupils examine how their work could be improved the next time. The pupils do this to a satisfactory standard, although some lack the vocabulary to clearly explain what is needed to improve their work. Pupils gain a satisfactory understanding of how different materials and fixings are more suited for the purpose than others. Pupils learn about winding mechanisms and models that move, such as the playgrounds they make. Attainment in this work is satisfactory with some good, imaginative and inventive rides. Pupils learn about a

healthy diet through their work on fruit and vegetables and how they can make such food appear attractive and appetising. Pupils are provided with satisfactory opportunities to build using construction kits and learning is strongest when pupils are provided with challenging build and design tasks rather than simply building models where pupils have the full kit available.

105. Pupils continue to make satisfactory progress in Years 3 and 4. Pupils examine further the methods of presenting food in an attractive manner when they prepare sandwich snacks. They gain a satisfactory understanding of structures and packaging when they design and make money containers. Pupils are secure in their understanding of choosing materials and fixing joints and adhesives that are fit for their purpose. Pupils have a satisfactory ability to design and make picture frames with appropriate joints. Pupils are provided with the opportunity to disassemble items, such as torches, before being asked to design and make their own. This is good practice as it gives them a better understanding of the processes that are needed. More emphasis needs to be placed on the evaluative aspect of pupils' work so that they can then use the information to improve their work in the future. Although teachers stress the importance of a good design, some pupils do not pay enough attention to this aspect and, as a result, some designs are unrealistic. A good example of cross-curricular links was seen in a Year 4 science lesson. The pupils had been studying body movement and were then asked to make a working model of muscles.
106. The quality of teaching is satisfactory overall because over time pupils are taught the necessary skills across the whole curriculum. Pupils are provided with opportunities to work with a wide range of materials and examine the best manner in which materials can be joined together. Pupils are encouraged to make choices and decisions about their work and this promotes creativity. Teachers' planning shows that a strength is the emphasis that is placed on the specific development of particular skills and this enables pupils to become more proficient in handling tools. Where teaching is not as effective pupils' skills are not always extended because of the limitations of the tasks that are set or because not enough emphasis is given to evaluating the finished products.
107. Little opportunity has been provided for the co-ordinator to monitor the quality of teaching and learning in the subject across the school. In order to further improve standards the school has already identified this as an area for development alongside the need to develop good quality assessment procedures that would enable the school to more carefully monitor and track the progress that pupils make as they move through the school.

GEOGRAPHY

108. The last time the school was inspected the standards in geography were too low for pupils in Years 1 and 2 and by the time pupils reached the age of nine. Since then although standards have shown some signs of improvement they still remain below the expected level at the end of Years 2 and 4. Although the teaching and learning observed during the inspection was satisfactory, evidence clearly indicates that over time pupils, including those with special educational needs, have made unsatisfactory progress and teaching has been at an unsatisfactory level. The previous weaknesses identified in the role of the co-ordinator for the subject and the lack of monitoring of teaching and learning still exist.

109. Standards by the end of Year 2 are unsatisfactory overall, although the pupils have a satisfactory level of knowledge of the locality in which they live. Teachers satisfactorily draw pupils' attention to similarities and differences between places in which people live. In discussion, pupils express preferences for their own homes or the houses in which close relatives live. They explain the routes they need to take to travel between various familiar places, such as school and the church. Too few pupils are able to give explanations about different forms of transport used to travel between home and more distant places. Pupils who had a better understanding of distance could relate this to holiday destinations. Pupils in Year 2 have an unsatisfactory level of general understanding of the subject, as they were unfamiliar with the term geography. The more able pupils know London is a city and it is where the Queen lives, but they did not know the name of her home, or that it is the capital city of England. Pupils know that a city is usually bigger than a town but they do not know that Gomersal is a town. Their perceptions of distance are poor and this was demonstrated when they said New York is the nearest city to Gomersal.
110. In Years 3 and 4 pupils make unsatisfactory progress in developing their geographical skills, knowledge and understanding, and attainment remains below the nationally expected level. This is because some pupils have been taught by several teachers within a school year and this has led to prior attainment and learning not being built on and developed. In spite of teaching being good in one lesson observed in Year 3, opportunities were missed for these pupils to benefit from first hand experience of the impact of weather on the local environment as the basis for a field trip. In discussion, pupils in Year 4 could recall little about what they had studied in their lessons since they were in Year 1. Pupils have gaps in their knowledge and understanding about places and facts about the world. Whilst remembering they had studied Kenya in Year 3 they thought it was a country in Europe and not Africa. They had limited ability to discuss basic features of rivers and mountains except rivers start at the top of a mountain. When discussing more localised geography they knew London was a capital city, but thought that Scotland, Wales and Cleckheaton were cities. They located America as part of Europe and suggested a ferry or aeroplane as suitable modes of transport to get there.
111. Since the time of the last inspection the school's emphasis on developing literacy and numeracy has resulted in the subject not being adequately managed or developed. The absence of the use of a comprehensive geography, rather than topic, scheme of work and up to date policy to guide teachers' planning results in pupils not being challenged nor making enough progress in their lessons. Teachers do not assess pupils' work regularly or rigorously and therefore pupils do not know what to do to improve. There are insufficient learning resources in school for teachers to use and this coupled with inadequate use of field trips or visits to places of geographical note means pupils are receiving an unsatisfactory range of learning opportunities.

HISTORY

112. Standards of attainment by the end of Year 2 and Year 4 are in line with national expectations. This is an improvement on the position identified by the previous report, which found standards and progress to be unsatisfactory. Pupils of all abilities make satisfactory progress as they move through the school, although a small number of pupils within Year 4 are making more limited progress as a consequence of their disruptive and non-participatory behaviour. Overall, however, pupils in the school

show good attitudes to the subject. They are inquisitive and eager to find things out about the past. Within lessons pupils show good levels of interest, are always ready to ask and answer questions and behave well. All these factors make a positive contribution to the quality of learning.

113. By the end of Year 2, pupils have a satisfactory appreciation of the linear nature of chronology in history. They make an adequate distinction between old and new and they have a satisfactory awareness of changes in their own lives. During the course of the inspection pupils in the Year 2 class were embarking on the construction of personal timelines to show significant moments of change in their personal biographies. Although their recall is limited at present, they have a sense of themselves as part of the passage of time. Pupils have developed a satisfactory knowledge of significant events ranging from the Great Fire of London to Remembrance Day. They recognise and appreciate the contributions to history of famous individuals, such as Florence Nightingale. Pupils in Years 3 and 4 continue with their study of history and look in more detail at the epochs of the Tudors and the Victorians and at Britain since 1930 and voyages of discovery. Their level of historical knowledge is satisfactory. By the time they transfer to their next school, pupils have a secure understanding of the sources of evidence, manuscripts and photographs, for example, that have been important in the historical record and understand that there are different sources of evidence that can tell us about events from the past. There is little evidence to suggest that computers have been used for study and research purposes.
114. During the inspection the quality of teaching observed in history was good, although scrutiny of pupils' work shows that over time teaching has been satisfactory. In a lesson seen in Year 2, the teacher made good use of the pupils' own knowledge and experiences to help them complete their own timelines. This enabled them to get a good understanding of chronology. Learning was further enhanced by the setting of a simple but effective homework task that required pupils to extend the timelines by looking at events and happenings in the life of their parents. Teachers' planning shows that pupils are not only taught about historical facts and knowledge but that they are starting to examine why things happened in history as they did. Pupils are encouraged to look at different sources of evidence to give them a better insight into historical events. In the past, teachers have made good use of the local environment, including visits to the Red House Museum and Oakwell Hall as part of the study of Tudor times. Tudor music has also been used in the teaching of music, which has enabled pupils to gain a cross-curricular appreciation of history. Although there are some good examples of pupils' work being marked to outline what is needed to improve, this good practice is not as consistent across the school as it could be. In addition, not enough use is being made of computers for research purposes.
115. The co-ordinator for history has a limited overview of the subject throughout the school, as the role has not been fully developed to allow the monitoring of teaching and learning in the classroom. There is no whole school approach to assessment and this prevents pupils' progress being monitored in an effective manner. Resources for the teaching of history are satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

116. Standards in information and communication technology are below national expectations at the end of Years 2 and 4. Pupils have not been taught the necessary

skills across all areas of the subject to enable them to become competent and confident computer users. The school has not provided sufficient opportunities over time for computers to be used to support other areas of the curriculum. These factors mean that pupils of all abilities have made unsatisfactory progress. The school has recently set up a good quality computer suite but has encountered setbacks in getting the suite fully operational. This has had a negative impact on the quality of pupils' learning in recent months and the recency of the suite installation means that it has not yet had sufficient time to have a significant impact on standards. The co-ordinator for the subject is the headteacher. He is knowledgeable, enthusiastic and shows a great determination to improve standards and provision in the subject. Financial planning takes account of the need to ensure that both hardware and software resources continue to be expanded. The headteacher has drawn up a good quality action plan, which clearly outlines the need to ensure that all elements of the subject are taught in sufficient depth, high quality in service training is provided for all members of staff, effective assessment procedures are put in place and rigorous procedures to monitor the quality of teaching and learning across the school are implemented. In addition, the headteacher outlines the necessity to ensure that computers are used to support learning in other areas of the curriculum. These are accurate areas for development if standards in the subject are to improve. Standards in the subject were unsatisfactory at the last inspection and, although the school has made some progress, it has not kept pace with the scope of the developments in the subject nationally.

117. By the end of Year 2 the pupils have developed satisfactory keyboard skills and are familiar with the keyboard and mouse. They type simple sentences and know how to save their work but are not confident in printing or retrieving work. Pupils know the function of the delete and capital lock key. Pupils do not have a satisfactory knowledge and understanding of how computers are used in the wider world to help us and they only have a basic grasp of computer terminology and vocabulary. Pupils have some limited experience of entering sequences of instructions for a programmable toy. Pupils do not show a good awareness of the ways in which computers can be used to present information in different ways. Examples were seen of pupils working on programs to support their work in mathematics, but the tasks were simple consolidation tasks rather than tasks that challenged pupils' mathematical or computer skills. Standards at the end of Year 4 continue to be unsatisfactory. Pupils have basic word processing skills but are not able to draft and edit their work in a satisfactory manner. They have had some experience of merging pictures and text. For example, when asked to make a healthy pizza on screen, many pupils use the mouse in a satisfactory manner to first of all select and then drag different ingredients to make the pizza. In discussion with pupils, they state that they have sent e-mails but do not understand what the process is. Nor do they have a secure understanding of the potential of the Internet. Pupils' understanding of control technology is weak and few opportunities have been provided over time for pupils to use CD-ROMs or the Internet for research. Although teachers are now seeking more ways in which computers can be used in a meaningful way to support learning in other areas of the curriculum it is not yet embedded in school practice or teachers' planning and opportunities to advance pupils' learning are missed.
118. Pupils clearly enjoy working on computers. They are starting to gain much from the direct teaching of skills that they are currently receiving in the computer suite. Much of this teaching across the school is provided by the headteacher. He has good subject knowledge and he uses this well to both directly teach the necessary skills and to deal with any misconceptions that pupils may have. A good balance is struck between

direct teaching and encouraging pupils to try things out for themselves. Whether teaching is concerned with enhancing pupils' word processing skills or moving text and graphics around the screen, it is done in a calm and purposeful manner with clear instructions. Good use of an overhead projector linked to a lap-top computer means that pupils can clearly see what they need to do and this enhances learning. Within lessons pupils listen attentively and are always ready to help a classmate. All pupils show good levels of concentration and show genuine disappointment when the lesson comes to an end. Some teachers lack confidence and expertise in the subject and, as a result, do not fully capitalise on opportunities that arise to use computers to support pupils' learning. The quality of teaching seen during the inspection was good overall but the gaps in pupils' knowledge and skills indicates that this has not been the case over time. The commitment that there is to raising standards, the planned staff training, the rigorous monitoring of teaching and the progressive development of pupils' skills should all help to ensure a better level of provision and in turn a higher level of attainment.

MUSIC

119. Standards in music are satisfactory at the end of Year 2 and remain so at the end of Year 4. Progress is satisfactory for pupils of all abilities throughout the school. The school has maintained the satisfactory standards and progress described by the previous report. The teaching of music is through the medium of a commercially produced scheme, which supports the teaching of staff who feel they lack specialist knowledge of the subject. The pupils in school show positive attitudes to the subject. They enjoy their lessons and take part in the activities provided with a sense of enjoyment. They follow instructions well, behave in an appropriate manner and show appreciation for the efforts of their classmates. These factors make an important contribution to the quality of learning and the progress that pupils make.
120. By the end of Year 2, pupils have developed a satisfactory sense of rhythm and pitch and recognise beat and rhythm in musical compositions. They are given opportunities for playing mainly untuned instruments, with occasional access to tuned instruments. Using these instruments, they are able to construct simple sound sequences in an appropriate manner but their experience of composition overall is limited. Performance activities consist mainly of singing, especially in assemblies. The school has a tradition of choral music and pupils are able to take part in the Kirklees Music Festival. The school choir has also performed in public at events such as weddings and pupils take pride in these activities which also develop their confidence at performing before larger audiences. Exposure to the wider musical traditions of their own and other cultures is more limited.
121. By the end of Year 4 pupils have widened their musical experience, although there is too little opportunity for them to enhance their skills in composing. In addition to the use of untuned instruments, pupils are able to extend their musical repertoire through work on tuned instruments, such as xylophones and glockenspiels. This is often of a satisfactory standard. Pupils in this age group are able to name a good range of musical instruments and sections of the orchestra. Some pupils from Years 3 and 4 play the recorder in school and there is a visiting teacher of piano and keyboards. Pupils remain limited in their ability to recall the name of any significant composers and they are still largely unaware of the musical traditions of other cultures. The majority of pupils sing tunefully and with enjoyment and are proud of the reputation of the school choir.

122. Overall, the quality of teaching in music over time has been satisfactory and the teaching observed during the course of the inspection was good overall. Most lessons incorporate aspects of performing and appraising with the better teaching providing opportunities for composition. The best teaching is often lively and enthusiastic and this motivates the pupils. Direct teaching of skills in singing and the playing of instruments lead to an improvement in the level of performance. Pupils are given sufficient time to practise and rehearse and pupils are encouraged to show originality and creativity. Pupils are generally managed well and a good choice of instruments often adds to the quality of the learning experience. No formal assessments of progress in music are made to check pupils' attainment and progress as they move through the school. The school has already identified this as an area for development and improvement. The range of musical instruments is well used and in good condition. Recorded music is also in good supply but the subject lacks up-to-date library resources. The co-ordinator has a secure overview of the subject but the role is not sufficiently developed to allow for the effective monitoring of teaching and learning across the school. At present there is no opportunity for the co-ordinator to share expertise and good practice with colleagues who are less confident with delivering the music curriculum. These are factors that prevent learning and progress from being even stronger.

PHYSICAL EDUCATION

123. Pupils' attainment in physical education is in line with national expectations at the end of Year 2 and remains in line at the end of Year 4. The school has maintained the position identified by the previous report. All pupils, including those with special educational needs, make satisfactory progress as they move through the school. They have access to a limited range of extra-curricular activities in the subject and take part in football tournaments with other schools in the area. Pupils in Years 3 and 4 also have an opportunity to go swimming and make good progress in this area of development. The vast majority of pupils in the school enjoy taking part in physical activity. They recognise its importance in helping to maintain a healthy lifestyle and show much effort within lessons. Behaviour is usually of a good standard and pupils show a willingness to work well together in pairs and in small groups.
124. By the end of Year 2 most pupils show that they have improved their co-ordination and are able to listen to and act upon the teacher's instructions. They find space in the hall, move around safely and purposefully and show a regard for the safety and wellbeing of others in the class. Most pupils are aware of the importance of warm-up activities but they and their teachers do not always carry out adequate cool-down procedures. Pupils in Years 1 and 2 enjoy performing and watching the performance of others. Individuals and groups are willing to demonstrate their ideas and achievements. In a Year 2 music and movement lesson, some pupils move with considerable physical grace and boys and girls work well together in producing movement routines.
125. By the end of Year 4, pupils have improved their gross motor skills of throwing and catching and they have made satisfactory progress in their ability to work co-operatively in pairs and small groups. They vary the speed and direction of their movement and have increased the fluency with which they perform exercises. Pupils willingly demonstrate their achievements. Pupils in each of these year groups have the opportunity to go swimming and the school reports that practically all pupils can

swim competently by the time they leave school indicating that standards in swimming are above the expected level.

126. The quality of teaching is satisfactory overall and some good teaching was seen during the course of the inspection. Teachers use the good work of individual pupils to demonstrate techniques to others in the class and this allows all pupils to improve their skills. The direct teaching of specific skills also leads to an improvement in the level of performance. The vast majority of pupils listen well and respond to instructions. Teachers manage pupils well and lessons move at a good pace with sufficient time provided for pupils to first practise and then improve their movements. Teachers vary in their expertise for teaching the subject but the role of co-ordinator has not been sufficiently well developed to allow for the direct monitoring of teaching and learning in the classroom. The school also has no policy for the formal assessment of progress in the subject although an assessment of progress is made on each pupil's annual report. The school has already identified these as areas for improvement. Resources are generally satisfactory but there is a lack of good quality floormats and some small apparatus for the use of pupils in Years1-2.