

# INSPECTION REPORT

**ST MICHAEL AND ALL ANGELS CE PRIMARY  
SCHOOL**

Shelf, Halifax

LEA area: Calderdale

Unique reference number: 107570

Head teacher: Mrs J Hamlin

Reporting inspector: Mrs Julia Bell  
2456

Dates of inspection: 6 – 9 November 2000

Inspection number: 224297

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Foundation
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Meadow Close Greenacres Shelf Halifax
Postcode:	HX3 7QU
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Appropriate authority:	The governing body
Name of chair of governors:	Mr C G Rushworth
Date of previous inspection:	February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs J Bell (2456)	Registered inspector	Science	What sort of school is it?
		Design and technology	What should the school do to improve further?
		Music	The school's results and achievements
		Physical education	Teaching
		English as an additional language	Leadership management and efficiency
		The foundation stage	Staffing
		Equal opportunities	
Mrs R Mothersdale (13462)	Lay inspector		Pupils' attitudes, behaviour and personal development
			How well does the school care for its pupils?
			Welfare, health safety and child protection
			How well does the school work in partnership with parents
			Links with the community
			Attendance
			Accommodation
Mr P Graham (22062)	Team inspector	Mathematics	How good are the curricular and other opportunities
		Information and communication technology	Assessment and monitoring of academic performance
		Art and design	
		Special educational needs	
Mr J Haves (8070)	Team inspector	English	Resources
		Geography	Pupils' spiritual, moral, social and cultural development
		History	

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

### **INFORMATION ABOUT THE SCHOOL**

St Michael's CE School is an average sized primary school; it serves an urban area close to both Halifax and Bradford. It is on the boundary of Calderdale and Bradford and admits pupils from both local authorities. The school is in the Diocese of Bradford and has recently reverted to foundation status after being Grant Maintained. It admits pupils aged from four to eleven years and many come from two large housing estates in a regeneration area. It has 204 on roll with 109 boys and 95 girls. The school has 36 pupils on the register of special educational needs, five of whom have statements. The number of pupils with special needs is in line with the national average but the number with a statement is above. Most pupils are from white, English speaking families. Four pupils have English as an additional language although none receive extra support to learn English. The school has 20 pupils who are eligible for free school meals, 10 per cent of the school population, which is below the national average. The attainment of children entering the reception class is mainly below the level expected for their age, particularly in language, literacy and communication skills. Children are admitted to school at the beginning of the year in which they are five. Pupils who move in and out of the area affect the school's results; their learning has been disrupted and they often require extra help.

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

This is an effective school with particular strengths in teaching with a substantial number of lessons where it is good and sometimes very good or excellent. The school is well led and managed by the head teacher and governors with good support from senior staff. There is high quality teamwork and a firm, shared commitment to improving standards. This has enabled the school to make substantial improvements since its last inspection. By the age of 11, pupils are attaining the national levels in English, mathematics and science. Their attitudes to learning and their personal development are good. The school provides good value for money.

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

- The high quality teaching that ensures that many pupils achieve well.
- The school is well led and managed and the head teacher gives a good direction for developing the school.
- There is good provision for children in the reception class; they make a good start to their learning.
- The provision for pupils' social development is very good.
- There is a very good range of extra-curricular activities and out of school visits, including residential experience for the older pupils.
- Links with parents are very good.

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

- Standards in English, particularly at Key Stage 1.
- Standards in information and communication technology.
- The roles of subject co-ordinators in monitoring and evaluating teaching, learning and the curriculum in order to identify what the school does well and what needs to be improved.
- The progress of higher attaining pupils through greater challenge in their work.

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



## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress in dealing with the issues raised in the last inspection in 1998, with very good progress in improving the quality of teaching which is now mainly good and sometimes very good or excellent. The head teacher provides effective leadership and gives a clear direction for taking forward the school. Management is good and is well supported by the good teamwork established between staff and governors. The development plan reflects consultation with staff and governors and provides a useful framework for guiding the school's improvement. The teachers' planning of the curriculum has improved and the school is successfully using recent national guidance that has been adapted to the needs of the pupils. The procedures for assessment are good and staff increasingly use the information gained to match work to what pupils already know. This does not yet fully challenge more able pupils. The school now meets all statutory requirements for the curriculum. Pupils' skills in information and communication technology are rapidly improving but are below the levels expected by the age of 11. The strong commitment of the head teacher, staff and governors ensure that the school is well placed to continue its planned developments.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	C	C	C	C	well above average A above average B average C below average D well below average E
mathematics	C	C	C	B	
science	C	D	C	C	

Pupils make satisfactory progress in Key Stage 1 and good progress in the foundations stage and at Key Stage 2. The school's performance in the most recent national tests has been maintained in English and mathematics and has improved in science. The school matched the standards in similar schools in English and science. Standards in mathematics were above those in similar schools. Although standards are sound they could be higher; the school does not yet have sufficient numbers attaining at the higher levels to improve its performance. The numbers of pupils who move in and out of the school means that standards vary from year to year. However, the school matches the improving national trend in the tests for pupils aged 11. Children make good progress in the reception class and by the time they enter Year 1 attainment meets expectations for their age. Progress slows in Key Stage 1 although it is still satisfactory. Results have fluctuated from year to year but in the recent tests pupils aged seven attained the levels expected for their age in reading and writing but were below average for mathematics. This is an improvement on the previous year when standards were well below average in mathematics and below in reading. Teachers assessed attainment in science as below expectations for seven year olds.

In current work, standards in Key Stage 2 are similar to the test results. At Key Stage 1 the regular mental arithmetic and practice sessions have improved pupils' confidence with numbers and standards are steadily improving in mathematics. Standards in science also show steady improvement. Standards in writing are below expectations for seven year olds. Standards in ICT (information and communication technology) are rising due to improved facilities and resources, but are below the levels expected by the age of seven and 11. Computers are not sufficiently used in classrooms to support all subjects. There was insufficient work seen in geography on which to judge attainment. Standards in

other subjects meet expectations for 11 year olds and are above average in physical education, and particularly high in dance. Standards are above average in music, and pupils' performance is good. The school analyses test results and uses the information to set, and meet, realistic targets for improvement. These are high enough for most pupils but are not sufficiently challenging for the more able pupils. Pupils with special educational needs make good progress due to the effective support from staff.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils' attitudes to work are good; they enjoy coming to school. The youngest children in reception class have particularly good attitudes to learning.
Behaviour, in and out of classrooms	Mainly good in lessons and around the school. A minority of pupils misbehave in lessons but they are managed well.
Personal development and relationships	Pupils' personal development is mainly good and there are good relationships between pupils and between pupils and staff.
Attendance	Good. Pupils are punctual.

Pupils are well managed although a minority of pupils seek attention, are noisy and occasionally disruptive. There were no instances of bullying or oppressive behaviour during the inspection. The school excluded one pupil on two occasions during last school year. Pupils willingly accept a range of responsibilities but have relatively few opportunities to plan their own work activities or to carry out research for themselves.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
Lessons seen overall	Good	Satisfactory	Good

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

The teaching was predominantly good and sometimes very good or excellent in the 50 lessons seen. In 26 per cent of these lessons it was very good or excellent and was good in 44 per cent of lessons. Teaching was satisfactory in 30 per cent of lessons. There was no unsatisfactory teaching. Most teachers have realistically high expectations of their pupils, encourage them to think about their work and provide opportunities for discussion. However, in a few lessons, mainly at Key Stage 1, there is too little challenge. Expectation of the more able pupils is not high enough at both key stages. The teaching of literacy is satisfactory at Key Stage 1 and good at Key Stage 2. However, writing opportunities are too narrow and handwriting and punctuation at Key Stage 1 is often careless. Improvement is more rapid in mathematics where the structure of the numeracy hour is beginning to improve pupils' standards. There is sound teaching of basic skills but teachers do not sufficiently develop these within other subjects so that pupils can practise and improve their skills, particularly in reading, writing, in the use of the library and in the use of computers in the classroom. The teaching of pupils with special educational needs is good, particularly when the classes are split to enable pupils to work in smaller groups.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; pupils learn through a wide range of interesting activities and experiences.
Provision for pupils with special educational needs	Good. These pupils are well supported by teachers and classroom assistants. They make good progress against the targets set for them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good; this ensures a positive ethos for learning. The provision for pupils' social development is very good.
How well the school cares for its pupils	The pupils are well cared for and the school ensures that they have a good level of personal and educational guidance.

The provision of extra-curricular activities is very good. The school enhances the curriculum through a good range of out of school visits, including residential experience for pupils in Years 5 and 6. These support pupils' learning. The school has very good links with parents and they provide good support to children's learning. The Parents, Teachers and Friends Association gives generous support to the school though well organised fund-raising and social events.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The school is well managed and the head teacher provides good leadership. She is well supported by the deputy head teacher, staff and governors.
How well the governors fulfil their responsibilities	Governors have a good grasp of the work of the school and fulfil their responsibilities well. They work well in committees to support management.
The school's evaluation of its performance	The monitoring and evaluation of the school's performance are sound but the role of subject co-ordinators in these areas is not yet sufficiently well established.
The strategic use of resources	All resources are used well to support pupils' learning and achievement. The school provides good value for money.

The good leadership results in high quality teamwork by all staff and governors and there is a shared commitment to develop the school. This is enabling the school to make substantial improvements in the quality of learning and this supports pupils' achievement. The school has sufficient, suitably qualified teaching and non-teaching staff. All staff are deployed well to make best use of their expertise and to provide effective support to all pupils. Learning resources are satisfactory and are good in ICT and music. The school has adequate, well cared for indoor and outdoor accommodation. The computer suite is not presently used to its full potential. There are too many occasions when it is empty and computers in classrooms are not used enough.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Their children like school.</li><li>• They feel comfortable about approaching the school.</li><li>• The teaching is good and the school expects children to work hard and do their best.</li><li>• The school helps children to become mature and responsible.</li></ul>	<ul style="list-style-type: none"><li>• The range of activities outside of lessons.</li><li>• The way the school works closely with parents.</li><li>• Information about their children's progress.</li><li>• The amount of homework.</li></ul>

Parents are rightly pleased with their school. The inspection team confirms the positive views of parents. However, pupils do not always have sufficient opportunities to develop independence in their learning. The inspection findings do not confirm the few negative comments from parents. The amount and frequency of homework is similar to that of other primary schools and supports pupils' learning. There is a very good range of activities outside of lessons, including residential visits for the oldest pupils. The quality of information for parents is good; the prospectus and governors' annual reports are well presented, regular newsletters give information about events in school and update parents on curriculum initiatives. Pupils' annual written reports are useful. There are very good links with parents and the school is committed to continuing to improve them.

## **PART B: COMMENTARY**

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

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

1 The school admits children from across the full range of attainment and previous experience. However, the intake is often below average, particularly in the development of language, literacy and communication skills. This has changed since the last inspection; the school has a higher proportion of pupils with special educational needs and also admits children whose learning has been disrupted as families move in and out of the area. The very effective teaching in the reception class means that the children achieve well and make good progress in their skills and understanding across all the areas of learning that underpin the subjects of the curriculum. The good teaching ensures that by the time they are ready to start in Year 1 most children attain the standards expected for their age.

2 The inspection took place early in the autumn term and judgements are made on current work and an analysis of pupils' work from the last school year. The pupils make mainly good progress in their learning in the foundation stage, and in Key Stage 2, where much of the teaching is good and sometimes very good. Progress is broadly satisfactory in Key Stage 1; it slows in Year 1 where work does not build sufficiently on the good foundations established in the reception class. It is often good in lessons in the current Year 2 but is broadly satisfactory over time. By the end of Year 6, standards in English, mathematics and science are at the levels expected for 11 year olds. Most teaching has sufficiently high expectations in respect of work and behaviour and standards are similar to those found in the last inspection in 1998.

3 In the Key Stage 1 national tests for the year 2000, pupils' attainment in reading and writing was close to the average for seven year olds. This comparison also applies to results in similar schools. This is an improvement on last year when standards in reading were below the levels typical of seven year olds. Over time, pupils' attainment has been consistent in Key Stage 2 and their performance in the most recent tests in English matched the national levels expected of 11 year olds. These standards were the same as those attained in similar schools. However, results can show quite substantial variations year on year and reflect the fact that the school admits a substantial number of pupils who move in and out of the area and whose learning has been disrupted.

4 Pupils have sound skills in speaking and listening and by the end of Year 2 they listen carefully to instructions and volunteer ideas in discussion. In Year 6, most pupils listen attentively, speak clearly and some express themselves well. For example, they speak confidently of their experiences and take part in drama/music productions in their after-school club.

5 In reading pupils attain standards that are typical of their age at the end of Year 2. They have sound strategies to help them read unfamiliar words and can talk about the plot in stories. By the age of 11 pupils read at the standards expected for their age; most read accurately, with fluency and some expression. Pupils have good skills in reading unfamiliar vocabulary and read most words accurately but the range of their reading is mainly limited to a few known writers and they read very little non-fiction. Pupils' library skills are not well developed and pupils do not practise these skills sufficiently to find information to support their work.

6 By the age of seven pupils' writing skills are developing but are not yet at the levels expected for this age. They write simple stories that have a beginning, middle and end and a few write imaginatively and use a good range of vocabulary. However, they do not use full stops and capital letters consistently even when they know when these should be included. Only higher attaining pupils develop a clear handwriting style but other pupils do not form letters and words of consistent shape and size. At the end of Year 6 pupils' handwriting is mainly satisfactory and sometimes good. Most

pupils take a pride in the presentation of their written work. Although they write in detail to tell stories, describe experiences and review books, the range of written work is too narrow. However, the school's strategy for promoting literacy is good and is beginning to focus effectively upon raising standards.

7 In the most recent national tests, standards were below average for seven year olds and below the levels attained in similar schools. However, standards are improving in mathematics; current work is broadly at the level expected for their age for most pupils. By the age of seven, they have a satisfactory knowledge and understanding of number; they add and subtract to 10, count accurately in tens to reach 100 and are beginning to carry out simple multiplication and division. Most pupils recognise and name three-dimensional shapes such as sphere, cone and cuboid. Higher attainers can identify a triangular prism and its properties.

8 By the end of Year 6, pupils' attained the national average in mathematics tests and they attained above the standards found in schools with a similar intake of pupils. More pupils are achieving at the higher levels and this reflects the school's successful implementation of the national Numeracy Strategy. This provides clear guidance for teacher's to plan their work and pupils are gaining in their confidence in mental arithmetic and are beginning to apply their learning to solving problems. By the age of 11 pupils use and apply their mathematical skills to solve problems. They have sound basic computation skills and use these accurately. Many pupils have a sound recall of multiplication tables but average and lower attaining pupils are not so confident. Pupils have a satisfactory understanding of their work with shape, space and measures. Many handle data well, use frequency tables and accurately construct and interpret graphs. Pupils' learning is sound and sometimes good over time and is better in Key Stage 2 where teachers provide a greater challenge.

9 Pupils in Year 6 attain the levels expected for their age in all aspects of science; their skills in conducting investigations have improved since the last inspection. Standards in the most recent tests at the end of Key Stage 2 were average when compared to other schools nationally and matched the attainment in similar schools. Standards have been maintained since the last inspection and the number of pupils attaining the higher levels in national tests is improving because of the high proportion of good and sometimes very good teaching. Teachers' assessments of Year 2 pupils in 2000 showed that they attained standards that were well below those attained by seven year olds nationally. Standards of current work are still below those expected for seven year olds but are likely to be closer to what is expected by the end of this school year due to the teachers' effective planning in the Year 2 class and the use of assessment to match work to the needs of pupils.

10 The good work of the foundation stage is not built upon in Year 1 and although pupils' progress in science is broadly satisfactory it could be higher. The teacher's expectations in respect of pupils' work and behaviour are sometimes too low and work does not build sufficiently on what they already know. Only a few pupils record their work carefully. However, by the age of seven, pupils are aware of the need for a fair test. The pupils in Year 2 are well taught and they ask questions, make predictions and conduct investigations. Their good progress is beginning to improve the standards of their work. They make careful observations for example, of materials, know they must be suited to the way they will be used and can sort and label objects according to their properties. Pupils in Key Stage 2 make good gains in their learning through the effective, well-planned teaching. By Year 6, pupils plan and carry out their own investigations, for example to find out whether the thickness of the wire in a circuit affects the brightness of the bulb. In work on forces they conduct investigations to measure air resistance and use a range of graphs to record and interpret their information. By the age of 11 pupils show that they have made good progress in their knowledge and understanding; they know about the growth and reproduction of plants, identify accurately the characteristics of different animal groups and show different food chains in diagram form. There are sound links to other subjects as pupils use their numeracy skills to translate and record their findings. Stories linked to work in science reinforce their literacy skills. Pupils use computers to access CD-

ROMs and find information for topics but they do not use computers and associated sensors to monitor experiments.

11 There are few differences in the attainment of boys and girls in their work but in the national tests girls do marginally better than boys in English, mathematics and science. The school's test results over the last four years show that the standards match the national upward trend. The percentage of pupils attaining the higher levels in tests is improving at both key stages. However, there are still insufficient numbers of more able pupils who attain these levels in national tests. The school has begun to resolve this by grouping Year 6 by ability for some lessons in literacy and numeracy but this is too recent to judge its effect.

12 Standards of attainment are below national expectations for information and communication technology (ICT) at the end of both key stages. This is mainly because of gaps in their knowledge, skills and understanding as a result of the previous unsatisfactory provision. Pupils make sound and sometimes good progress and there is the potential for raising standards over the longer term. The pupils' learning has improved due to the recent investment in new computers and software, the adoption of useful national guidance for the curriculum and the increased knowledge and confidence of teachers.

13 The new ICT suite means that pupils in Key Stage 1 are beginning to gain new experiences and to develop their computer skills. Key Stage 1 pupils are developing basic keyboard skills and understand the symbols and icons of the main desktop screen. Although they find letters on the keyboard this is sometimes slow as they lack familiarity with the layout. Many pupils cannot use programs to create pictures or graphs. Most Year 6 pupils are competent in basic word processing; they lay out text, edit and save their work. Their understanding and use of clip art is limited; they select and add pictures to their work from an encyclopaedia on CD-ROM but they do not use the images from clip art files to illustrate their writing. Pupils' knowledge and understanding of data handling and spreadsheet packages is weak. Many pupils have satisfactory understanding of how ICT can be used to control devices such as floor robots and model traffic lights. However, gaps in their earlier experiences mean that they are not yet secure in more complex routines. For example, they are not yet confident in using sensing equipment in science or in using computers to monitor experiments. Computers are used to access information in history, geography and science and younger children use ICT to practise literacy and numeracy skills but there is insufficient use of computers to aid learning in classrooms.

14 Pupils consolidate their earlier work in most subjects as they move up through the school. Pupils make sound and sometimes good progress in their learning in art and design, design and technology, geography and history and attain the standards expected for their age. There is evidence of good work in each of these subjects. Standards are often above those expected in physical education, particularly in dance. This subject is well taught and managed and this ensures that pupils achieve well over time. Standards in music are often above expectations for pupils at the end of both key stages, particularly in singing. This reflects the effective work of specialist staff.

15 Pupils with special educational needs make good progress throughout the school. They are supported well in class and when withdrawn for group and individual activities with support staff. Those pupils who have been identified as needing additional support have good individual education plans with clear targets. These are regularly reviewed and this ensures that the pupils make good gains in their learning. Pupils with English as an additional language do not require extra support and make good progress over time.

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

16 Pupil's attitudes to school are good and they enjoy coming to school. Their attendance is good and above the national average, and their unauthorised absences are below the national average.

17 Some pupils come to school early to a preschool club and many also stay later in an after school club. Almost all pupils are on time to school and for the start of lessons. Older pupils especially enjoy the opportunities that the school offers them to participate in extra curricular clubs and the choir. For example pupils were happy to repeat a dance club performance in their lunchtime, so that those people who had not been able to watch them during their first performance after school, could see them. Pupils are interested in finding out facts. For example in history they enjoyed the grislier details of how the Egyptians mummified their dead. They enjoy sharing discoveries when working on investigations in science. For example when looking at what properties different objects have, and what materials they are made of, one pupil told her class 'I've found out that materials are everywhere and that everything is made of materials'.

18 Most pupils' behaviour is good. In lessons they respect what their friends are saying and will listen whilst they speak. Pupils play well together in the playground. They enjoy traditional games and accept rulings on games not only from the lunchtime supervisors, but also from their house captains. From the start of school they enjoy helping each other, for example younger pupils will work together in pairs on the difficult job of fastening up and unfastening apron strings. Pupils order their behaviour themselves. For example, a house captain called a house meeting after an assembly to go over the high standards of behaviour she expected from her house, and to tell them to stop talking when lining up to come into school, or else they would lose house points. Pupils respect the equipment, books and building of their school and the safety of others. For example when putting away apparatus after a gymnastics lesson, pupils were careful not to bang it about and made sure they did not drop any of the beams on their classmates' feet. A small minority of pupils show unsatisfactory behaviour. Some of this comes from the occasional pupil who wants extra attention in class, shows off to their friends, is noisy, and occasionally disruptive. The school has good systems to manage behaviour and other pupils generally ignore this and continue with their own work. The school is aware that some pupils do occasionally bully other children and has good systems to deal with this as it arises. There were no instances of bullying or oppressive behaviour during the inspection. The school excluded one pupil on two occasions during the last school year.

19 The personal development of pupils and their relationships with each other and staff and visitors in the school are good. Older pupils make the most of the residential opportunities that they have in Years 5 and 6, and are pleased that these activities help them to find out skills, such as working well as a team, that they did not know they had. Pupils take on more responsibilities as they move up the school. In Year 6 pupils have to offer an 'election manifesto' to the whole of the junior school, to see if they are worthy of the posts of, for example, schoolhouse captains or library monitors. Other pupils make presentations to the rest of their class to tell them about for example their hobbies, holidays or where they live. Pupils are very caring towards each other. A small number of pupils have problems that stem from either being too confident or lacking in confidence in their relationships with others. These pupils benefit from special groupings such as sitting in a circle to discuss how they feel about themselves and situations, or playing games that require them to listen very carefully and pay attention to what has been said.

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

20 Teaching is good. It was good in 70 per cent of lessons, including over a quarter of lessons where it was very good or excellent. There was no unsatisfactory teaching. The quality of teaching has substantially improved since the last inspection and there are many more examples of good and very good teaching throughout the school than previously. There were examples of very good teaching in a few lessons in the classes with children under five and at both key stages. The good proportion of effective teaching throughout the school promotes pupils' achievement and behaviour. It



ensures that pupils make good progress in their learning and this is having a positive effect on standards by the time pupils reach the age of 11. However, standards vary in some years due to differences in the numbers of pupils with special needs and also the pupils who leave mid year and others who join. This makes it more difficult for teachers to ensure that pupils' progress is supported as they move through the school.

21 Lessons are well planned and resourced. In many lessons, teachers provide a good range of challenging and interesting activities. They have high expectations of their pupils; they encourage them to think critically about their work and provide opportunities for discussion. In the best lessons, teachers encourage pupils to take responsibility for their learning and to make choices of materials and to plan their own work. For example, in an effective design and technology lesson, Year 6 pupils were encouraged by their teacher to take the role of designers and worked well to learn how to design and make slippers. They worked well, sharing ideas on planning their design, identifying the materials to be used and refining their ideas before agreeing a final design. The teacher's enthusiasm meant that all pupils were eager to learn. Her very good questioning ensured that they began to identify the way designers combine materials to ensure the slippers are fit for the purpose and that the appearance meets the needs of the wearer. However, this level of independence is not a feature of all lessons and pupils do not always have sufficient opportunities to plan and carry out their own research.

22 The quality of teaching in the reception class is good and sometimes very good. This ensures that the children make a good start to their education. The quality of the teacher's daily assessment of the children's progress is good and work is well matched to their needs. The quality of teaching at Key Stage 1 is broadly satisfactory, with good teaching in just under half the lessons. The children enter school with below average attainment but the effectiveness of the work done in the foundation stage means that many reach the levels expected for their age by the time they transfer to Year 1. This good progress slows in Year 1 and, although progress is mainly satisfactory, the planned work does not build sufficiently upon the good foundations established in the reception class. For example, although pupils begin to consolidate their writing skills there are few reminders about the quality of written work. This results in careless letter formation and many pupils use capital letters in the middle of words and those who know when to use full stops rarely do so. These careless mistakes are rarely picked up in the teacher's marking of work to show pupils how they can improve. Learning is more effective in Year 2 where the teacher's expectations are high and pupils are challenged by effective questioning and stimulating activities. For example, a very good science lesson pupils were encouraged to act as 'scientists' as they investigated the properties of different materials and decided what implications this had for their use in everyday life.

23 In Key Stage 2, teaching is mainly good and was very good or excellent in a third of the lessons seen. Where teaching is most effective, teachers are very clear about the skills pupils will learn and how these will be taught. This was evident in a very well planned mathematics lesson with Year 3 pupils where the teacher made very clear to pupils what they would learn in the lesson. This enabled them to make very good progress in finding their own strategies for solving problems such as  $9 \times 8$  by doubling numbers to get  $(9 \times 2) \times (2) \times (2) = 72$ . The well taught mental arithmetic session at the start of the lesson enabled the pupils to talk about the different ways they had reached their answers as they practised times tables, halving and doubling. The work motivated the pupils well since oral work was reinforced through an exciting 'dartboard' game. They achieved a high degree of accuracy. The teacher's questioning was matched well to the full range of abilities in the class and ensured that all pupils achieved well, whatever their ability. The very good balance between direct teaching and opportunities for pupils to practise their skills ensured that by the end of the lesson pupils had a good grasp of the concept.

24 Teachers manage pupils well and use praise effectively to raise pupils' self esteem. There are good relationships between staff and pupils; teachers value pupils' responses and encourage them to have a go, even if they lack confidence. This works well with many pupils and they persevere and

make an effort. Most teachers display their aims for the lessons so that pupils know what they will learn. In the most effective lessons the teachers talk about these aims with the pupils, and question pupils carefully to find out what they already know. They mark work regularly and modify the next units of work if it is clear that some pupils have not grasped a concept.

25 Teachers' subject expertise is mainly sound and sometimes good in most subjects although a few lack expertise and confidence in teaching information and communication technology. However, training is planned. Subject expertise has improved since the last inspection due in part to a well-planned training programme and the ways in which teachers are adapting the framework of lessons from the national strategies for literacy and numeracy in other subjects. This enables teachers to manage more effectively the time in lessons. Teaching is satisfactory or better in all subjects and there are examples of good teaching in all areas of the curriculum. The teaching of literacy is at least satisfactory and often good at Key Stage 2. This is starting to impact well on pupils' work in English, although writing is still below average by the age of seven. Numeracy is mainly taught well and this is beginning to improve standards in mathematics throughout the school. The useful organisation of grouping Year 6 by attainment for some work in both mathematics and English is beginning to have a positive effect on pupils' achievement but the work in mathematics does not always provide sufficient challenge for the more able. Teachers' planning identifies clear links between subjects; for example, in a lesson on wartime evacuees the teacher used work in history to help pupils understand the emotions felt by children separated from their parents. This enables pupils to express themselves well and use empathy in their writing. Numeracy skills are used in design and technology as pupils make careful measurements and in science older pupils make good use of measuring skills and they record information in graphical form. In music, Year 5 pupils looked for different permutations of the notes in a peal of bells. However, teachers do not plan for pupils to regularly use the computers in classrooms to practise and improve their skills.

26 The teaching of pupils with special educational needs, including those from families who move into the area and have missed earlier work, is at least satisfactory and sometimes good. Support staff work well with teachers to help pupils with special educational needs and they make good progress in relation to the targets set for them. The quality of individual education plans for pupils with special educational needs is good. Teachers match work well to the needs of these pupils and this contributes well to good progress they make. The few pupils for whom English is an additional language do not require extra support in lessons and their needs are fully met within the school's provision for all its pupils.

27 The procedures for the assessment of pupils' progress have improved since the last inspection. Teachers use assessment well to identify pupils with special educational needs. Staff in the nursery and reception classes effectively use assessments on entry to identify those children who need additional help and support. This ensures that these children receive extra help at an early stage. Teachers analyse tests results to identify where pupils need extra help. This sound practice helps them to group pupils and target extra support in areas such as reading, writing and mathematics in Year 6. Teachers are increasingly using the results of the range of assessments to improve planning to ensure that work is more closely matched to what individual pupils know and can do. Teachers' half-termly plans show differences in provision for the wide range of abilities in each year group but higher attaining pupils are not always sufficiently challenged. This means that too few pupils attain the higher levels in national tests.

28 Throughout the school, teachers give homework that has a positive impact upon pupils' reading, spelling and learning of number facts. In Key Stage 2, pupils' skills in finding information supports topic work in areas such as history.

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

29 The school has made good progress in resolving the curriculum issues identified in the last inspection report. Schemes of work have been developed which enable teachers to plan lessons that build upon the work that pupils have done previously.

30 The provision for children in the reception class is good and the curriculum is planned effectively to take account of recent national guidance for the foundation stage of learning. The curriculum for Key Stages 1 and 2 is broad and balanced and meets the statutory requirements for the National Curriculum and religious education. The school has adopted effective strategies for teaching the basic skills of literacy and numeracy through the successful implementation of the respective national strategies. The provision for teaching literacy at the end of Key Stage 2 is particularly good. The school makes some good use of teachers' strengths, for example, in physical education, religious education and in information and communication technology, the co-ordinators have the opportunity to teach their specialist subjects in some year groups. This benefits curriculum provision. The programme for pupils' personal, social and health development is generally good, with appropriate provision for sex education and drugs awareness. However, the school does not have a policy for personal, social and health education.

31 The provision for pupils with special educational needs is good. Work is matched well to their needs and they are supported well by teachers and classroom assistants. Pupils with special educational needs have individual education plans that identify targets and the methods that will be used to help these targets to be achieved. Reviews are carried out regularly in accordance with the Special Needs Code of Practice. All pupils, including those with special educational needs, and those for whom English is an additional language, are given equal access and opportunity to all subjects of the curriculum and the life of the school.

32 Staff make good use of the local area and community to enrich the curriculum. There are effective partnerships with other primary schools and secondary schools and these provide opportunities for teachers to share ideas and provide pupils with a smooth transition to the next phase of their education. Numerous local visits develop well pupils' knowledge, as do visitors to the school such as artists and sports teams. Extra-curricular provision is very good. A number of teachers give generously of their time to provide an interesting range of activities for older pupils who enjoy the opportunities they have in areas such as netball, football, dance and chess. Pupils in Years 5 and 6 develop independence and skills in outdoor pursuits and information and communication technology during well planned residential visits.

33 The contribution of the community to pupils' learning and relationships with outside agencies are good. Most recently the school has benefited from the provision of funds and volunteers to build a science garden and students from a local secondary school have built a garden for pupils where they can sit outside and reflect on feelings and ideas. The school has close links to its local parish and church, and values the support it receives from local business when organising raffles to fund raise for equipment in the school. Pupils enjoy joining in the local Shelf gala and decorating a float for the parade. The pupils give regular music and drama performances in the village hall when they welcome all community members.

34 The school makes good provision for pupils' spiritual, moral and cultural development. The provision for their social development is very good. The provision for pupils' spiritual, moral, social and cultural development has improved significantly since the last inspection due to the hard work of staff and governors.

35 The provision for pupils' spiritual development is good. It is supported through good quality assemblies that make a significant contribution to pupils' spiritual understanding of Christian beliefs and traditions. For example, the school makes good use of Bible readings, includes well-chosen hymns and

promotes prayer and reflection. In addition teachers use the assemblies to reinforce a clear moral code and effectively promote social responsibility. Opportunities are established for all pupils to consider belief in a god and to create a sense of awe. For example, pupils are encouraged to view mankind as part of the family of God and link this to their own family experience. Teachers make good use of stories that underpin pupils' understanding. However, there are some lost opportunities to involve pupils more fully in the assembly, for example, through discussion. In classes, prayer is used effectively at the end of each session. Pupils have opportunities to take part in local church services. The quality of several displays helps to create a sense of spirituality, for example, in the school's reception area pupils explore the nature of God through art.

36 Throughout the school a sense of morality is promoted that clearly sets out the difference between right and wrong. Each classroom has established guidelines for behaviour and these are reviewed through discussions between teachers and pupils. All staff follow consistent procedures for dealing with pupils and do so in a positive, but firm manner. Regular staff meetings ensure that support staff and lunchtime assistants are fully involved in maintaining these strategies. The strength of the provision lies in this consistent approach that ensures all pupils know the boundaries of acceptable behaviour.

37 Pupils are given a wide range of responsibilities, as monitors in classrooms, to organise fundraising events for charity and for older pupils to help younger ones at lunchtimes. Pupils are encouraged to support both national charities and local needs. For example, they have raised money for Barnardo's and brought harvest gifts for local senior citizens. This provision effectively promotes a sense of social responsibility. However, there are too few opportunities for pupils to work independently and take responsibility for their learning. Older pupils are encouraged to participate in community events. For example, they sing carols in city centre shops. Pupils in Years 5 and 6 take part in residential visits that help to develop their independence and social responsibility. All staff are aware of importance of pupils' personal development. They set time aside for discussion on social issues when the need arises. Both male and female voluntary helpers support reading in class.

38 Pupils have opportunities to participate in the local gala. They visit the theatre, museums and local industry. Recently older pupils watched a performance of Romeo and Juliet and then took part in a theatre workshop. There are visits to centres of historical interest, for example, the Viking Museum. These effectively promote an understanding of pupils' cultural inheritance. Good use of display helps develop pupils' understanding of differing cultures and traditions. These include illustrations and artefacts from Judaism and Islam. The school library has an appropriate range of books that help inform pupils of cultural diversity. Some opportunities have enabled pupils to meet visitors who represent alternative cultures, for example, Hindu dance groups. The school makes good use of the Bradford multi-faith centre and uses the Bradford diocese guidelines for religious education. These have a strong multi-cultural approach.

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

39 The school's procedures for child protection and ensuring pupils' welfare are good and have improved since the last inspection. Staff know all the pupils well. They regularly record any changes that there are in a pupil's behaviour, well being, attitude or social circumstances, and build up a comprehensive picture of a pupil's personal development. Pupils are encouraged to select achievements, pieces of work or even certificates gained out of school, to add to their record of achievement file. This is useful for the pupil and teachers to pick out where pupil's progress has improved, stood still or become unsatisfactory, and if their personal development is affected. However, the school does not yet have a comprehensive policy for pupils' personal, social and health education to support these areas.

40 The school also benefits from a trained counsellor on its staff, and is understanding of the wishes of some children to talk to her when they need guidance. The school's health and safety procedures are good. During the course of the inspection all the pupils automatically went to line up at the fire exit doors when the weekly fire alarm was sounded. The youngest, and newest pupils had the whole routine carefully explained to them. All curriculum policies contain a health and safety aspect, and for example, in a physical education lesson pupils were specifically told not to attempt a forward roll without a mat on the hall floor. The school's child protection procedures are good and shared by the head teacher and deputy head teacher. All staff are aware of the designated persons and where to take their concerns.

41 The school's has good procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour. These work well. They include strategies for dealing with any pupils who are bullying. In these circumstances the school has a no-blame approach and confronts both victim and bully about what is happening. If necessary, individual behaviour targets are set, for example a pupil may take a behaviour chart around the school for completion in each class to make sure they are behaving well.

42 The school's procedures for monitoring and promoting good attendance are satisfactory. The school tries to discourage pupil's families from taking holidays in term time, but does not celebrate good attendance in any other way.

43 There are effective measures for assessing pupils' attainment and progress. Since the previous inspection, the school has worked hard to develop assessment procedures. Teachers' planning clearly identifies what pupils are expected to learn and records are kept of their attainment and progress. Each pupil has an assessment record that contains information regarding their progress as they move through the school. Teachers have added to the national tests and use a range of similar tests throughout Key Stage 2 to enable them to monitor pupils' progress in English, mathematics and science. They are beginning to use this information in their day-to-day teaching. All teachers keep useful and accurate records about which pupils have reached key objectives in mathematics at the end of each half term, along with assessments of writing skills.

44 As well as the national assessments at age seven and 11, pupils undertake a variety of other tests so that teachers can monitor their progress and identify any areas where they are experiencing difficulty. Teachers have begun to analyse the results of national tests so that strengths and weaknesses can be ascertained. For example, in mathematics, the co-ordinator's analysis of responses to each question has enabled the school to focus on specific areas of the curriculum where pupils were not performing so well as in other areas. This is not done consistently in English and science.

45 The school makes good provision for pupils with special educational needs. These pupils are identified by their class teachers and given additional support either in class or by being withdrawn either individually or in small groups. The statutory requirements of the Special Needs Code of Practice are applied effectively. Those with English as an additional language do not require extra support and their needs are well met within the school's provision.

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

46 Most parents' views of the school are good. Parents are welcomed into the school and most feel that they can come into the school and talk to staff if they have any concerns. A few parents feel uncomfortable talking to staff about concerns over homework, or if for example their child is being bullied. However, the school is developing useful procedures to support links with parents. It is effectively promoting the partnership with parents through the home/school agreement. This enables parents to share any worries and strengthen links between home and school. Most parents are happy with the information that they receive from the school on a day to day basis through home/school

reading records or newsletters, but some parents are concerned that the new style of reports are not particularly useful in giving them information on their child. Inspection findings show that the information to parents is good. There are regular and useful newsletters and the prospectus is clear and well presented. The school generates comments for pupils' annual reports using a computer program containing a data bank of comments. These are carefully chosen to match the findings about each child and reports have sufficient, clear information about pupils' progress in all subjects.

47 Many parents are involved in helping in the school to support pupils' learning, for example by listening to pupils' read or assisting with lessons. The staff value the good support given by parents. Parents are especially active in working with staff in the Parents/Friends Association, and the school has profited from their lively ideas for fund raising. The Friends Association has provided new kit for sports teams, music systems for classrooms, loudspeakers for the hall, a video camera, visits from a street dancer and theatre company and has donated dictionaries for Year 6 pupils when they leave the school. Through the Friends Association, parents also support cycling proficiency lesson for older pupils and gave a Millennium gift of a copy of The Lords Prayer to each child in the school.

48 Parents of pupils identified as having special educational needs are involved from an early stage. Whilst, they are generally kept well informed, there are occasionally instances where parents would appreciate greater involvement in the setting of targets and this is supported by inspection findings.

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

49 The school is well led and managed by the head teacher, with the good support of the deputy head, staff and governors. The head teacher provides good leadership and has worked well to build an effective staff team. The high quality of teamwork is a key to the effectiveness of the school. For example, all staff share a commitment to improving pupils' work and behaviour. They work well together to raise pupils' self-esteem and set high expectations that have a positive impact on standards. This is a substantial improvement from the last inspection when there were serious weaknesses in the management, leadership and teaching in the school and not all statutory requirements for the curriculum were met.

50 The head teacher has a clear view of the school's main strengths and weaknesses and works well with staff and governors to identify priorities for school development. These are mainly linked to improving the achievement of all pupils, whatever their ability. The school's well-defined aims are met effectively in its day-to-day life and work and focus on the development of pupils' spiritual, intellectual and personal skills. The head teacher gives a clear direction for improvement and the school has made good progress in dealing with the issues raised in the last inspection in 1998. The development planning process is effective and staff and governors are involved in identifying priorities for taking forward the school and in regularly monitoring progress against these targets. The development plan is now a useful document and provides a good framework to support management.

51 Subject co-ordinators have undertaken training and have a greater understanding of their role. The co-ordinators for English and mathematics have had an opportunity to check on teaching and learning and to evaluate the development of literacy and numeracy through opportunities to visit other classes. The co-ordinators for other subjects work hard to ensure that their subjects are well managed and colleagues are supported. They do not yet have sufficient opportunities to observe teaching and learning in other classrooms or to work alongside colleagues to influence work in their subjects.

52 The chair of governors has worked hard with colleagues to draw up a useful development plan to guide the work of the governing body over the next three years. Through this the governors have a

good grasp of the strengths and weaknesses of the school and work well in committees to support management. The work of each committee has been clearly identified and their delegated powers clarified. Governors are very supportive of the school; individual governors are linked to subjects and to areas such as special educational needs and this enables the governing body to have a good understanding of the work of the school. The governing body ensures that all statutory requirements are met. The strong commitment of the head teacher, staff and governors ensure that the school is well placed to continue its planned developments.

53 The school has established sound systems to monitor and evaluate what the school does well and to identify areas for improvement. The staff analyse test results and other assessment information to set realistic targets for improvement in English and mathematics. The school is developing sound procedures for monitoring teaching and learning but these have mainly been linked to the implementation of the national initiatives for literacy and numeracy.

54 The school manages the provision for pupils with special educational well and this ensures that they make good progress against their individual targets. Provision for special educational needs is well managed by the special educational needs co-ordinator. The pupils are well supported by class teachers and support staff. Funding provided to support pupils with special educational needs is used appropriately for its intended purpose.

55 Financial planning is good and is linked closely to the educational priorities identified in the school development plan. Financial control and the day-to-day administration of the school are good and supported well by the administrative staff. The head teacher and governors are keen to get the best value for the pupils in all resources and services and gather information before financial decisions are taken. They also compare the school's performance with other schools both nationally and locally. All resources devolved to the school are used well to support teaching and learning. Given the attainment of many pupils on intake, the good teaching and learning and the good progress made since the last inspection the school provides good value for money.

56 The school has a good blend of experienced and more recently qualified staff. They work well together and offer each other mutual support. Staff development is managed well and has been a key factor in the good improvement in teaching since the last inspection. Staff have attended courses to further develop their own subject expertise and this has a positive impact on pupils' progress. The school has an induction policy and there are effective procedures in place to support staff that are new to the school. The roles and responsibilities of the staff are delegated well. Most teachers have at least one area of subject responsibility and carry out these responsibilities with enthusiasm. The school has a good number of support staff; they work effectively with staff in the nursery and reception classes and work well to support pupils with special educational needs.

57 The standard of the school's accommodation is satisfactory and enables the subjects of the National Curriculum to be taught. A new computer suite has improved standards since the previous inspection. Staff are already planning to use the newly developed science garden to provide more opportunities for pupils' investigations in the environment. Classrooms are bright, well organised and laid out in an effective way. The working environment is well maintained and displays of pupils' work throughout the school are attractive. The building has an attractive reception area and the whole school is kept very clean, tidy and well cared for by the site manager and cleaning staff. The grounds are spacious, with good hard play areas and a grassed area on site. There are sufficient resources to support teaching and learning in all subjects of the curriculum. Provision is good in English and music. Resources are well managed and accessible to pupils to promote their independence.





## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58 In order to continue to improve standards the head teacher, staff and governors should:

- (1) Improve the monitoring and evaluation of the work of the school by:
  - developing the role of subject co-ordinators in monitoring teaching and learning and developments in their subjects through observing and supporting work in other classes.  
(Paragraphs 51, 87, 96, 106, 111, 116, 120, 126)
- (2) Raise standards in English, particularly at Key Stage 1 by:
  - providing more opportunities for pupils to write independently and developing their confidence in using a wider range of vocabulary in their written work;
  - enabling pupils to develop their writing skills in other subjects;
  - ensuring that handwriting is taught systematically and that teachers have sufficiently high expectations of written work;
  - improving opportunities for pupils to use the library more regularly to support study skills and to find information.  
(Paragraphs 5, 6, 22, 78, 80, 81, 83, 99)
- (3) Raise standards in information and communication technology by:
  - ensuring that pupils have greater access to computers both in the computer suite and classrooms;
  - using computers to support learning in other subjects;
  - ensuring that the size of groups using the computer suite is appropriate for the number of computers, amount of seats and size of room;
  - monitoring the effectiveness of the new scheme of work;
  - continuing the programme of staff development.  
(Paragraphs 10, 11, 12, 13, 25, 95, 102, 126, 130, 132, 133)
- (4) Ensure that higher attaining pupils are sufficiently challenged by:
  - involving curriculum co-ordinators with senior staff in analysing assessment information, including test results to set more precise targets for these pupils and monitoring their progress toward achieving them.  
(Paragraphs 11, 27, 44, 87, 88, 104, 106)

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

- Develop a policy for pupils' personal, social and health education.  
(Paragraphs 30, 39)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	28

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8%	18%	45%	29%	0	0	0

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

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	202
Number of full-time pupils eligible for free school meals	17

*FTE means full-time equivalent.*

<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	36

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	4

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	6

### *Attendance*

#### **Authorised absence**

	%
School data	4.6
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.1
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	15	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	9	13
	Girls	9	9	9
	Total	20	18	21
Percentage of pupils at NC level 2 or above	School	77% (84%)	69% (94%)	85% (78%)
	National	83% (82%)	84% (83%)	90% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	13	11
	Girls	9	9	8
	Total	19	22	19
Percentage of pupils at NC level 2 or above	School	73% (84%)	84% (78%)	73% (78%)
	National	84% (82%)	88% (86%)	88% (87%)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	17	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	14	12
	Girls	13	10	16
	Total	23	24	28
Percentage of pupils at NC level 4 or above	School	72% (87%)	75% (70%)	88% (83%)
	National	75% (70%)	72% (69%)	85% (78%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	16
	Girls	14	12	12
	Total	27	27	28
Percentage of pupils at NC level 4 or above	School	84% (70%)	84% (67%)	81% (77%)
	National	70% (68%)	72% (69%)	79% (75%)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	5
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	1
White	165
Any other minority ethnic group	0

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

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

#### **Qualified teachers and classes: YR– Y6**

Total number of qualified teachers (FTE)	8.9
Number of pupils per qualified teacher	22.7
Average class size	28.9

#### **Education support staff: YR – Y6**

Total number of education support staff	11
Total aggregate hours worked per week	181

### ***Financial information***

Financial year	1999 - 2000
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	£
Total income	391,295
Total expenditure	382,957
Expenditure per pupil	1,815
Balance brought forward from previous year	22,324
Balance carried forward to next year	30,662

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

### **Questionnaire return rate**

Number of questionnaires sent out	202
Number of questionnaires returned	59

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	20	2	0	0
My child is making good progress in school.	63	34	3	0	0
Behaviour in the school is good.	44	49	2	0	5
My child gets the right amount of work to do at home.	27	51	17	5	0
The teaching is good.	54	34	7	0	5
I am kept well informed about how my child is getting on.	39	47	7	3	3
I would feel comfortable about approaching the school with questions or a problem.	64	34	0	2	0
The school expects my child to work hard and achieve his or her best.	61	36	0	0	3
The school works closely with parents.	44	46	7	2	2
The school is well led and managed.	42	44	7	0	7
The school is helping my child become mature and responsible.	44	51	2	0	3
The school provides an interesting range of activities outside lessons.	47	33	10	7	3

## **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**

59 The school had just established a nursery class at the time of the last inspection but this class has been suspended since the school is no longer Grant Maintained. Negotiations have been started with the local authority to seek recognition for a nursery so that the class can be reopened. The school makes very good provision for children in the reception class and all staff work closely together to provide a stimulating curriculum and wide range of activities that ensure that the children get a very good start to their education. The staff create a lively atmosphere that encourages the children's learning and enables many of them to make good progress.

60 The nursery nurse and classroom assistant complement the teacher's role very well and children are taught effectively. All staff have a good awareness of the learning needs of young children. They know the children well and make careful assessments of their progress. They use the information gained from these assessments effectively to group children, to match work to what the children already know and to provide extra support for those who need it. Planning is good and resources are deployed and managed well to provide opportunities for children to take responsibility for getting out and returning their own equipment. The staff establish good links with parents through a well-planned induction programme that enables children and parents to visit the class before the children start school. Useful written guidance helps parents to prepare their children for school.

61 The children begin school with a wide range of language, literacy and early number skills but attainment is below the level expected for their age for many children. This is confirmed by the school's own assessment of the children on entry. The quality of teaching in the class is good, with a few lessons where it is very good or excellent. As a result, the children achieve well and make good progress in their skills and understanding across all the areas of learning that underpin the subjects of the curriculum. The good teaching ensures that by the time they are ready to start in Year 1 most children attain the standards identified for their age. The staff place a high priority on promoting the children's personal, social and emotional development and their language and literacy skills. Children learn effectively through the good range of activities and attainment in these areas matches expectations for their age, with about a quarter of children who are likely to exceed the learning goals identified for this age group. The children do well in the mathematical area of learning and by the age of five, their attainment in number skills is likely to meet the nationally defined expectations for this age. The staff plan for children to learn through a wide range of practical experiences and children have a good knowledge and understanding of the world about them and develop sound creative skills. Their physical development is good and above the expectations for this age group.

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

62 The inspection was early in the autumn term and many children had only been in school for a few weeks. Although they have recently started school the children in the foundation stage are already well settled into the routines of their classrooms and relate well to the adults who teach them. The personal, social and emotional development of the children is good and from starting in the reception class they are encouraged to be independent. Children enjoy coming to school and are eager to learn. They develop confidence, knowledge and independence through a variety of well-planned individual, small group and whole class activities. Most children play and work well together and they are learning to co-operate and share. In the role-play area of the 'Three Bears' Cottage' they planned how they would act out the story and decided sensibly which characters they would be. The children are mainly enthusiastic learners and this is due to the stimulating activities planned by staff. For

example, they enjoyed trying to build a tower or find hidden toy cars as their teacher timed them. The adults work hard to promote the children's self-esteem; relationships are very good and staff work well together to reinforce support the children's social skills. The children relate well to a range of adults, ask for help when needed and are eager to answer questions or make suggestions. Children are developing confidence and help to get out and return equipment sensibly. Those with special educational needs are well supported in both their group and individual activities. A few of these children are immature but are encouraged to take a full part in all activities at a level where they are confident. They are skilfully taught by staff and make substantial gains in their personal, social and emotional development.

### **Communications, language and literacy**

63 The children in the reception class receive a good start in their development of language, literacy and communication skills. The teaching of language skills is good and staff rightly set a high priority on the development of early speaking, listening, reading and writing. They plan well together to provide opportunities for children to practise their speaking and listening skills within all activities. The children respond well to the careful and purposeful questioning and many are eager to talk about their work. For example, children eagerly discussed the sugar they were using in cooking and exclaimed, 'Look, it's gone all sparkly!'. The teacher effectively ensured that they really understood the meaning of words such as 'smooth' or 'lumpy' as they described changes in the porridge after it was heated. Although a few had immature speech he effectively encouraged them to extend their answers through well-timed questions.

64 The children quickly develop a confident approach to speaking and listening activities and work well in small and larger groups. Role-play promotes the development of language, communication and social skills and children use experiences from outside of school to act out different situations. For example, in the 'Three Bears' House' they listen to each other as they recall the dialogue of the story and add to it with ideas of their own. Many children share ideas using a good range of vocabulary but a few have a limited range of words and mainly use short answers or repeat the known text from the story in the role play. Children make good progress in their speaking and listening skills and these are likely to be above expectations for about a third of children by the time they move into Year 1.

65 They listen carefully to stories and know many action songs and rhymes by heart. Many children are beginning to retell stories in their own words and to use picture sequences to show what happened. Children share and enjoy a wide range of stories and rhymes with adults and visitors. They know how to use books and realise that print conveys meaning. Children recognise their names from their name cards and find these readily. At this early stage of the school year they are just beginning to learn letter sounds and know the most commonly used. Most children recognise a small number of simple words and interpret labels and captions around the classrooms.

66 Higher attaining children are beginning to make good attempts at drawing an illustration matched to a word with a particular initial letter sound. They made accurate choices of 's' words and drew pictures of snakes or the sun in their dictionary books. Several made good attempts to sound out the letters and, with the help of a teacher, wrote the word for their drawing using well-formed letters. Children make attempts at their own writing; this includes playing at writing to emergent writing where their letter shapes are recognisable. They enjoy 'writing' captions for their pictures and copy adult text to produce recognisable sentences. Many children attain well and make good progress in letter formation and early writing. Children make good progress in the development of early reading and writing skills and the Literacy Framework is adapted well by staff to meet the needs of these young children.

### **Mathematical development**

67 Staff teach mathematical skills well through a wide range of well chosen games that enable the children to sort, count and create sets of objects by colour, shape and size. They ensure that children have opportunities to recognise and name two-dimensional shapes such as circle, triangle and square through pattern making, printing and within other activities in the classroom so that the words have meaning for the children. Many children learn to count accurately and to match numbers to objects through counting and action songs. Every opportunity is taken to reinforce counting skills; in one activity the children counted the minutes as they cooked with the microwave oven. In work to develop the children's understanding of the passing of time, the very good teaching reinforced the children's investigative skills as they predicted how many beads a child could thread in one minute. They used their counting skills well to identify the number of beads and carried out similar tests to see how many cubes could be stacked in the same time. They watched the sand timer and quickly realised that it marked the passage of one minute and waited patiently for their turn to take part in the challenge. Standards are at the level expected at this early stage of the reception year. They make good progress in their learning due to the staff's very good understanding of the needs of young children.

68 The children learn number songs and rhymes that are chosen well to reinforce their mathematical language and counting skills. They know many of these by heart and join in the actions with great enthusiasm. Children develop their understanding of volume through practical activities that enable them to use sand, water, shells, beans, pulses and cubes to fill different shapes and sizes of container and to compare how much each will hold. By the time they leave the reception class they understand and use vocabulary such as 'full' or 'empty' and understand the terms 'more than' and 'less than'. In free choice activities, many children make patterns with beads, cubes and shapes and are beginning to repeat them. Many of the children recognise the main primary colours of red, blue, green and yellow. Work in books from last year show that children's mathematical skills and understanding develop well throughout the year and they have a secure understanding of counting and ordering numbers to ten and some can count to much higher numbers. The children make good progress in their number skills and are well placed to attain the standards expected for their age by the time they transfer to Year 1.

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

69 The reception staff plan well together to provide the children with a range of experiences that will enable them to gain a greater knowledge and understanding of the world about them. Many children learn quickly through the many first-hand experiences provided by staff. These activities are a sound foundation for the children's future work in science, design and technology, history and geography. They practise skills using computers, listening centres and tape recorders to support their learning.

70 In work linked to the story of 'Goldilocks and the Three Bears' the children made careful observations of dry oats and described the changes that occurred as they added the ingredients to make porridge. Well-timed questions such as 'What is different?' focused the children's observations and after the porridge had been cooked children described the consistency and decided it had 'gone thick' and one child decided 'The microwave makes it hot'. The children use their experience from home to add different flavours that they then tasted with enthusiasm. Each day they make observations of the weather and decide on symbols to record conditions such as cloudy or raining. Throughout the year they learn about how things change as they grow flowers from bulbs or find out about how they have grown over time. Staff plan useful first-hand opportunities for the children to learn about the world beyond school. For example, they use the immediate environment effectively and children can talk about where they live and how they come to school.

71 Adults support the children's learning and encourage them to ask questions and to find things out for themselves. For example a student from Calderdale College worked very well to reinforce the



children's computer skills and encouraged them experiment in using the cursors and mouse to move pictures on the screen and to position them correctly. Children show sound control as they use the programs that reinforce basic skills in literacy, numeracy and pattern or picture making. They are gaining a sound understanding of the relationship between the mouse, cursors, keys and what they can see on the screen. They work well in pairs and take turns sensibly. The children are independent; they make choices of tools to construct models and to shape clay. They explore and use malleable materials such as play dough to experiment with texture. Many children make good choices of cardboard boxes, tubes and other materials to make their own models and competently use a variety of techniques such as cutting, folding and sticking paper or fabric. The children show sound manipulative skills as they use a variety of construction equipment such as Lego or large wooden blocks and join them together to make structures such as houses. Staff use situations well to reinforce the need to share or to respect the work of others.

### **Physical development**

72 This area of learning is very well taught and the children make very good progress and attain beyond the goals identified for their age. They develop confidence and control of the way they move through imaginative opportunities for outdoor play. They use a range of large wheeled toys and climb and travel confidently across the climbing frame. During their lessons in the hall the staff plan carefully to reinforce the children's confidence in using space. The children move confidently about the hall as they warm up and are motivated well because the adults join in the game. The teacher's very skilful questioning ensures that the children are aware of the impact of activity on their heart. Her class management skills are very good and ensure that the children respond safely. Children are developing good co-ordination as they explore different ways of travelling and change speed and direction at a signal. The teacher is a good role model and her effective demonstration encourages the children to improve their movements. In these lessons staff effectively reinforce terminology so that children understand what is meant by 'under', 'over', 'sideways' and 'forward'. The staff ensure that children who have special educational needs are encouraged to take a full part in the activities and to achieve success. Many children are developing sound hand/eye co-ordination and learn to handle tools and equipment safely. They use their manipulative skills in practical situations to make models using construction kits, shape wood with tools, paint with different sized brushes and cut and paste to create collages.

### **Creative development**

73 The children attain standards in creative development that are at the level expected for children of this age and a few children achieve well. They are enthusiastic and keen to take part in all activities. Staff ensure that creative activities are available on a daily basis and children have free access to paint, paper, sequins, feathers, beads and other materials at all times. In art they explore colour and texture using a range of materials to create pictures, collages, prints and patterns. In work linked to the theme of the 'Three Bears' story children worked well with the teacher to mix their own shades of brown to paint pictures of their preferred choice of three toy bears, all of different shades and sizes. The teacher very effectively reinforced the children's vocabulary as they described the different shades of brown and encouraged them to think about ways of creating fawn and cream shades by mixing their own colours. By the end of the session they could recognise and name these colours and understood terms such as 'medium', 'dark' and 'light'. One child decided that cream was like 'dark white'. In work linked mathematics children create imaginative designs with beads and coloured shapes. The staff carefully mount the children's work and displays in the class base are of good quality. They represent a wide range of areas of learning and promote the children's self-esteem.

74 Children regularly experience musical activities; they memorise counting and action songs and learn to sing in tune. The staff demonstrate well the actions and movements and this encourages the children to join in.

## **ENGLISH**

75 Standards of attainment are similar to those found in the last inspection. In the Key Stage 1 National Curriculum tests for the year 2000, pupils' attainment in reading and writing was close to the national average. This comparison also applies to results in similar schools. This is an improvement on last year when standards in reading were below the levels typical of seven year olds. However, results show quite substantial variations year on year and this reflects the fact that the school admits a substantial number of pupils who move in and out of the area and where learning has been disrupted. In the Key Stage 2 national tests, pupils' attainments matched those attained nationally and were at the level attained in similar schools. Girls achieved slightly better than boys. Over time, pupils' attainment has been consistent in Key Stage 2 and has risen at a similar rate to the national trend. In both key stages insufficient numbers of more able pupils attain the higher levels in national tests.

76 Pupils in Year 2 acquire satisfactory skills in speaking and listening. For example, they listen carefully to instructions then discuss nursery rhymes confidently. They identify humour in 'Peter pecked' and have a basic understanding of a poem's structure, knowing it contains a series of lines and verses. They recognise alphabetical order and more able pupils know that the second letter is also significant. For example, they arrange 'car' and 'chassis' in correct order.

77 Attainment in reading is typical of seven year olds; most pupils read accurately and with reasonable fluency. They possess sufficient strategies to aid pronunciation. Some words cause difficulties; for example, 'laugh'. Pupils are able to describe plot and more able pupils comment sensibly on motive. Their reading records show that they make steady progress.

78 By the age of seven pupils' writing skills are developing as they write simple stories that have a beginning, middle and end. A few write imaginatively and use a good range of vocabulary. Pupils use their writing skills to label diagrams and wrote simple sentences to match drawings in science. For example, they found and wrote about different materials used to make objects in the classroom. However, they do not consistently apply their knowledge of when to use full stops and capital letters. In handwriting, higher attaining pupils develop a clear cursive style to improve the shape and size of their letters. Standards are much more variable amongst other pupils, where letter shape and size are quite inconsistent. Attainment in Key Stage 1 shows a closer match to age related expectations, than in the previous class of pupils at this stage a year ago.

79 In Year 6, most pupils listen attentively in class. They speak clearly and some express themselves well. For example, they explain 'devices' in their stories that facilitate time travel; for example a sword to be grasped or, topically, a flood. Many pupils speak confidently of their experiences; for example, about visiting relatives on Scottish islands. These pupils often use language to good effect, although others are more restricted to contemporary expressions, such as 'cool'. Pupils recognise that some words have dual meanings, often to different generations and that language constantly changes.

80 Reading standards match the levels expected for pupils' ages. By Year 6, most pupils read accurately, with fluency and some expression. Pupils understand plot and identify motive appropriately. They have good word recognition and define most words accurately. Their wider reading is somewhat restricted. Children's authors feature strongly; for example, J. K. Rowling is beginning to replace Roald Dahl in popularity. However, pupils are not familiar with the work of many other authors and they read very little non-fiction. Library skills are not well developed and pupils do not practise these skills sufficiently to find information to support their work.

81 Handwriting is mainly satisfactory and sometimes good. Most pupils take a pride in the presentation of their written work. Pupils write in detail to tell stories, describe experiences and review books. However, the range of written work is too narrow. For example, there is insufficient work containing dialogue. Most pupils use punctuation correctly and understand the importance of adjective and verb. They understand the value of drafting and use it effectively to improve their work. Pupils distinguish between biography and autobiography well; for example comparing Samuel Pepy's diaries with an account of Queen Victoria's life.

82 In all classes, relationships are very positive, both between pupils and between staff and pupils. Most pupils participate actively and are keen to learn. Behaviour is normally good. These qualities ensure that most lessons proceed in a constructive working atmosphere that supports learning well.

83 The standard of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. There are examples of good teaching in both key stages and there are examples of very good and excellent teaching in Key Stage 2. The substantial amount of good teaching promotes effective learning in many lessons. The strengths of teaching in Key Stage 1 include well-chosen resources, careful planning and effective management of support staff. For example, in a well-planned lesson, good use was made of a nursery rhyme to promote an understanding of poetry. The teacher's enthusiasm encouraged pupils to identify qualities in poems and they made rapid progress in learning about poetic structure. Learning support assistants were carefully deployed to support lower attaining pupils when the Year 2 class was investigating initial and middle letter sounds. This helped the least able pupils to correctly identify vowel sounds. Where teaching could improve, more careful attention is required to reinforce the development of handwriting, following school guidelines. Work does not build on the good writing skills developed in the foundation stage and too many pupils fail to use capital letters and full stops consistently. In some lessons insufficient time is given to plenary sessions and this restricts opportunities to consolidate learning.

84 Most teaching in Key Stage 2 is good or better. Teachers' strengths include a secure knowledge and understanding of content and of pupil needs, good questioning skills, a brisk pace to lessons and challenging tasks. For example, a lesson on wartime evacuees reflected the teacher's good historical knowledge that helped pupils to understand the emotions felt by children separated from their parents. This enabled the pupils to express themselves well and to use empathy effectively to identify a range of suitable adjectives; for example, 'petrified' and 'enraged'. A lesson on the poem 'Falling Asleep' challenged pupils to produce their own 'winter' poems. This was very successful and by the end of the lesson the class had worked together to develop an imaginative poetic verse.

85 Where teaching is excellent, teachers demonstrate a wide range of skills. For example, high expectations and challenging questions make use of synonyms to promote vocabulary and broaden pupils' understanding of language. In one lessons a task was expressed as a shared problem, to be solved by all, with equal value given to every viewpoint. The specialist teaching and setting arrangements benefit all the pupils in Year 6. This enables tasks to be more closely matched to ability. In one lesson, sentences were read well and enabled pupils to 'hear' where a semicolon fitted in a sentence. In another, careful questioning enables pupils to reflect on a dramatic incident and improve their story writing.

86 The school has sufficient good teaching in literacy to further improve the standards at Key Stage 2. Teachers increasingly use the information from assessment to match work to pupils' earlier learning but do not always ensure that pupils of all abilities are sufficiently challenged. There is not yet sufficient use of open discussion and not all staff plan and develop a varied range of oral tasks. However, the school has begun to find ways to encourage creative and imaginative writing and this is beginning to show good results.

87 The management of literacy is sound; the co-ordinator makes a good contribution to its' development across the school. However, although she has made some visits to other classrooms to monitor the implementation of the National Literacy Strategy, she does not have regular opportunities to monitor teaching and learning throughout the school. She is not yet sufficiently involved in determining the teacher assessments for the national tests. The strategy for promoting literacy is good and is beginning to focus effectively upon raising standards.

88 The arrangements in Year 6, where pupils are taught in groups according to ability and have an extra lesson with the English co-ordinator, provide valuable additional curricular time and are well structured. However, the school has not given enough thought on what the range of learning opportunities should be in order to improve standards and to the teaching strategies needed to underpin them. Assessment procedures are thorough and provide an accurate reflection of pupil progress. Homework arrangements are satisfactory; marking is constructive and parents are kept well informed. Resources are of good quality, but information and communication technology is not yet used sufficiently to support pupils' work. There has been satisfactory progress since the last inspection; in particular the quality of teaching has improved significantly in Key Stage 2. Subject management, assessment procedures and curricular planning are now satisfactory.

## **MATHEMATICS**

89 In the most recent national tests, standards were below average for seven year olds and below the levels attained in similar schools. However, standards in mathematics are improving and pupils in the Year 2 class are now attaining standards commensurate with their age. By the end of Year 6, pupils' attainment matched the national average and was above that of schools with a similar intake of pupils. Girls perform slightly better than boys at both key stages. The school has an increasing number of pupils attaining at the higher levels and this reflects the successful implementation of the national Numeracy Strategy that provides a clear framework for teaching and learning and is improving pupils' confidence and competence in mental arithmetic and problem solving.

90 Standards in current work in mathematics show that most pupils throughout the school are working at, or close to, the level expected for their age. Teacher assessments, scrutiny of work and lesson observations all suggest that most pupils are on course to reach the national expectation at the end of both key stages.

91 By the age of seven, pupils have a satisfactory knowledge and understanding of number, adding and subtracting to at least 10 and often beyond. They have sound understanding of number relationships, counting in tens to 100 and in twos to 30. They are beginning to carry out simple multiplication and division. Most pupils have a satisfactory knowledge of shape and space, recognising and naming three-dimensional shapes such as sphere, cone and cuboid, whilst higher attaining pupils can identify a triangular prism and refer to properties such as the shape of faces. They have a satisfactory grasp of basic units of measurement and measure accurately in centimetres.

92 By the age of 11, pupils' use and application of basic mathematical skills to solve problems is satisfactory. Where teachers plan for this in lessons, pupils develop effective skills in using their knowledge. For example, in a Year 3 lesson pupils used their doubling skills to solve problems about football results. They enjoyed the challenge and were well motivated which led to higher attaining pupils devising strategies for working with large numbers. Most pupils have sound basic computation skills using addition, subtraction, multiplication and division. They can add decimals to two places. Many pupils have a sound grasp of the relationship between fractions, decimals and percentages. When working with calculations requiring several operations, higher attaining pupils successfully solve problems that contain brackets. Whilst higher attaining pupils have a secure knowledge of multiplication tables, that of average and lower attaining pupils is inadequate. Pupils demonstrate satisfactory knowledge when working with shape, space and measures. They measure angles to the

nearest degree and identify and name different types of triangle such as isosceles, equilateral and scalene. Pupils work successfully with data; they use frequency tables and construct and interpret graphs accurately.

93 The rate and quality of pupils' learning is sound and sometimes good over time. Pupils make more rapid progress in Key Stage 2 where there is often greater challenge and a clearer emphasis on using and applying basic mathematical skills. At both key stages, pupils have some opportunities to develop and practise their numeracy skills in other subjects. For example, in science older pupils make good use of measuring skills and they record information in graphical form, whilst in music, Year 5 pupils looked for different permutations of the notes in a peal of bells.

94 Pupils display positive attitudes towards mathematics. They concentrate well and persevere with their tasks, particularly in lessons where the teaching is good. Most pupils show respect for their teachers, other pupils and resources. They are mainly supportive of each other, sharing ideas and taking turns if involved in group activities. A small minority of pupils misbehave and show insufficient respect towards both teachers and other pupils.

95 The quality of teaching is good. In the lessons observed, teaching was at least satisfactory, half were good and one was excellent. In Key Stage 2, two thirds of lessons were good or better. Lessons are well planned and effectively organised, with teachers identifying very clearly what it is they want the pupils to learn. The teaching demonstrates secure subject knowledge which is often reflected in the good quality of questioning to assess the pupils' level of understanding, consolidate their learning and extend their thinking. In all classes, emphasis is placed on matching work to pupils' levels of ability. This is generally effective with the exception of some higher attaining pupils who are not always given sufficiently challenging work. Pupils with special educational needs are well catered through the provision of suitably matched work and the good levels of support; they make good progress as a result. Throughout the school, support staff are well deployed and they play a significant part in helping pupils to make progress. In the best lessons, the pupils are made aware of the aims for the session, there is a strong emphasis on the use and application of basic mathematics, the work is very well matched to the needs of all pupils and offers good levels of challenge. For example, in a well taught Year 3 lesson on doubling, the teacher explained what the pupils were going to learn and then used very well prepared resources to give pupils interesting tasks that not only challenged their thinking but also captured their interest. This led to pupils of all abilities making significant gains in their knowledge, skills and understanding. In the least successful lessons, the pace was slow; this resulted in pupils losing interest. In these lessons the management of pupils' behaviour was inconsistent and the teachers' subject knowledge was insufficiently strong. Although computers are available in the computer suite and in classrooms, insufficient attention is given to how work in mathematics can be used to extend pupils' information and communication technology capability.

96 The leadership and management of mathematics are good. The issues raised in the previous inspection report have been resolved. There has been significant development in curriculum planning, supported by the National Numeracy Strategy. This has given a clear structure for teachers to plan lessons that build upon pupils' previous knowledge, skills and understanding. Assessment procedures are good; pupils' progress is monitored through a series of informal and formal tests during the year. The recent detailed analysis of national test answers is beginning to influence curriculum planning as teachers identify areas of weakness. The co-ordinator has observed work in other classes to ensure that the National Numeracy Strategy is successfully implemented. However, she has few opportunities to observe and influence teaching and learning throughout the school.

## **SCIENCE**

97 Pupils in Year 6 attain the levels expected for their age in all aspects of science and their skills in conducting investigations have improved. Standards in the 2000 national tests were average

when compared to those of other schools nationally and matched the levels attained in schools with a similar intake of pupils. Standards have been maintained since the last inspection and the number of pupils attaining the higher levels in national tests is improving. This is due to the substantial amount of good and sometimes very good teaching and the great improvements in teachers' planning of the curriculum. There are few differences in the attainment of boys and girls and test results over the last four years show that the school's standards match the national trend.

98 Teachers' assessments in 2000 showed that the pupils at the end of Year 2 attained standards that were well below those attained by seven year olds nationally. Standards are improving due to more effective teaching, planning and assessment in Year 2 but standards of current work are still below those expected for seven year olds but are likely to be closer to what is expected by the end of this school year.

99 The good progress made in the foundation stage is not sustained in Year 1 where the expectation of pupils in respect of work and behaviour is sometimes too low and work does not build sufficiently on earlier learning. In their work on sound pupils showed a good recall of an earlier lesson and applied their learning to investigating the sounds made by different musical instruments. However, the teacher provided too many instruments and, although interested in the investigation, pupils became noisy and excited. They paid little attention to the ideas of others and a few did not respond to the directions of their teacher. The higher attainers knew that sounds were made by shaking, rattling or banging a range of percussion instruments and easily sorted them into sets. Other pupils could identify which movements made the sounds. Only a few pupils recorded their work carefully since there was insufficient direction by the teacher on how work should be set out.

100 By the age of seven, pupils are aware of the need for a fair test. The good teaching in the Year 2 class means that pupils are encouraged to ask questions, conduct investigations, to predict what might happen in a test and to make comparisons. As a results progress is good and this is beginning to raise standards. In their work on materials, pupils learned well as they made careful observations of a range of objects and described their different properties such as, hard, soft, rough, flexible or smooth. Most pupils accurately sorted commonly used objects into groups of metal, plastic, textiles, rubber and paper and drew them carefully. They acted as 'scientists' to find metal objects in the classroom and shared their ideas with the rest of the class at the end of the lesson. Higher attaining pupils accurately labelled their drawings. In a subsequent lesson pupils showed a clear understanding of the need for materials to fit their purpose and that weight and flexibility are important features of textiles. As one pupil decided 'We need trousers that bend with our legs'. By the end of the lesson, all pupils had grasped the idea that what an object can do is directly linked to the properties of the material from which it is made. The pupils develop a sound knowledge of scientific language linked to the topics.

101 Pupils in the Year 6 class make good gains in their learning through the effective, well-planned teaching. Lessons are well resourced and pupils are eager to learn due to the stimulating introductions to lessons. The teacher's very good questioning, balanced with well timed teaching points ensures that pupils' are made to think and their interest and enthusiasm are maintained. In a very well taught lesson on electricity, pupils planned and carried out their own investigations to find out whether the thickness of the wire in a circuit affects the brightness of the bulb. All pupils carried out their own experiments and work was well matched to the different abilities in the class, with effective support from the classroom assistant who was well deployed to support the lower attainers. Most pupils developed their knowledge and understanding well and worked independently to try out different circuits. Higher attaining pupils helped each other and worked well to investigate how to use an amp-meter to check and record the power within their circuits. There were good links with work in mathematics as pupils translated and recorded their findings. They have a good understanding of how their work relates to real life situations.

102 By the age of 11, pupils have a satisfactory understanding of the growth and reproduction of plants, identify accurately the characteristics of different animal groups and can show different food chains in diagram form. In work on forces pupils conduct investigations to measure air resistance and use a range of graphs to record and interpret their information. Stories linked to work in science reinforce pupils' literacy skills. Pupils access CD-ROMs and find information on the Internet to build up their own data on a particular topic. However, they do not use computers and associated sensors to monitor experiments and there are few opportunities for pupils to use information and communication technology independently to support their learning.

103 Teaching was mainly good and sometimes very good in the lessons seen, although there were weaknesses in a few aspects of teaching in Year 1 where there was insufficient guidance on setting out work. The school has adopted new national guidance for science and this has helped teachers to plan their work more effectively. Gaps in teachers' subject knowledge have been resolved since the last inspection. In a very well planned and resourced lesson the Year 4 class teacher effectively reinforced pupils' understanding of how to group organisms according to recognisable features such as whether it could fly or had legs. The teacher introduced the idea of investigating features through a very well planned game that enabled pupils to take an active part and helped them to learn how to use reference materials to build up their information and identify, through elimination, any organism. The teacher's careful, open-ended questioning effectively clarified and extended the range of the pupils' understanding. Her good subject knowledge had a positive impact on the pupils' learning of a new and difficult concept.

104 Teachers carry out a range of accurate assessment and these are increasingly used to match work to what pupils already know. However, this is not yet consistent throughout the school and not all work builds sufficiently on earlier learning, particularly in Key Stage 1. The school is beginning to target individual pupils in an attempt to improve the numbers attaining at the higher levels. This challenge to the higher attaining pupils works well in Year 6 but is not yet sufficiently planned for in all classes. In the best lessons teachers provide good feedback to pupils to enable them to improve their work. There is a good balance between the direct teaching of scientific knowledge and skills and opportunities for pupils to learn through their own investigations.

105 Pupils' attitudes to science are good in most classes throughout the school. They work well in pairs and groups to carry out investigations. They treat measuring and other scientific equipment sensibly and actively support each other as they work together. Most pupils listen carefully to the instructions of their teachers and wait their turn when using science materials. A few pupils in each class do not behave well; they do not listen, seek attention and try to disrupt others. However, most teachers manage these pupils well.

106 The curriculum leader for the subject has recently taken over the responsibility for this subject and is working with the head teacher and staff to gain an overview of developments throughout the school. There has been little monitoring of teaching, learning or curriculum development and their impact on standards. For example, the limited opportunities to check on how work is planned to take account of all abilities in the class means that staff do not build sufficiently on the good progress in the reception class and pupils do not achieve as well as they could in Key Stage 1, particularly the higher attainers. This is a priority for the school since it has begun to analyse test results and plans to improve the proportion of pupils gaining the higher levels in tests.

## **ART AND DESIGN**

107 No art and design lessons were observed during the inspection. Judgements have been based on a scrutiny of pupils' work, discussion with the co-ordinator and pupils, and examination of teachers' planning. At both key stages, pupils work at the levels expected for their age. The majority, including those with special educational needs, make sound progress in relation to their prior attainment.

108 At Key Stage 1, pupils become aware of pattern, colour and texture in natural and man-made forms, as they use a range of materials and media to express their ideas. They mix colours to create different shades. They create some interesting collage work through exploring the textures and colours of different materials. For example, they made good use of tissue and feathers to create their collages of flowers.

109 At Key Stage 2, pupils make sound progress in their knowledge, skills and understanding of art. They build on earlier work to extend their use of a variety of techniques. In Year 3, pupils use their knowledge of fashions in Ancient Egypt to make jewellery from salt dough. Printing work is successful in Years 3 and 4. By Year 4, pupils are developing their understanding of perspective and demonstrate this in their landscape pictures. They use well their techniques such as wax resist and batik. As part of their work on the Olympics, Year 6 pupils focused on movement and how to indicate action in their drawings. They made effective use of line and tone, and developed sound shading techniques. They develop sound painting skills, such as the use of colour wash, and they concentrate on reproducing colours and developing themes as they continue landscape pictures from a print. Many pupils have a limited knowledge of the lives, works and techniques of famous artists.

110 The quality of teaching is satisfactory. Lesson planning is good and tasks are suitably matched to the age range of the pupils. This enables them to learn at a satisfactory rate commensurate with their level of attainment. Pupils develop a satisfactory range of skills through the breadth of activities they experience.

111 The leadership and management of art and design are good. The co-ordinator has looked carefully at the issues raised in the previous inspection report and significant progress has been made towards resolving them. However, she has few formal opportunities to monitor teaching and learning throughout the school. The school has developed a scheme of work based on national guidance and this has resulted in a clear plan for what knowledge, skills and understanding pupils should develop as they progress through the school. The range of resources has been extended to allow the new curriculum to be taught.

## **DESIGN AND TECHNOLOGY**

112 Two lessons in design and technology were seen during the inspection, both in Key Stage 2. Additional evidence was obtained through discussions with teachers and pupils, and scrutiny of teachers' planning and work on display. Pupils make sound progress in their learning and by the ages of seven and 11 most pupils reach the standards that are expected for their age, with a few Year 6 pupils who achieve well. The school has made substantial improvement since the last inspection when standards were below average and National Curriculum requirements were not met. Teachers are now confident in teaching the subject and plan the curriculum well, using recent national guidance as a useful framework for teaching and learning.

113 By the age of seven, pupils know how to plan and communicate their ideas through discussion and careful drawings of their design. They work with tools and combine different materials to create products and models. In Year 2 pupils have investigated moving vehicles and planned and made working models. They tested and evaluated the effectiveness of their finished vehicles and many pupils could make sensible suggestions about ways to improve their design. In a music workshop, Year 2 pupils learned how musical instruments are made and designed and made a range of instruments such as drums, tambourines, shakers, guitar, cymbals and a French horn. Many of these were based on careful observations and the materials were well chosen. The pupils took pride in their finished instruments and decorated them imaginatively. There are good links with science and in work on materials Year 2 pupils are aware that these must be suitable for the job to be done; they know, for example, that wooden knives and forks do not work well but that wooden chopsticks do. As they



move through the school pupils develop sound manipulative skills and use these to shape materials. In Year 4, pupils made their own books with moving parts. They had considered the children who might read the books and clearly explained the reasons for their chosen designs and the ways in which they had altered them to improve the finished books. The pupils devised their own evaluation questions and assessed their books against the criteria they had drawn up. The teacher effectively linked the work to literacy and pupils created well-written stories and illustrated them carefully to create good quality books.

114 By the end of Year 6, pupils have a good understanding the design and make process and are able to plan and select suitable materials for their purpose. They are aware that their product has to meet a particular need and can create well thought out designs from which to work. They are aware of the real life applications of what they do and were excited by their current topic to design and make their own slippers. In a well-planned and resourced lesson, the pupils evaluated and discussed the qualities of different fabrics and used their experience from out of school to discuss the relative merits of the wide range of fabrics available. They created imaginative designs and drew the slippers from different angles. Their diagrams were presented well and labelled to show the way each part was to be made and joined. The pupils were well motivated by looking at slippers made by the previous Year 6 and were interested in looking at each other's designs. By the end of the lesson pupils had grasped the process of designing, planning suitable materials and were already planning decoration and had really thought about purpose, colour and fabric. Those with special educational needs worked well with the good support of a specialist classroom assistant and took a full part in the lessons. Throughout the school these pupils are supported well and their progress is similar to the other pupils.

115 In the two lessons seen the teaching was good and very good. The teachers' clear directions and high expectations of work and behaviour ensured that pupils thought about their designs and chose materials carefully to match their purpose. Teachers ensured that the design and make process was fully understood and that pupils were aware of the need to evaluate and refine their work. This was evident as pupils checked their work against useful evaluation questions and decided what they would change.

116 Teachers plan work well to take account of links with work in mathematics, science, history and geography and information and communication technology. For example, the Year 2 pupils had used books, real instruments and checked information on a CD-ROM in order to find out how people make different kinds of instruments and how they are played. They use measuring skills learned in mathematics to ensure that plans are translated into the correct sizes and that materials are cut to size. Pupils have good attitudes to their learning and enjoy this subject. They work well in pairs and groups and are supportive of each other when things are difficult. For example, joining pieces of equipment together and working together to solve problems. The subject is well managed and this has ensured the good improvement since the last inspection. The school has begun to establish systems to check on the effectiveness of teaching and learning however, these do not yet provide opportunities for staff to improve classroom provision.

## **GEOGRAPHY**

117 There is insufficient evidence to judge attainment for pupils aged seven and 11 at the end of each key stage. In Key Stage 1 pupils record features of their journey to school pictorially and begin to make a recognisable map. They include roads and buildings on it and mark the route taken. Pupils' previous work shows satisfactory progress when they considered contrasting localities; they identified a number of features of their home village and compared these accurately to a coastal location. As they move through the key stage they develop these ideas and continue to improve their mapping skills.

118 As they move through Key Stage 2, younger pupils complete useful studies of their local environment. They use two-figure co-ordinates to support emerging mapping skills and gather data on

traffic and shops. This work is extended effectively into comparative studies between Shelf and a distant location, Chembakolli village in India. This helps improve their mapping skills and enables them to acquire information and make judgements using temperature graphs and economic data. Older pupils complete a detailed study of local streams and rivers. This helps refine their mapping skills and introduces them to four-figure co-ordinates. A residential visit to Wales enables pupils to study the geography of the north coast around Conway.

119 Three lessons were observed during the inspection, one each in Years 1, 2 and 3. The standard of teaching was satisfactory. Lessons were carefully planned and good use was made of resources. Pupils were introduced to an appropriate range of skills. Relationships are good, however lesson pace can be variable. Some tasks were not always carefully managed, either to move pupils between activities more swiftly, or to ensure that they are fully conversant with the resources. In these lessons the teaching ensured that pupils acquired sound levels of knowledge and understanding; they make good progress in developing skills. Pupils' behaviour and attitudes to learning were good. They worked hard and co-operated effectively to share resources.

120 All pupils have full access to a suitable curriculum, based on recent national guidance. The scheme of work is at an early stage of development but the co-ordinator provides colleagues with useful guidance on assessment. The subject makes a sound contribution to the development of literacy and numeracy in the school as pupils apply their mathematical skills in work on co-ordinates, present findings in graphs and tables or write accounts of visits. Satisfactory progress has been made since the last inspection. The subject is managed satisfactorily but the co-ordinator has little opportunity to check on the effectiveness of teaching and learning and their impact on standards.

## **HISTORY**

121 In Key Stage 2, pupils attain the standards expected nationally by the age of 11. There is insufficient evidence to judge attainment in Key Stage 1. Pupils' progress in history is satisfactory throughout the school. Those with special educational needs also make satisfactory progress.

122 By the age of seven, pupils cover a suitable number of topics that help develop their historical skills. They begin to see how things change over time through looking at old toys in the Year 1 class toy museum. In Year 2, pupils use historical evidence well to investigate the importance of 'Remembrance Sunday'. They become aware of how soldiers were cared for in wartime hospitals and show empathy when writing about Florence Nightingale.

123 By the age of 11, pupils acquire sufficient knowledge and understanding over a range of topics. They use historical skills effectively to support their studies. Younger pupils in Key Stage 2 build up a good understanding of how Britain experienced a series of invasions during the first millennium. They can distinguish between Romans and Vikings, accurately record factual information about them and begin to analyse why they came. They explore a range of contrasting topics, from mummification in Ancient Egypt to the construction of Tudor homes. Pupils acquire a good range of skills enabling them to make valid comparisons between different eras, empathise with individuals from the past and analyse historical evidence. In Year 6, pupils made good use of census data to investigate Shelf in 1841. This provided useful insights into change over time and enabled pupils to demonstrate an understanding of some reasons behind the changes in their village.

124 Pupils are attentive and well behaved. Most work hard and participate well in their learning. A number of pupils are developing a degree of independence in learning; for example, where they use primary source materials for investigation.

125 No lessons were observed in Key Stage 1 during the inspection. However, the scrutiny of work indicates that there is satisfactory or better teaching over time. In Key Stage 2 the standard of

teaching is good. Lessons are carefully planned to make good use of resources, for example, census data. Teachers have a secure knowledge of the subject and use questioning effectively. They manage pupils well. These factors ensure that pupils make progress at a good rate, acquire sound knowledge and understanding, and develop a good range of historical skills. There is an appropriate emphasis on using evidence. This helps support independent styles of learning. However, the school has not fully established a clear strategy to ensure that all pupils have the opportunities to further develop their independent study skills.

126 All pupils have full access to the curriculum based upon national guidelines. Assessment procedures are being developed linked to this guidance but these are not yet fully in place. The subject is soundly led although the co-ordinator has few opportunities to monitor work in other classes in the school. Staff are confident in teaching history; they make satisfactory links with other subjects and work in history contributes to the development of literacy and numeracy within the school. However, insufficient use is made of information and communication technology. Good progress has been made since the last inspection to improve standards in Key Stage 2 and the quality of teaching is now much higher.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

127 There have been significant improvements in the provision for information and communication technology since the previous inspection. As a result, pupils in both key stages make at least satisfactory and sometimes good progress. The pupils' learning has improved due to the relatively recent investment in new computers and software, the development of a structured curriculum and increased teacher knowledge and confidence. Whilst pupils' standards of attainment at the end of both key stages remain below the national expectation, this is essentially because of gaps in their knowledge, skills and understanding as a result of the previous unsatisfactory provision.

128 The new computer suite has given pupils greater opportunities to develop skills through structured teaching of information and communication technology (ICT). The school is still in the early stages of developing this method but already standards are higher than previously.

129 At Key Stage 1, pupils have a sound knowledge of different forms of information storage and ways in which ICT can be used. Whilst pupils locate letters on the keyboard and use the enter/return key, many are not yet sufficiently familiar with the keyboard and therefore locating letters is sometimes slow. They use the space bar correctly but few use capital letters. Many pupils are not aware of how to create pictures or use graph programs. With help, pupils are able to close down the computer.

130 Where pupils have had the benefit of being taught specific skills, they build effectively on their previous attainment. In Year 3, for example, pupils change the size and style of the font when word processing and make effective use of the mouse functions to move objects and menus around the screen. Most pupils are able to maximise and minimize screens and open and close programs. By the end of Key Stage 2, pupils display satisfactory skills in some aspects of word processing. For example, they confidently change the font size, style and colour, and they know how to carry out a spell check. Their understanding and use of clip art is limited. For example, pupils select and add pictures to their work from an encyclopaedia on CD-ROM but they do not search clip art files and import images to their writing. Pupils' knowledge and understanding of data handling and spreadsheet packages is weak. Many pupils have satisfactory understanding of how ICT can be used to control devices. For example, they control the movements of an on screen character by giving a sequence of instructions, and they know that computers can be programmed to control traffic lights. Most pupils are familiar with the procedures for opening and closing programs, saving and printing work. Pupils

use CD-ROM to support their learning in other subjects of the curriculum such as history and geography. To date, pupils have not used the Internet for similar purposes.

131 In the lessons seen, the quality of teaching was at least satisfactory and in half of the lessons teaching was good. All of the good teaching was in Key Stage 2. Lessons are carefully planned with teachers identifying what new knowledge, skills and understanding pupils are expected to acquire during the lesson. This gives a clear focus to lessons and this has a positive impact on pupils' learning. In Key Stage 2, ongoing assessment is used well as teachers use information about pupils' performance to guide their teaching. The new computer suite gives good opportunities for pupils to learn new skills within a group and several pupils can have direct, hands-on experience. The use of the ICT resources is sometimes inefficient. Several lessons involved the whole class; each computer had two or three pupils working at it and there were insufficient chairs for everyone to sit down. Where the teacher split the class and had a smaller group, pupils learning was more effective because more pupils were involved for longer and the room was less cramped.

132 Pupils have positive attitudes towards ICT. They are keen to talk about their work with computers and they are enthusiastic in their discussions about what they have done. Some pupils use their experience of computers at home to support work in school. Behaviour is mostly good although where the group is too large for the room and number of computers, a small minority of pupils become restless as they wait for their turn.

133 The subject is well led and managed. Under the leadership of the co-ordinator, there has been significant development in curriculum planning for ICT with carefully thought out purchases of computers and software and an increase in teachers' knowledge. This has had a positive impact on pupils' attainment and progress. There is still some way to go with regard to staff training but arrangements are already in hand to resolve this issue. The co-ordinator has little opportunity to check on, or influence, the quality of teaching and learning throughout the school. The computer suite is not presently used to its full potential. There are too many occasions when it is empty and computers in classrooms are not used enough. The curriculum is enhanced through a residential trip for older pupils where they have opportunities to develop their computer skills.

## **MUSIC**

134 By the ages of seven and 11 pupils attain the standards expected for their age and achieve well in singing. The standard of class lessons has improved since the last inspection. Music is taught well by the part-time co-ordinator who works in all classes in the school. Her work is very effective and complements that of the class teachers in Key Stage 1 where the school now has a class teacher who is a music specialist. The co-ordinator teaches all the music at Key Stage 2. The school has ensured that the standards identified in the previous report have been maintained and have updated its written guidance using the recently published national framework for teaching and learning. The co-ordinator works closely with these teachers to reinforce their work in lessons and to enable pupils to share their music making with the rest of the school by playing in performances. The co-ordinator has excellent knowledge of the subject and uses this well to support colleagues. She has a good grasp of development in the school and has devised useful assessments that enable work to be well matched to what pupils have already learned, whatever their ability.

135 The quality of teaching is good; lessons are very well planned and resourced and ensure that pupils are challenged. For example, in a lesson with Year 5 the teacher effectively linked the work with the pupils' history topic on the Tudors. Her excellent subject knowledge enabled her to teach the pupils how to ring a change as they played bells and chime-bars in their 'Boars Head Carol' and 'Wassail Carol'. Most pupils responded well and applauded the teacher's very effective accompaniment of 'Greensleeves' on the recorder. All pupils gain good experience of hearing different kinds of music and of saying what they notice and feel about it. They understand and follow

sign notation, and compose and play their own pieces of music using pictures or diagrams as a guide to show when and what to play. Pupils learn well and can follow terms and instructions; for example, they play softly, slowly or loudly as the music score dictates. Pupils can keep a steady beat and use tuned and untuned percussion instruments to accompany singing or to compose their own tunes. Instruments from other ethnic groups such as drums and Aboriginal rain-sticks hold pupils' interest and broaden cultural awareness in some lessons. Teachers give priority to pupils' enjoyment of musical experiences and encourage pupils to take part all the time either as listeners or performers. All pupils have the opportunity to learn recorders. Provision is enhanced by the work of peripatetic musicians who work with pupils who wish to learn to play woodwind, brass or strings.

136 Teaching and learning were good in work linked to science and design and technology where Year 2 pupils had attended a music workshop and learned how instruments were made and then designed, planned and made their own. The finished work was of high quality and pupils have a good understanding of how the instruments are made and know the sounds they make. All Year 5 and 6 pupils are in the choir. This is taught as a lessons and pupils' singing is above the standard expected for the top years of the primary school. They sing very tunefully and have very good pitch. Some of the music chosen is challenging but pupils learn well and respond to the teacher's high expectations to produce a high quality sound. They know how to control their breathing and pupils use their voices expressively. Listening skills are mainly good and most pupils make careful appraisals of live and recorded music.

137 There are good links with the after school drama club and the staff work well with pupils to link music, dance and drama to present high quality performances for parents and the community. For example, parents were delighted with the school's production of 'Bugsy Malone'. Rehearsals for the current production of 'Annie' show that pupils are achieving well in singing and playing instruments and apply these skills well in performance. The co-ordinator has a high level of subject expertise and uses it well to develop music throughout the school. Although there are no formal procedures for the co-ordinator to monitor work in her subject, she teaches in each year group and this provides opportunities for her to gain an overview of developments.

## **PHYSICAL EDUCATION**

138 Standards have improved since the last inspection due to more effective teaching and the adoption of useful national guidance for this subject. Most pupils attain standards that meet the levels expected for their age by the end of Year 6, with many who attain more highly in dance, gymnastics and games due to the skills learned in well-taught after school clubs. The school provides a good range of extra-curricular sporting activities that include netball, football, rugby, gymnastics, dance and athletics according to the season. These activities are very well attended and school teams compete successfully in tournaments and inter school events. The school also invites specialists to work with pupils to improve their skills; the 'Blue Socks' team teach rugby skills with junior pupils and an Indian dancer has worked with infants. The 'Steps in Dance' group reinforced pupils' awareness of other cultures as they taught them Aboriginal and Indian dances.

139 By the end of Year 2 pupils achieve well for their age. Pupils in Year 1 have recently entered main school and build on the skills learned in the reception class to use space sensibly and to put out and return apparatus safely. They show sound co-ordination as they practise stretching as they jump and transfer them to apparatus. Many pupils learn well and show increasing control as they jump and land from different heights. The teacher's good subject knowledge and high expectations ensured that pupils understood the need for quality movements and worked hard to practise and refine their own sequences. These pupils learn well from watching the good demonstrations of their teacher and by appraising each other's work. In Year 3 the teacher's exceptional dance skills mean that pupils are

presented with an excellent role model and use their skills in gymnastics work to plan and produce symmetrical and asymmetrical body shapes. They practise travelling movements and work well in pairs and groups to plan and create imaginative shapes using floor and apparatus.

140 The school effectively uses the specialist skills of the two co-ordinators for physical education to enable them to exchange classes and work with other age groups. This makes best use of their high level of subject expertise and ensures that teaching and learning is good and often very good. They also work well to support other staff. By the time they reach Year 6, many pupils show strength, control and agility as they link rolls and balances to form a smooth sequence of movements. They attain well and in a very well taught lesson Year 6 pupils made substantial gains within the lesson as they learned from their teacher's demonstration. Her willingness to 'have a go' created a good rapport with the pupils and the less confident moved from tentative uncontrolled movements to more carefully performed sequences. In netball practice pupils made good progress as they worked in pairs to practise a variety of ways of throwing and catching. They practised different passes and began to show a sound understanding of the need to 'shadow' an opponent in order to intercept a pass. The teacher intervened well to refine pupils' skills. There were good opportunities for pupils to play a 'mini' game that showed how they could apply their skills to the formal game of netball.

141 Teachers set high expectations of work and behaviour and manage the pupils well. The pupils show a clear understanding of what they have to do and most respond well. They show increasing levels of control and co-ordination as they work to develop their ball skills and know how to apply these in formal games. They learn well through good opportunities to watch each other's work and to improve their own performance.

142 Teachers' planning ensures that pupils have opportunities to watch each other's demonstrations, to evaluate what they see and to refine their own performance. They plan for a sound balance between direct teaching and opportunities for pupils to practise their skills. The school sets a high priority on pupils learning to swim and by the time the pupils transfer to secondary school, most achieve the National Curriculum requirement in swimming and many swim well. The school staff work with instructors at the pool to teach swimming and this has a positive impact on pupils' progress and attainment. Pupils have a sound understanding of the effect of strenuous activity on their bodies and understand the need to warm up and cool down after exercise.

143 The two co-ordinators have a very good understanding of the subject and offer effective support to colleagues. Although they have no opportunities to work alongside colleagues in order to support them or gain a view of what is needed, the practice of exchanging classes means that they have a view of learning in other classes at Key Stage 2. There are opportunities for pupils to take part in outdoor physical activities during the residential visits organised for Year 5 and 6 pupils. Resources are well managed and pupils act as monitors to keep equipment tidy and this helps to develop their initiative.