

# INSPECTION REPORT

**UPPER WHITLEY JUNIOR AND INFANT  
SCHOOL**

Wakefield

LEA area: Kirklees

Unique reference number: 107664

Headteacher: Mrs L Wigelsworth

Reporting inspector: Mrs Anne Johns  
18579

Dates of inspection: 27 – 29 November 2000

Inspection number: 224413

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:	County
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Liley Lane Grange Moor Wakefield West Yorkshire
Postcode:	WF4 4EW
Telephone number:	01924 326804
Fax number:	as above
Appropriate authority:	Governing Body
Name of chair of governors:	Mr T Lyles
Date of previous inspection:	1 – 3 June 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs Anne Johns 18579	Registered inspector	English Science Art and design Music Physical education Foundation Stage	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Mr Allan Smith 19740	Lay inspector		How well does the school care for its pupils? Pupils' attitudes, behaviour and personal development. How well does the school in partnership with parents?
Mrs Denise Franklin 24342	Team inspector	Mathematics Information and communication technology Design and technology Geography History Special educational needs Equal opportunities	How good are the curricular and other opportunities?

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in a former mining village about eight miles from Huddersfield. It is much smaller in size than most schools, with 55 boys and girls on roll between the ages of four and 11. The school serves a mix of owner occupied and rented accommodation. Pupils come to school from a range of backgrounds. There are two classes in the school: one for reception, Year 1 and Year 2, and one for Key Stage 2. The attainment on entry is slightly below average, although it is wide ranging. Most children now have some pre-school experience as the village play school is held in a school classroom next door to the reception class. Children join the school in September with the youngest children attending part time for the first term.

The number of pupils entitled to free school meals is broadly average. The number of pupils with special educational needs is above average. There are currently no pupils who speak English as an additional language. New staff have joined the school since the last inspection and there is now a much more stable situation.

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

Upper Whitley Junior and Infant School is an effective school, which has made very good progress since the last inspection. Standards are now above average in mathematics at the end of both key stages and they are average in science. Standards in reading are now average but standards in writing at the end of Key Stage 2 are below average. The teaching is mainly good with a significant amount of very good teaching, and no unsatisfactory teaching. This is having a very positive impact on standards. Pupils have positive attitudes to school and relationships in the school are very good. The headteacher provides clear and effective leadership and the school is led and managed in a cost-effective way. The school provides satisfactory value for money.

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

- Attainment in mathematics is above average at the end of both key stages.
- Most pupils make good progress throughout the school.
- Teaching is a strength of the school. It is mainly good with no unsatisfactory teaching and a significant amount of very good teaching.
- The headteacher provides effective leadership and is well supported by her staff team.
- The school has a positive ethos and relationships are very good.
- Behaviour in the school is good.
- Attendance is well above average.
- The provision for moral, social and cultural development is good.

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

- Attainment in writing in Years 5 and 6 is below average. Standards in information and communication technology are below average at the end of both key stages.
- The governing body is not sufficiently involved in the running of the school or in monitoring the curriculum, learning and finances.
- Parents are insufficiently involved in the life of the school.
- The facilities for physical outdoor play for the youngest children are limited.

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

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

Standards have improved in all subjects since the last inspection, particularly in mathematics. In English, standards have improved overall although attainment in writing is still below average for the oldest pupils. Standards in teaching have improved dramatically.

In the last inspection there was a high amount of unsatisfactory teaching. In the current inspection no teaching was unsatisfactory and over 80 per cent of teaching was at least good, with about 25 per cent of very good teaching. This is having a very positive impact on standards and most pupils are now making good progress throughout the school.

The school now provides a broad and balanced curriculum. Schemes of work have been developed or adopted and policies exist in most areas although some of these are still in draft form. Assessment procedures have improved and there are useful procedures in place. The provision for spiritual, moral, social and cultural development has improved. The school now has a positive ethos and there are very good relationships between staff and pupils and also between pupils themselves.

Leadership was a key issue in the last inspection. The management of the school has improved; governor meetings are better attended and some further training has taken place. Improvement is still required with regard to the governors' involvement in decision making and in monitoring and evaluating what happens in the school.

The school was last inspected in June 1998 when it was judged to have serious weaknesses. Since then it has made very good improvement overall and is no longer judged to have serious weaknesses.

## **STANDARDS**

The school had a cohort of less than ten pupils at the end of both key stages in 2000. It is therefore inappropriate to publish data information in comparison with national standards or similar schools.

Because the number of pupils in the cohort over the past few years has been so small, there is considerable year to year variation in each year group in the results. Trends in Key Stage 1 indicate an overall improvement although there was a slight dip in standards in reading and mathematics from 1999 to 2000. Trends in Key Stage 2 show an overall improvement in English, mathematics and science from 1996 to 2000.

Results have shown significant improvement in mathematics during the past year. The quality of teaching in the school has improved which has had a positive effect on standards. The school set individual targets for pupils, which have been met, and also appropriate whole-school targets. These are not published due to the small size of the cohort but they were met by most pupils. Inspection evidence indicates that standards in mathematics are above average; in science they are average and in English they are average at the end of Key Stage 1 and below average at the end of Key Stage 2. Standards in literacy are average in both key stages, apart from writing in Year 5 and 6 which are below average. The writing is developing throughout the school with more use of imagination and interesting vocabulary. Handwriting and spelling are also improving and several pupils write with a neat joined style. In numeracy standards are above average and several pupils can add and subtract accurately and quickly.

Standards in physical education, music, art, history, geography and design and technology are now in line with the standards expected. Standards are below average in information and communication technology [ICT].

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

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils have positive attitudes to learning and enjoy coming to school.
Behaviour, in and out of classrooms	Behaviour in lessons is good. Teachers have high expectations of behaviour. On a few occasions a small minority of older pupils is not as well behaved at lunchtime play.
Personal development and relationships	Relationships and personal development are very good. Teachers present good role models. They respect the pupils and this is returned.
Attendance	Attendance is well above average.

### **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	good	good

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

Overall the quality of teaching is good. The teaching during the inspection was judged to be at least good in over 80 per cent of lessons. Teaching was never less than satisfactory with about 25 per cent of very good teaching. The quality of teaching has a positive impact on pupils' learning and the progress which they make. Strengths of the teaching in both key stages include very good class management and organisation. This is especially important when the class contains three or four separate year groups. Teachers have consistently high expectations of behaviour and of achievement and so pupils know exactly what is expected. They explain tasks clearly to the pupils and encourage them by the use of skilful questions, which keep the attention focused. The staff know the pupils well and set work at appropriate levels. The teachers often make learning enjoyable and fun, which motivates the pupils to want to learn. Lessons usually have a brisk but appropriate pace and finish with a useful whole-class session, which reinforces the learning.

In a minority of lessons the learning objectives are not shared with the pupils at the beginning of lessons, which limits the understanding of the task for a few pupils and hampers their progress. Most pupils are now making good progress in their learning because of the good quality of teaching. Literacy and numeracy are well taught which has a positive impact on standards.

### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of	The school provides a satisfactory range of learning



the curriculum	opportunities, which is enhanced by the visitors to the school, visits to the local theatre, and the teaching of French to the older pupils.
Provision for pupils with special educational needs	There is satisfactory provision for pupils with special educational needs and they make sound progress.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	There is good provision overall. Provision for social, moral and cultural development is good and it is satisfactory for spiritual development. Opportunities are used well to reinforce the teaching of right from wrong. Pupils support each other well.
How well the school cares for its pupils	The school cares well for its pupils in a safe and secure environment.

The school works hard to involve parents in the life of the school. However, parents are still insufficiently involved, although there has been some improvement since the last inspection. Pupils feel happy and secure and enjoy coming to school.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The headteacher provides clear and effective leadership and is well supported by her team. This leadership has been effective in moving the school forward since the last inspection.
How well the governors fulfil their responsibilities	The involvement of the governing body has improved since the last inspection, but not all governors are sufficiently involved. Consequently, the governors do not fulfil all their responsibilities especially with regard to monitoring the curriculum, learning and finances.
The school's evaluation of its performance	The school is beginning to make use of data to set individual and school targets and use these effectively to monitor its performance.
The strategic use of resources	The school makes satisfactory use of strategic resources, and good use of classroom support staff.

Accommodation is satisfactory, although the playground is rather bleak with no seats or quiet area available. There is not a separate, secure area for the youngest children. There is a good level of staffing which is appropriate for the wide age range in each class. Resources are just about satisfactory apart from the lack of large wheeled toys for physical play for the youngest children.

The principles of best value are generally applied satisfactorily, although this is at an early stage of development.

## 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>• Parents are pleased with the standard of teaching.</li><li>• The standards in the school have improved since the last inspection.</li></ul>	<ul style="list-style-type: none"><li>• Parents are concerned about homework.</li><li>• Some parents would like a more interesting range of extra-curricular activities.</li><li>• A few parents are concerned about provision at play time and lunchtime.</li><li>• Some parents would like more information sent home.</li></ul>

The inspection team agrees with the parents' positive views. Inspection findings indicate that there is a very small minority of pupils whose behaviour can give cause for concern in the playground at lunchtime. Clear procedures are in place to deal with this. Inspection evidence does not support the other issues that some parents would like to see improved. The homework that is set is appropriate. The school provides a wide range of activities such as visits to the theatre, visitors to school, residential visits and some school clubs. A wide range of information is provided for parents through newsletters and meetings to discuss the curriculum and pupils' progress. Parents are welcomed into school.

## HOW HIGH ARE STANDARDS?

### The school's results and achievements

1. The school's assessment of children when they enter the school at age four shows that attainment is slightly below average, although it is wide ranging. Until recently there was no pre-school provision in the village, but it is now held each morning in a school classroom which is adjacent to the reception class. Most children attend this pre-school and they benefit from the experience it provides. By the time children start the National Curriculum, almost all of them have attained the Early Learning Goals in each area of learning and they make good progress during their time in reception.
2. There was a small number of pupils in the cohort at the end of Key Stage 1 and Key Stage 2 when the national tests and assessments were taken in 2000. Because there were less than ten pupils it is not appropriate to make national comparisons or comparisons with similar schools. In a very small cohort there is considerable variation year to year in the results, depending on the pupils in the cohort.
3. Trends in Key Stage 1 indicate improvement although there was a slight dip in standards in reading and mathematics from 1999 to 2000. Trends in Key Stage 2 show overall improvement in English, mathematics and science from 1996 to 2000 although there is considerable variation each year. In the national tests in 2000 the higher levels were reached in both key stages in English, mathematics and science. This shows improvement from the previous year.
4. The inspection finds that standards have improved since the last inspection, particularly in mathematics where they are now above average at the end of both key stages and in science where they are now average. In English standards are average at the end of Key Stage 1, but below average at the end of Key Stage 2. Evidence shows that pupils are now improving their standards in most subjects because of the good teaching that now exists. Pupils are making good progress in all areas throughout the school. Standards in ICT are below average, but improvement has been made since the last inspection. The school sets individual targets for pupils in Year 6 for the year 2000, which were appropriate but challenging and these targets were met. Appropriate school targets were also set, but these are not published due to the small cohort. They were met by the majority of pupils. Standards in art, design and technology, geography, history and physical education were below average at the time of the last inspection. They are now in line with standards usually expected for the age, and good improvement has been made.
5. By the end of Key Stage 1 attainment in reading and writing is about average. Pupils write for a variety of purposes and are beginning to join their letters. By the end of Key Stage 2 attainment is below average with regard to writing. Spelling is not always correct and the use of punctuation is below average overall. Writing shows a lack of use of interesting vocabulary. The quality of writing is now improving because of the improved quality of teaching. Speaking and listening skills are about average at the end of both key stages. Pupils listen carefully to each other and to their teachers and make increasingly interesting contributions to class discussions.
6. Reading skills have improved and are about average at the end of both key stages. Most pupils read accurately and fluently from a range of texts and they have a suitable understanding of library skills. They talk about their favourite authors and books that they have enjoyed. Literacy skills are used effectively to support other areas of the curriculum such as history, geography and art, for example in writing exciting diaries

about the residential visit in Key Stage 2. In Key Stage 1 pupils write clear instructions about how to mix colours.

7. Attainment in mathematics is above average at the end of both key stages. By the end of Key Stage 1 pupils are confident when calculating with numbers up to 100 and almost all pupils can count in twos and fives to 100. Most pupils know the properties of simple two-dimensional shapes and record information using block graphs. By 11 pupils are confident at working with large numbers. They understand how to calculate the 'mean', 'median' and 'mode' of a group of random numbers. Most pupils are competent at using a range of strategies to work out problems both on paper and in their heads, and can explain their method to the teacher. Numeracy skills are used well to support learning in other areas of the curriculum such as science when measuring the absorbency of bricks.
8. Attainment in science is average. By the age of seven most pupils know about a range of physical phenomena such as light and sound. They make sensible predications about how and why sound travels, for example, by using a stethoscope. By the end of Key Stage 2 the majority can plan and carry out a fair test when investigating. Most pupils have a thorough understanding of forces and draw on their previous experience and knowledge well in making predictions and explaining their findings. They accurately describe the differences between gases, solids and liquids.
9. Standards in art have improved from those noted in the last inspection and are now average. Pupils make satisfactory progress throughout the school. Standards in design and technology have improved and pupils' attainment is satisfactory. The standards in history and geography are in line with those normally seen with pupils of a similar age. No music was observed in Key Stage 2 and therefore it is not possible to make a reliable judgement on attainment. In Key Stage 1 attainment in music is in line with that normally found with similar age groups. During the last inspection there was little evidence of any religious education being taught in the school and it was not possible to make a judgement on the attainment and progress of the pupils in either key stages. This is no longer the case as there is sufficient evidence to judge that standards are in line with the expectations of the locally agreed syllabus at the end of both key stages. It was only possible to observe some aspects of physical education. There has been significant improvement in standards; attainment is now in line with that normally expected for the age and pupils make sound progress throughout the school.
10. Standards in ICT remain below the national average at the end of both key stages. However, the progress being made by the pupils is no longer unsatisfactory, because the expertise of the teachers is of higher quality and investments have been made in equipment. Most pupils are able to use the mouse to click and drag colours across the screen to make attractive patterns and older pupils talk confidently about using programs to prepare them for the standardised tests in English and mathematics. They use the computer to write their book reviews and they know that a printer prints their work. However, they are not confident to use the computers to organise and classify information in a range of different forms. The attainment of pupils at 11 is below that expected for their age, although they are now making satisfactory progress in their learning. They can use a program effectively to record information and report this graphically in a range of different forms. These include pie charts and block graphs. Most are able to access the Internet for information such as to support them with revision for tests but are not competent in using e-mail to exchange ideas and information with others.

11. Pupils with special educational needs make sound progress. This is usually because they are given focused support during lessons. They are making satisfactory progress in relation to the targets on their individual education plans, although some of the targets are still rather vague and difficult to measure. Higher attaining pupils make good progress. Teachers know the pupils well and plan work that matches their previous attainment.
12. Progress is good throughout the school because of the overall good quality of teaching that now exists, which is having a positive impact on standards. The staffing situation is now much more stable and the teachers know the pupils well and challenge them appropriately. There is now a more systematic development of pupils' skills, knowledge and understanding which also have a positive impact on the progress which pupils make.

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

13. In the previous inspection the quality of these aspects was considered to be overall satisfactory and the relationships between adults and pupils were mainly satisfactory. Personal development was considered to be unsatisfactory because of the limited opportunities available for pupils to take responsibility for their own learning. Attendance was considered to be good. The school has improved upon the satisfactory standards identified in the previous report. Almost all pupils now have good attitudes to learning and good behaviour. The school has worked hard to successfully improve pupils' personal development and relationships. These are now very good, as is the attendance at the school. There is now a warm, caring atmosphere in the school, where very good relationships thrive.
14. Children settle quickly into the school's routines and have established a positive approach to learning in the reception class. The strong links with the pre-school are instrumental in introducing pupils into school life. Through both key stages pupils enjoy school life and are generally very keen to learn and work hard. Pupils are well motivated and responsive to the positive praise and encouragement offered by staff. Pupils enjoy displaying their work to other pupils and to adults.
15. Behaviour during the inspection was good. Throughout the inspection pupils were generally quick to settle to their tasks and behaved in a very responsible and helpful manner. In their eagerness to participate in class activities a small minority of pupils, on occasions, forget to put their hands up and do call out the answer in order to offer their opinion. Teachers generally deal with this in a very positive manner by reminding them of the correct way to respond. Pupils accept and almost all respond well to the school's positive behaviour policy, which is followed carefully by all the school's staff in order to establish and maintain a positive and caring learning environment. Pupils in the main accept and quickly conform to the established school routines. There have been no exclusions from the school in the last year. At break and lunchtimes pupils relate well to each other. In the playground areas they generally interact well together, recognising the playground rules for activities allowed. These are limited due to the size and incline of the playground area. There is currently no quiet area or seating for pupils who do not want to run around, or a separate area for the youngest children. There was no aggressive behaviour or bullying observed during the inspection and in conversations with pupils they expressed no concerns. A small amount of unsatisfactory behaviour by a tiny minority was noted where some control by staff at lunchtimes was weaker. Pupils were fully aware of what to do if they should feel threatened; they know they must go straight to a member of staff and inform them of their concerns. It was noted that pupils show genuine concern for

other pupils. For example an older girl took a 'new starter' under her protective wing at break time without lead from staff. Pupils are encouraged to reflect on their actions and the impact of their actions on others. They show respect for each other's feelings and values, as for example in discussions in assembly and lessons.

16. The personal development of pupils is very good, with greater responsibilities towards the upper end of the school. Pupils are eager to accept these responsibilities; acting as classroom assistants and monitors; helping staff, for example, by organising music during assemblies. They tidy their own areas in class and are eager to be useful. Older pupils co-operate in shared reading with younger pupils. The school is generally tidy and very little litter was evident during the inspection week. This is in part due to the pupils' respect for and ownership of the school and grounds. Relationships between all adults and pupils as well as between pupils themselves are very good.
17. Attendance, at 96.5 per cent is well above the national average of 94.4 per cent for 1999/2000. Authorised absence at 2.2 per cent being low against the national average of 5.2 per cent. Unauthorised absence at 1.2 per cent is above the national average of 0.5 per cent. This figure is in partly due to parents taking pupils on holiday during school term time without authorisation. The school is aware of the detrimental impact of non-attendance and lateness upon classrooms and pupils' learning. They are seeking methods to further improve this important aspect by making parents more aware of its effects upon pupils' learning. The majority of pupils are eager to come to school, with several arriving quite early.

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

18. The overall quality of teaching is good. In the lessons observed about 28 per cent of teaching was very good, 56 per cent was good and 16 per cent was satisfactory. No unsatisfactory lessons were seen. Strengths of the teaching are:
  - Very good management of pupils, especially considering the range of ages in each class.
  - High expectations of work and behaviour.
  - There are very good relationships, which help to provide a good working atmosphere.
  - Good use of support staff.
  - Clear explanation of the tasks.
  - Skilful questioning which helps to keep attention well focused.
  - The enthusiasm of teachers which makes the learning enjoyable and makes pupils want to learn.
19. The quality of teaching has improved significantly from that observed in the last inspection. There have been staff changes since the last inspection and the current staff, who are very experienced, also work very well together as a team. They use a range of appropriate teaching methods and strategies, which has succeeded in raising standards.
20. The quality of teaching for children in the Foundation Stage is good overall. They are taught in a class with Year 1 and Year 2 children, but careful planning ensures that activities are pitched at the correct level for them. The teaching makes a major contribution to the progress made by the children. The teacher has a very good knowledge of how young children learn and provides an appropriate and stimulating balance of less structured activities such as purposeful play and also more structured

class or group teaching. This ensures that children benefit from the support of direct teaching but also have opportunities to explore for themselves in self-chosen tasks. There is very good liaison with the pre-school and every morning the children spend some time in the pre-school with a support assistant. They very much enjoy these sessions, which help to provide a good balance in the Foundation curriculum. Planning is sound with the areas of learning that are to be covered highlighted in medium-term planning.

21. In both key stages the basic skills of literacy and numeracy are taught well. Planning is usually careful and teachers make good use of the literacy and numeracy strategies to interest all pupils. Introductions are clear so that pupils know exactly what is expected. This helps to ensure good learning and pupils respond well to the challenges set and make good progress. It was not possible to make an overall judgement on the quality of teaching in art, ICT, design and technology, history, geography or music in Key Stage 2 during the inspection. In other subjects the teaching was good.
22. In all subjects teachers set clear objectives for the lesson. In the most successful lessons these are shared with pupils and at the end the evaluation asks pupils to assess if the objectives are met. In lessons which are less successful, although still satisfactory, the objectives are not shared with pupils in this way. When pupils are involved in assessing their own learning in this way it enables them to become more involved in taking responsibility for their own learning. The most successful plenary sessions include skilful questioning from the teacher, which deepens pupils knowledge and stimulates further thinking, for example in a successful Key Stage 2 science lesson when pupils were eager to develop their knowledge further.
23. Throughout the school teachers use a good range of successful teaching strategies and techniques which succeed in motivating pupils. Teachers care a great deal about their pupils and they want them to do well. The teachers are enthusiastic about their teaching and they try to make lessons enjoyable and fun. This has the effect of making the pupils want to learn; they concentrate very well for sustained periods of time, work very hard and are enthusiastic about school. Pupils can work well in the positive atmosphere that now exists in the school, and they work at a good pace.
24. Teachers make good use of assessments to guide planning. During the lessons teachers are effective at informally assessing pupils through good questioning. The teachers know the pupils well and use this information to ensure pupils work hard. Homework is used appropriately to support learning. The quality of marking varies, but it is generally satisfactory. The best marking tells individual pupils what they have done well and what still needs to be improved, but this is not consistent throughout the school.
25. Teachers ensure that the needs of pupils who find learning difficult are appropriately met during lessons. The support staff are well deployed to ensure that these pupils can access the curriculum and to help them with their tasks. Support staff are enthusiastic and committed and have a thorough understanding of their work. They make a good contribution to the attainment and progress of the pupils. When there is no classroom support available, the pupils' needs are satisfactorily met by ensuring that work planned appropriately meets the needs of the pupils, and the teacher focuses on these pupils to ensure understanding of the task. However, there is no indication on teachers' short-term planning how the needs of pupils who find learning difficult are being met. Individual education plans are written by the co-ordinator. They are done in close consultation with the staff and reviewed regularly.

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

26. Since the previous inspection the learning opportunities provided for the pupils have improved significantly and are now satisfactory. There is an appropriate range of subjects taught and the curriculum is broad, balanced and relevant. It is appropriately enhanced by the school's emphasis on 'The Creative Arts' and weekly French lessons for pupils in Year 6. All subjects meet statutory requirements, including provision for religious education, which is taught through the locally agreed syllabus. There are effective strategies for the teaching of literacy and numeracy and this is having a positive impact on the teaching and learning. Statutory requirements with regard to the curriculum are now met.
27. The curriculum for the Foundation Stage in reception indicates the importance the school places on purposeful learning experiences in all the areas of learning for children of this age. This makes a significant contribution to the good progress which most children make towards achieving the Early Learning Goals and ensures a smooth transition to the work of the National Curriculum at a time best suited to each individual. The school has identified the need to develop a policy for the Foundation Stage in order to articulate the school's approach to the provision for the youngest children.
28. The school has addressed the issue of the length of the school day for pupils in Key Stage 2 and the total teaching time allocation for these pupils is satisfactory. The organisation of the curriculum has been addressed and the discrete blocked units and linked blocked units are arranged into a two year cycle for Key Stage 1 and a four year cycle in Key Stage 2. They are appropriately planned to meet the needs of the wide range of age and abilities within each class. This is having a positive impact on standards. However some curriculum policies are still in draft form and there are no policies for history and geography. Teachers are using the Qualification and Curriculum Authority schemes of work, for both the core and non-core subjects, effectively to plan in the medium term and these plans clearly indicate the learning objectives, activities and any assessment tasks linked to the National Curriculum Programmes of Study. The school has very recently purchased a new scheme of work for information technology. Short-term plans are often brief but are adequate when the links with the medium-term plans are clearly indicated. However, they do not clearly show how the needs are met for pupils who find learning difficult. The booster classes for pupils in Year 6 are having a positive impact on standards. The school makes satisfactory provision to ensure that all pupils have equal access and opportunity to be fully involved in all areas of the curriculum.
29. Provision for personal, social and health education is satisfactory. It is mainly taught through the ethos of the school and across the curriculum. For example during a religious education lesson the pupils discussed special promises and the teacher talked about the importance of keeping safe when playing in the park. They have also enjoyed a visit from 'Mr Munch' in assembly to talk about healthy eating. The school has satisfactory policies for drug awareness and sex education but has yet not developed a planned programme for personal, social and health education. The school curriculum encourages pupils to show initiative and learn and grow together both as a school family and individually.
30. Some parents expressed concerns about the number of extra-curricular activities available for their children, but the inspection team found it was satisfactory and



adequate for a small school. Activities include a reading games club, writing club, recorder club and a sports club, which is organised by a parent. Pupils are also involved with sporting events with other small schools in the area and they have satisfactory links with some of the professional teams in the area.

31. The contribution of the community to pupils' learning and relationships with partner schools are good. The school makes good use of the local area for visits to enhance the curriculum such as a visit to a mining museum and many people come to the school to share their expertise. For example musicians, dance performers, storytellers and students from the local college. Pupils in Key Stage 2 are able to attend a residential visit every other year. The mayor has talked to the pupils about his role in the community and local councillors presented pupils with Millennium mugs. Pupils have also taken part in the church's celebrations by preparing a display about the mining industry. All these activities effectively enhance the curriculum, provide vital links with the community and have a positive impact on learning. There are good links with the local secondary school both through visits for pupils to the school and staff, including the headteacher regularly come to the school to talk to pupils and parents and to take assemblies. Teachers can also use the facilities at the secondary school, for example the computer suite to improve their own expertise in this area of the curriculum. Students from a local college organise outdoor activities twice a year for pupils in the school. The headteacher has ensured that younger children in the village can have pre-school provision by setting up a pre-school playgroup in one of the spare classrooms. This has a positive impact on children's learning and prepares them well for school.
32. The provision for pupils with special educational needs is satisfactory. Classroom assistants and special educational needs support assistants effectively support these pupils in the classroom to enable them to access the same curriculum as other children. However this is not always clearly indicated on the teachers' planning, although in one class the assistants had been well briefed using a planning sheet specifically for the support assistants.
33. The overall provision for pupils' spiritual, moral, social and cultural development is good and has improved significantly since the previous inspection. The provision for spiritual development, previously unsatisfactory is satisfactory. Acts of collective worship are suitably planned and a record is kept of their themes. The lighted candles provide a focal point for the pupils and moments of reflection and prayers, including their school prayer are offered to the pupils. In some lessons opportunities are provided for pupils to reflect on aspects of their lives and the wonders of the world; for example in science lessons at both key stages pupils were excited and awed by the activities.
34. Provision for moral and social development is good and has improved since the last inspection. Pupils have a clear understanding of the difference between right and wrong and have been fully involved in preparing the school's Code of Conduct. They know the consequences of inappropriate behaviour, which are appropriately displayed in the classrooms. The family atmosphere in the school supports social development well. Older pupils help the younger ones both in school and in the playground. All pupils enjoy taking part in the reading friends activities held twice a week when pupils in Years 5 and 6 read books with the younger pupils in Class 1. Older pupils also take on additional responsibilities when asked, for example preparing the hall for assemblies and taking visitors around the school. The whole ethos and general relationships around the school provide pupils with good opportunities to develop their moral and social skills.

35. The school provides good opportunities for cultural development, previously judged as unsatisfactory. The school welcomes many visitors to support pupils' learning, for example dancers, musicians and storytellers, from a wide range of cultures. They also study their own culture effectively through history topics and visits to places of interest in their area. Opportunities to study and appreciate the diversity and richness of other cultures are provided through geography and religious education lessons.

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

36. At the last inspection this aspect was considered to be generally satisfactory overall. However, there were some significant areas where this was not so. For example, the school's assessment and recording procedures were considered to be poor. Marking of pupils' work was also considered to be inconsistent. The school has reviewed these aspects and improved them so that they are now considered to be satisfactory.
37. There is now an assessment policy in place, which clearly sets out the process, strategies used and methods of recording and informing parents used by the school. Satisfactory records are kept of individual pupil's standardised scores in both key stages and optional tests results in English, mathematics and science in Key Stage 2. They are effectively collated on one sheet to give a clear picture of individual attainment and to track progress. This information together with teachers' assessments in these subjects are helping teachers to set individual targets for pupils in writing and to plan for target setting in mathematics. This is having a positive impact on standards. Progress in numeracy is also satisfactorily recorded using the key objectives from the strategy framework. The school has not developed systems for recording attainment in other subjects but this area has been identified for development, using the guidelines and assessment suggestions in the QCA schemes of work.
38. Samples of pupils' work are kept in individual record files and in subject boxes to show coverage and progress in each subject. These are used satisfactorily to plan future activities. However these do not show the context of the lesson nor indicate the attainment of the work against National Curriculum levels. The school has started to analyse standardised test results to set school targets and to adjust their medium-term planning. This is having a positive impact on standards in English, mathematics and science. The marking policy clearly sets out the purpose of marking and the expectations of teachers to be positive and to list targets that will help the pupil to improve their work. Although there is evidence that this happens verbally there is little written evidence in pupils' books that the policy is applied consistently.
39. The school makes satisfactory use of the assessment procedures to identify pupils who need extra support with their learning. The authority also set out strict assessment procedures to be carried out to enable the school to receive funding to make provision for these pupils. The individual targets, set to help the pupils make progress in their learning are regularly reviewed and new targets are set. The school does all it can to liaise with other agencies such as educational psychologists and with the medical service to support the needs of the pupils.
40. The atmosphere throughout the school is one of care, and the staff are strongly committed to the support of pupils in order to help them do as well as they can. Teachers are sensitive to the needs of pupils and they show both warmth and understanding in their relationships with them. Arrangements to monitor personal development are satisfactory but they are based on the professional judgement of the

staff rather than formal procedures. The school's caring ethos, good relationships and the confidence which pupils have in their teachers all contribute to the monitoring and support of personal development.

41. New pupils are sensitively introduced into the school and quickly settle into the welcoming environment. Good links exist with the local secondary school, these ensure pupils have a smooth transition to their next stage of education. There are good procedures in place for child protection and staff are kept well informed and have high awareness as a result. They know and follow these procedures. The member of staff with responsibility for child protection fulfils the role well. She has received training and keeps up to date with changes in requirements. She has another training session planned for the spring term in order to keep up to date with changing legislation. The school has good relationships with support agencies and these are regular and suitable to promote a trusting and beneficial effect. There is currently no suitably trained first-aid personal in school, as their qualification periods have expired. The school is aware of this and has plans in place to re-qualify staff in the spring term.
42. The school is effective in promoting the welfare and safety of its pupils. There is a health and safety policy; annual health and safety checks and risk assessments are carried out. Fire drills are carried out at least once per term and these are timed and recorded in the school's record book. There are weekly checks of the fire alarm system; the caretaker carries these out. Supervision during the day is satisfactory, with staff monitoring from the start of the school day through to pupils leaving the premises at the end of the day. This supports the smooth running of the school day.
43. The school achieves good standards of behaviour within the school building and generally in the playground and also at lunchtimes. Stickers and stars are awarded for good behaviour as well as personal achievements. There are satisfactory arrangements for monitoring and eliminating bullying and oppressive behaviour should they occur.
44. Attendance is effectively monitored by the school and fully complies with current requirements. The school works hard to improve both the attendance and punctuality of its pupils through the systems it has in place. For example, the school's education welfare officer is used effectively by the school to follow up on any concerns. It also regularly makes parents aware of the value of regular and punctual attendance at school. It follows up on any unexplained or prolonged absence with regular reminders to parents and pupils.

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

45. In the previous inspection report parental links were considered to be overall unsatisfactory when included with community links. The quality of information was satisfactory. The school had worked hard at establishing and improving links with parents and in attempting to involve parents in pupils' learning. The school has reviewed this position and has done a great deal of work to enhance and improve these links further with some successful results. Links with parents are now generally satisfactory and most parents have generally good views of the school. The impact of parents' involvement with the school is satisfactory overall and the contribution made by most parents to their children's learning is also satisfactory. The school, rightly, continues to strive to further involve parents in the life of the school. Meetings are not always well attended and no parents currently help in school.

46. The availability of information to parents is good overall and very strong for those parents who bring their children into school each day or collect them at the end of the school day. The school newsletters about school issues and social events are a valuable source of information for parents, particularly those who are unable to visit school. The curriculum topic aspect is issued at the start of each term in order for parents to be well informed early enough to be able to contribute to their children's learning. This understanding of what their children are doing in class enables additional learning at home to be well focused and beneficial. The pupils' detailed annual reports do set future individual targets for pupils to aim for during the year and areas for parents to add their own opinions and comments.
47. Parents value the school policy of being welcomed into school at any time. This is of great value in developing links between home and school. Parents of children with special educational needs are kept well informed of their children's progress and are invited to attend review meetings each term to discuss how well these pupils are achieving. Parents support a home-school agreement document and most support homework. This has a positive effect on pupils' learning.
48. There is a small contingent of helpers who regularly assist in school. They have a positive impact on pupils' learning, by supporting the work going on at the school. Those who volunteer are used effectively and given positive guidance that enables them to assist effectively in lessons. Parents are positively encouraged by the school to participate within school whenever possible. For example, there are regular requests for help in the newsletters to parents as well as in the school prospectus and governors' annual report to parents. There is a small but effective and active Parent and Friends Association who try hard to raise valuable resources for the school by various actions within the community.
49. Information for parents regarding special educational needs is satisfactory. They are appropriately informed when their child is having difficulties in school and are consulted with regard to individual education plans. The school involves specialists from outside school such as the educational psychologist to give them advice and help with assessment tasks whenever possible.
50. The information provided by parents at the meeting with inspectors and also the analysis of the returned questionnaires demonstrates that parents are generally happy with the improvements made by the school since the last inspection and with the school's approach to their children's education and personal development. The satisfactory return rate of parents' questionnaires suggests that there is a sound level of parental commitment and care.
51. Analysis of the questionnaires indicates that a minority of parents feel that they are not kept well informed about their children's progress, that the school does not work well with parents and that pupils do not get the right amount of work to do at home. Most believe that children like school, that the school is helping pupils to become mature, that the school expects pupils to work hard, and that teaching is good. Inspection evidence supports the parents' perceptions of the strengths of the school but it does not support the other issues.

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

52. The leadership and management of the school are satisfactory overall. The headteacher provides effective leadership in all aspects of the school's work and is

well supported by her staff team. She has a clear vision for the school and is committed to improving standards. The leadership has been effective in moving the school forward during the past two years and improving the teaching, standards and learning. In the last inspection the leadership and management were judged to be unsatisfactory overall with a lack of clear educational direction for the school. The staffing situation in the school is now much more stable.

53. The role of the governing body was cause for concern in the last inspection. There has been improvement, for example, meetings are now better attended and some governors have been involved in training. Not all governors are sufficiently involved. Meetings are usually held once a term, which means a lot of business has to be covered in that meeting. As yet the governing body is not as effective as it could be in fulfilling its responsibilities. Governors are still insufficiently involved in decision making in relation to the management and development of the school. Governors are not sufficiently involved in the regular monitoring of the curriculum, learning and finances. With regard to finance, they do not assess the effectiveness on spending in different areas of the curriculum. The chair of governors meets regularly with the headteacher on an informal basis and is interested and supportive of the school. A few other governors have led valuable initiatives, such as on a games project for a term working with parents. New parent governors are keen and supportive and are eager to become more involved. The core curriculum areas have been allocated but the roles are at an early stage of development; there have not been meetings between staff and governors to share information or give support. Plans to enable the governing body to involve all the members in the long-term strategic planning are not sufficiently clear. As a result this places a greater workload on the headteacher. Governors do not carry out regular risk assessments on the school premises. Work on performance management has only just been completed. There is currently no governor with responsibility for special educational needs. Since the last inspection the omissions in the prospectus and annual report to parents have been dealt with.
54. All the teachers share in the management role of subjects and carry out their duties efficiently, considering the demands on their time. They have clear roles and responsibilities, and have input into school development planning and curriculum planning. They meet together regularly to share information and give support. The updating of schemes and policies is planned and linked into the school development plan. Some policies and schemes are in draft form awaiting discussion and agreement by the governors. Monitoring does take place although this is mainly on an informal basis. There is no clear policy for the monitoring of teaching and planning, and, as a result, good practice or weaknesses may go unnoticed which could have an impact on standards. Teachers constantly evaluate the effectiveness of their own teaching as part of their normal good practice.
55. There is a set of aims and values, which forms the basis for the vision for the school. These are clearly stated in the school prospectus and on display in the school.
56. The useful and informative school development plan covers one year and addresses the most important issues such as raising standards in English, science and ICT. There are clear time-scales and success criteria to achieve the targets in the development plan and the necessary resources to achieve them are detailed in the budget. Appropriate targets are set and attention is paid to any differences in attainment between boys and girls.
57. The school has an appropriate number of teaching staff whose qualifications and experience match the demands of the National Curriculum. This is especially

important in a school where classes contain three or four different age groups and a wide ability range. Staff meet regularly with the headteacher to discuss their roles and development. The good number of dedicated support staff work closely with teachers and give effective support.

58. Professional development is co-ordinated by the headteacher and is prioritised through the school development plan. The recent emphasis has been on extra training in literacy and mathematics. The school has a useful staff handbook that provides clear guidance for teachers. There is a policy for induction, which includes useful support and guidance although this is particularly for newly qualified teachers.
59. The management of special educational needs is satisfactory. The co-ordinator works hard to ensure all the necessary paperwork is completed to enable pupils to receive any additional support they need. However she does not have any release time to fulfil her role and this has impeded her efforts to manage effectively. There is no named governor to monitor the organisation or provision of special educational needs in the school.
60. Learning resources are just about sufficient for the school's curriculum and the range of pupils. Resources in English have improved significantly since the last inspection and there is a suitable range of fiction and non-fiction. Resources have improved in most areas. The available resources are used well to support learning particularly in English and mathematics. Resources for ICT have increased; each classroom now has three computers which is sufficient for the number of pupils in each class and has plans to address the limited attainment in use of control technology by the purchasing additional equipment. The school has made good use of facilities at the local secondary school to improve their own expertise, which is having a positive impact on the attainment and progress that the pupils are making. There are no large wheeled toys for the children in the Foundation Stage in order to support their physical development in outdoor play.
61. Overall, the accommodation is satisfactory for the delivery of the curriculum. Space is used well, for example in providing attractive indoor play area for the youngest children. The caretaker maintains the building to a good standard. The use of pupils' work and other displays enhances the internal appearance of the buildings. Outside there is a grassed area and two playgrounds. There is not a quiet area for those who do not want to run around or any seats. The lack of a satisfactory outdoor play area and equipment for the Foundation Stage children limits the opportunities to provide a suitable range of physical activities for the youngest children.
62. Budgets are based upon the needs of the school development plan. The governors do not monitor them regularly on a monthly basis. There is a finance committee but the whole governing body usually discusses financial matters. Care is taken by the school to obtain value for all purchases, although the principles of best value are in an early stage of development. There is no regular monitoring by the governors of the effect of the budget spending on standards of attainment. The school has not had a recent audit but the few issues highlighted in the last audit have been dealt with. At the end of the last financial year the school had a budget carry forward of £14,550, which is being used well in addressing the targets in the development plan. The smooth and effective day-to-day management of the school by the efficient office staff, supports teachers well and is carried out with minimum disruption to teaching. The expenditure per pupil is above average due to the size of the school. Taking into account the standards achieved, the good quality of teaching and the strengths in provision, the school provides satisfactory value for money.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to build upon the strengths and continue the improvements made, the headteacher, governors and staff should:
- (1) Continue to raise the standards of attainment in writing at the end of Key Stage 2 and in ICT throughout the school. *[paragraph 5, 10 and 77]*
  - (2) Strengthen the role of the governing body by setting out and implementing a detailed plan, which enables the governing body to become more involved in long-term strategic planning and the monitoring of the curriculum, learning and finances. *[paragraph 53 and 62]*
  - (3) Continue the sustained efforts to involve parents in their children's learning. *[paragraph 48]*
  - (4) Improve the resources available to children in the Foundation Stage for outdoor play and seek to provide a secure and distinct area in which these can be used. *[paragraph 61 and 69]*



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	19

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	28	56	16	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	55
Number of full-time pupils eligible for free school meals	15

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	17

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

	%
School data	3.5
National comparative data	5.4

#### Unauthorised absence

	%
School data	1.2
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 and Key Stage 2 is not published because there were less than ten pupils in each cohort.**

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	50
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	0	0
Other minority ethnic groups	0	0

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

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

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

Total number of qualified teachers (FTE)	2.4
Number of pupils per qualified teacher	22
Average class size	26.5

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

Total number of education support staff	3
Total aggregate hours worked per week	71

### ***Financial information***

Financial year	1999
	£
Total income	131,815
Total expenditure	132,872
Expenditure per pupil	3,020
Balance brought forward from previous year	15,607
Balance carried forward to next year	14,550

## Results of the survey of parents and carers

### Questionnaire return rate

40%

Number of questionnaires sent out

54

Number of questionnaires returned

22

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	45	9	0	0
My child is making good progress in school.	36	36	23	0	5
Behaviour in the school is good.	27	36	18	0	18
My child gets the right amount of work to do at home.	18	45	18	14	5
The teaching is good.	36	50	9	0	5
I am kept well informed about how my child is getting on.	27	36	27	5	5
I would feel comfortable about approaching the school with questions or a problem.	41	41	18	0	0
The school expects my child to work hard and achieve his or her best.	45	45	9	0	0
The school works closely with parents.	23	41	32	5	0
The school is well led and managed.	41	32	23	0	5
The school is helping my child become mature and responsible.	32	55	0	0	14
The school provides an interesting range of activities outside lessons.	9	45	9	32	5

### Other issues raised by parents

Parents commented on the good progress made over the last two years.

## **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**

64. There are 11 children in the Foundation Stage in the reception class. Five of these currently attend on a part-time basis for mornings only. There are very good links with the village pre-school which is held every morning in an adjacent classroom. Every morning, the youngest children join in a session of pre-school activities, with a support assistant from the school. On entry to school the children show a broad range of ability but overall attainment is slightly below average particularly in language skills. Children make good progress as they move towards Key Stage 1.

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

65. By the time children join Year 1 their personal, social and emotional development is broadly in line with standards expected at this stage. There are well-planned induction procedures including home visits, which help to ensure children feel happy and confident about starting school. A high priority is placed on this area so that children understand exactly what is expected of them and they relate well to the other children and adults. This is illustrated by an occasion when children were playing in the café. They play well together and know the rules about clearing away and taking care of equipment. They realise that they need to take turns and do this without any fuss. Children develop positive attitudes to learning and settle promptly to the tasks, sustaining their concentration for relatively long periods of time. During the session in the pre-school, children mix very well and share equipment well with the other children. They are confident and feel happy about going into the pre-school. By the time they join Year 1, the children have well-established understanding of what is accepted as right or wrong and become increasingly thoughtful towards each other. They readily take responsibility such as clearing away equipment. Children with special educational needs make good progress in this area of learning. The good progress that the children make, is due to the good teaching and the consistently sensitive support provided by all adults, who work with the children. The teacher has high expectations, which helps to ensure children develop positive attitudes to learning and concentrate well in class activities. Opportunities are used well to explore feelings, for example in the story of 'The Bear Hunt' when children explained how it made them feel.

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

66. By the time children enter Key Stage 1, attainment is in line with the standards expected. The teaching is good and consequently most children make good progress. The children listen well when the teacher is talking and do not interrupt. There are clear explanations and instructions, which help the children to understand what is required. Standards in speaking improve quickly because of the range of opportunities and the high level of praise and encouragement from staff which helps the children feel confident about joining in discussions. Children take on different roles, for example in the class shop. When they work as a group at the 'word bank,' they show increasing ability to recognise initial sounds and some words. Children make appropriate progress in recording their ideas through mark making in the play area and then the gradual development of letter like symbols and copied words. Several children are already beginning to write their name. They enjoy stories and books and several children can re-tell a simple story in their own words. Older children are beginning to read and a few can read their books fluently with expression.

## **Mathematical development**

67. In mathematics attainment is broadly in line with the standards expected and most children make good progress. The teaching is good with high expectations and a good balance of interesting activities to extend the children's thinking and understanding. Children can sort and match objects and they develop their understanding and ability to count through a range of experiences. They develop the language associated with two and three-dimensional shapes through play with construction materials. Older children can count to ten or beyond and gradually begin to develop an appropriate understanding of addition and subtraction. In the café they begin to count money and they sort out the different types of food. All staff use opportunities well to reinforce the learning, for example by the counting of children in a group or the number of bottles of milk. During the sessions in the pre-school children extend their learning by purposeful play activities such as sorting out the farm animals and counting them.

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

68. Children make good progress in understanding the world through a suitable range of topics and overall attainment is broadly in line with expectations for children of this age. The teaching is good with careful planning for interesting activities, which promote the learning. The children develop confidence in talking about themselves and their likes and dislikes. They talk about things they can see and hear in the playground. They begin to learn about changes by comparing their holidays with holidays in the past. They realise how buildings have changed by seeing pictures and hearing about 'The Fire of London'. They begin to make simple maps in relation to the 'Bear Hunt' and with good quality support realise that symbols can represent buildings or trees. The children can cut, join and build for a range of purposes such as making a nursery rhyme figure. Information technology is appropriately used to support the curriculum and children are developing their skill in using the computer mouse.

## **Physical development**

69. By the time the children join Key Stage 1 attainment is broadly in line with standards expected at this stage. Children were observed in a dance lesson. In the hall they show an increasing awareness of space and they move around with increasing control, taking care not to bump into each other. Fine manipulative skills are developed well through daily opportunities to handle pencils, scissors and manage small construction equipment. Adults support this development by their well-judged intervention. The lack of easy access to a secure and suitably equipped designated area for the children in the Foundation Stage in order to engage in physical outdoor play has a limiting effect on progress in this area. There are currently no large wheeled toys available for their use in outdoor play.

## **Creative development**

70. The children have a suitable range of opportunities to develop their creativity and by the time they begin Key Stage 1 overall attainment is what is normally expected of children of this age. They experience a range of techniques and use media such as paint, pastels, and collage with increasing skill and confidence. They draw portraits of each other showing careful use of paints. There is provision for good quality play. In music they enjoy singing, can name some of the instruments and play them correctly. In a dance session the children listened well to the music and danced as flickering

flames. Opportunities are enhanced by the close liaison with the pre-school and the range of creative activities which are provided in that setting. The very good classroom management and organisation skills of the teacher have a significant positive impact on the attainment and progress which the children make. This is essential in ensuring that the youngest children in a mixed age class have suitable provision.

71. Overall the management of provision for children of this age is good. During the past two years the environment has been much improved and it is now bright, attractive and suitable for the youngest children, with sufficient resources apart from those for outdoor play. The school is gradually implementing the curriculum for the Foundation Stage and realises that a policy setting out the school's aims and philosophy is needed, clearly setting out how the Foundation Stage operates in the school. Medium-term planning indicates the activities for the Foundation Stage but short-term planning does not always contain specific learning objectives for this age group. However, the provision for the children is good with activities pitched at an appropriate level. In lessons the teacher does explain the learning objectives to the children so that they understand what is required. Effective procedures for assessment are in place, ongoing assessment is thorough, and is used well to track progress and inform the planning.

## **ENGLISH**

72. Inspection evidence indicates that at the end of Key Stage 1 standards in all aspects of English are average, which is an improvement from the last inspection. At the end of Key Stage 2 standards are average in reading and speaking and listening but below average in writing. Most pupils make good progress in their English because of the good standard of teaching that now exists. An unsettled period of teaching in the past may have led to lower standards of attainment, but pupils are now catching up and standards are improving. The cohort in each Year 6 for the past few years has been small in number, which makes the use of data difficult, as there is significant variation each year. However, the overall trend since 1996 is an upward one.
73. Overall speaking and listening skills are average at the end of both key stages. In Key Stage 1 pupils listen well to stories and make interesting comments. They respond well to instructions from the teacher; this is illustrated clearly by the way in which they settle quickly to their group tasks, concentrating well. Pupils speak with increasing confidence because of the secure happy environment and the very good relationships that exist. The teacher manages the class very well, ensuring that all pupils have ample opportunity to make contributions. Pupils in Year 2 speak with enough detail to hold the interest of the rest of the class and several use correct technical language for example in science. Pupils are not shy about asking questions to help their understanding and they explain to others in their group whenever they need to. As pupils move through Key Stage 2, they maintain their good listening habits and use an ever-increasing vocabulary. In discussions they listen carefully to each other and develop their own thinking further. All staff place high value on speaking and listening skills and extending the pupils' vocabulary, which has a positive impact on the standards in the school. This is evident in the teaching in most subjects across the curriculum.
74. Attainment in reading at the end of both key stages is average. Baseline assessment indicates a broad range of ability but overall slightly below average. By the time they leave the school good progress has been made. This is due to the successful

introduction of the literacy strategies by the teachers, the direct teaching of skills and regular opportunities to read together. In Year 1 pupils recognise an increasing number of words and can read simple texts. In Year 2 pupils continue to build up their understanding of phonics and use a range of strategies to help read new words. They explain the difference between fiction and non-fiction and enjoy talking about their favourite authors. They talk about the characters in the story and can predict what will happen next. Most pupils can use a glossary and index.

75. At Key Stage 2 the teaching of reading skills is systematically continued throughout the key stage. Pupils read a wider range of stories and texts and have opportunity to discuss these with the teacher and other pupils. In Years 3 and 4 pupils can explain their preferences of authors and talk enthusiastically about books which they have enjoyed. By the end of the key stage most pupils effectively read a range of texts and they have good library skills. Teachers are enthusiastic about reading which helps to fire the pupils' interest. They place high emphasis on reading skills and time is allocated each day for either individual or paired reading. Pupils read books from reading schemes and also their own choice of library book. Many pupils in both key stages read their library books confidently and with enjoyment especially in paired reading time.
76. Attainment in writing at the end of Key Stage 1 is broadly average and at the end of Key Stage 2 is below average. Assessment made when the children enter school shows that attainment is slightly below average with age related expectations. An unsettled period of teaching in the past had a negative impact on standards, but because of the good teaching now taking place most pupils are making progress that is often good. This includes pupils with special educational needs and higher attainers. In the National Tests in 2000 higher levels were achieved. In Year 1 pupils build on their early experiences of writing to record their ideas using copied words and their developing knowledge of letter shapes and associated sounds. They write for a range of purposes such as re-telling stories or writing up experiments in science. By the end of Year 2 several pupils are developing a joined script to record their work. The school has recently adopted a commercial scheme to use throughout the school, which is having a positive impact in improving handwriting and spelling. They use appropriate structure when sending invitations to a bonfire party or developing adventure stories. Most pupils know the basic rules of grammar and punctuation and some are beginning to use interesting words and vocabulary in their stories. They use their developing knowledge of phonics to spell simple words and know how to use dictionaries for help with more difficult words. Good teaching with careful class management and organisation helps ensure that tasks are well matched to age and ability. The teacher knows the pupils well and the very good relationships encourage the pupils to do their best and to feel confident in their work.
77. Throughout Key Stage 2, grammar, punctuation and spelling are now taught systematically which is having a positive impact, although spelling and punctuation are still below average. Several pupils still write in short sentences and lack confidence in using spelling strategies. However, more pupils now write using paragraphs and are developing the use of more expressive vocabulary. The range of formal and informal writing is extended. There are good examples of cross-curricular work, for example in work about rivers, one pupil writes 'I [*water*] bubbled out of the ground and trickled down the hill'. Older pupils write a personal diary each week to their teacher, which contain good examples of expressive vocabulary and also make a good contribution to personal development. The comments from the teacher encourage development in language skills in addition to cementing the good relationships. Story openings become more interesting, grabbing the reader's

attention. There are strong links between reading and writing, for example, in using the work of Jan Mark. Praise and encouragement are well used to reinforce success and consequently pupils work very hard. Throughout the school liaison with support staff is very good which ensures that all staff are aware of the learning objectives. The practice in Key Stage 1 of providing a written sheet to explain the tasks and to enable support staff to provide comments, works very well. Handwriting shows improvement over the term and pupils are now developing a more consistent and joined style.

78. Pupils with special educational needs make satisfactory progress overall in relation to their prior attainment. This owes much to the appropriate use of the literacy strategy and the consistent and sensitive support of teaching and support staff. Higher attaining pupils make good progress, because work is pitched at a suitable level.
79. Overall the quality of teaching is good. The consistency of the teaching makes a major contribution to the attainment and progress of all pupils and represents an improvement since the last inspection. Lessons are most successful when the planning identifies exactly what the pupils should understand, know and be able to do by the end of the lesson. When these objectives are shared with pupils it encourages their motivation and enables them to assess their own progress. Teachers are knowledgeable and enthusiastic which increases the pupils' own enthusiasm for the subject. Questioning is used well to encourage pupils to share their ideas and to move learning on. Teachers and support staff frequently ask, "What if?" or "What do you feel about?". The very good management of pupils enables all pupils to make good progress. Language and literacy skills support and are supported by work in other areas of the curriculum such as work related to the residential visit or in religious education. The school is receiving extra support and training for literacy, which is having a positive impact on standards. Work is regularly assessed and careful individual records are maintained using national and optional test results. The school is developing procedures for tracking individual pupil's progress to help ensure that each individual makes sufficient progress.
80. The subject is well managed which has ensured significant improvement since the last inspection. The introduction of the literacy strategy has been successful and is now being reviewed with a view to adapting it more specifically to the needs of the school, for example possibly introducing a session for extended writing. Planning ensures a good balance of experience in literature. The school does not have specific guidance to ensure consistency in the systematic development in speaking skills as pupils move through the school. The English policy is a useful document, but it is in draft form. Spelling is now taught consistently. Assessment has improved and is now sound. Resources are now satisfactory and there is a suitable range of books available both in classrooms and in the library. Monitoring has taken place although there is no formal agreed plan for this. This means that some good practice, which could be shared, is missed. Staff meet regularly to discuss progress and monitor pupils' work. Useful portfolios are being compiled but they are not marked with curriculum levels to be of full value. Governors have not spent time in the classroom in order to become familiar with the curriculum. The school has exciting plans to involve the community in reading through shared reading and the use of 'Story Sacks'. The subject is enhanced by visitors to the school, including storytellers and visits to the local theatre.



## MATHEMATICS

81. Standards in mathematics at the end of Key Stage 1 and Key Stage 2 are above average and pupils make good progress in their learning. Results over the last four years indicated a drop in standards by the time pupils were eleven years of age but this has risen significantly over the last year due to the improvement in the quality of teaching and the stability of teaching staff. There is a similar picture for seven year olds although standards have improved significantly during the last two years, again attributed to the quality of teaching in this key stage. Overall there has been good improvement in standards since the previous inspection. Booster classes for pupils in Year 6 are having a very positive impact on attainment.
82. By the age of seven standards are above average. Almost all pupils can confidently add two or three numbers together to make 20 and have a sound knowledge of place value to 100. They can count in twos and fives to 100. Most know the properties of simple two-dimensional shapes and record information using simple block graphs. Many pupils are able to work with money to £1 and the less able pupils can handle money to ten pence. Pupils in Year 1 and the less able pupils in Year 2 pupils can accurately add and subtract numbers to ten. A few pupils are beginning to explain their methods of working to the rest of the class.
83. By the age of 11 standards are above average. Pupils are confident to work with large numbers and understand place value to 1,000. They understand how to calculate the 'mean', 'median' and 'mode' of a group of random numbers. Most are competent in using a range of strategies to work out problems both on paper and in their heads. They are able to explain their methods to the rest of the class or their teacher. They can identify regular and irregular shapes from their properties and accurately measure angles of triangles. Most can record and interpret information from a range of graphs, including bar line graphs, line graphs and pie charts. Pupils in Year 5 interpret information from a graph and know how to label the axes on graphs. Most year 3 and 4 pupils are able to add two digit numbers accurately.
84. The quality of teaching overall is good in both key stages and this is having a positive impact on pupils' learning. The management of the pupils in lessons is very good. In turn pupils have a very positive attitude to their mathematics and are particularly keen to rise to the challenges set by their teachers. All teachers have a good knowledge of the numeracy strategy, which they apply effectively, although mental mathematics sessions at the beginning of lessons are often short. They are working hard to ensure that tasks planned match the range of age and abilities in classes covering the whole key stage. This is enhanced by the introduction of booster classes for the Year 6 pupils who are given the opportunity to work as a small single aged group twice a week. Planning is satisfactory overall and clearly identifies the objectives to be met for each group. Although these objectives are displayed in the classrooms they are not consistently shared with the pupils at the start of the lesson nor referred to at the end during the plenary session. Instructions for tasks are clear and good support is given at the start of the lesson to ensure all pupils know and understand their task. Praise is used well to give pupils confidence to try to answer questions and to generally raise their self-esteem. The support staff are well organised and used effectively to support individuals and groups of pupils. In Key Stage 2, in particular, the teacher sets very challenging questions and the pupils are very keen to think up a sequence of numbers to challenge the teacher.
85. Teachers regularly assess pupils' knowledge and understanding using the commercial scheme's end of unit tests and mental mathematics tests. They are

using the key objectives from the numeracy strategy effectively to record what the pupils can do and to track progress. Results in standardised tests and the optional tests are also recorded to ensure that individual pupils are making at least the expected progress. The school is beginning to use data from the standardised tests effectively to guide them in their planning.

86. Pupils are beginning to use information technology to develop their mathematical knowledge, skills and understanding and can use programs effectively to record information and report on this information graphically. They also access information to help them with revision for standardised tests at the end of both key stages. However the use of information technology in mathematics remains underdeveloped.
87. The school has made good progress since the previous inspection. The co-ordinator is effective and supports her colleagues satisfactorily in raising standards. Resources have improved and are sufficient to enable the numeracy strategy to be taught effectively. This is having a positive impact on the attainment of the pupils across the school.

## **SCIENCE**

88. Inspection evidence indicates that pupils' standards in science are in line with national expectations by the end of both key stages. This is an improvement since the previous inspection. Two lessons were observed in science, one in each key stage. Judgements on teaching and attainment are based on those observations, an analysis of work and discussions with pupils.
89. Throughout Key Stage 1 pupils make good progress, including those with special educational needs. Teaching is effective and well planned, enabling the whole range of pupils to learn from trying things out. A lesson focused on how sounds travel was planned carefully, so that each group had practical experience that they could then share with each other. By the age of seven most pupils know about natural phenomena such as light or sound. Some pupils can make sensible predications, for example in connection with the use of a stethoscope, thus being introduced to higher level work and the skills of experimentation. The teacher has good subject knowledge, which helps the pupils to feel keen and confident. Pupils are enthusiastic about answering questions and make sensible contributions to discussion; for example, one child stated, "Our ears catch the sound". It also ensures that the lesson is pitched at a suitable level for all ages. Throughout the lesson all adults ask relevant questions which reinforce the learning. A useful planning sheet for support staff ensures that they are very clear about what they should do, and that they can make written comments or assessments. Careful questioning such as "What will happen if...?" stimulates the pupils' thinking. The good level of teaching ensures that the pupils are attentive, listen carefully and sustain their concentration. They remember what they have learnt because the learning has been fun. The lesson is well planned with clear learning objectives, which are shared with the pupils. The final plenary session helps to consolidate the learning and leads well into the next session.
90. By the end of Key Stage 2 most pupils have a thorough knowledge about forces and materials and their properties. They answer questions such as "What do we know about solids?" with clear, correct explanations. They investigate absorbency and what happens when substances are mixed together. One pupil remarks that gases are invisible, which leads to interesting discussion. The very good teaching is carefully planned ensuring all are involved and make very good progress during the

lesson. There are high expectations of work and the lesson moves at a brisk pace with a buzz of excitement. There is an appropriately high emphasis on safety throughout the lesson. All adults and pupils are aware of the learning objectives, which helps to keep attention focused. The lesson supports spiritual provision very well. Pupils are excited and stimulated by the activity and the reaction when bicarbonate of soda is mixed with vinegar. The teacher skilfully leads into the next lesson, which will include using yeast to bake bread, and links this with the type of bread eaten at the service of Holy Communion. Pupils write up the experiment, although they do not communicate their findings in a scientific manner.

91. Although the standards of attainment is about average most pupils are making good progress. Teaching in the past has been less satisfactory and standards lower. Teaching has now improved and consequently the pupils are improving their attainment. There are regular opportunities to enquire and investigate in the balanced curriculum programme. Pupils use equipment well, organise their work purposefully and quickly assimilate new scientific terms into their vocabulary. The practical activities are well matched to the objectives with the result that all pupils make good progress including pupils with special educational needs. This rate of progress is also due to the good planning, effective use of support staff and resources.
92. The subject management is sound. There is a useful science policy giving clear guidance and aims, but which now requires updating. The school has recently decided to adopt the QCA scheme and has planned a four-year cycle of work for Key Stage 2 and two-year cycle for Key Stage 1. This is having a significant effect on standards and the teachers' ability to plan work that is appropriate and builds on pupils' knowledge, understanding and skills. The co-ordinator has a clear overview of the subject and provides support to colleagues on an informal basis. The curriculum is enhanced by participation in such events as the local science fair, which helps to stimulate pupils' interest and pride in their work.

## **ART AND DESIGN**

93. Only one art lesson was observed in art during the inspection and therefore it is not possible to make a secure judgement on teaching. Evidence from a scrutiny of work and display throughout the school indicates that by the end of both key stages, attainment is broadly in line with that which might be expected of pupils of these ages. This is an improvement from the previous inspection when standards were judged to be below average at the end of both key stages.
94. During Key Stage 1 pupils cover a wide range of work and develop their control and expertise. They work with collage materials to depict the 'Fire of London,' paint portraits and use pastels for observational drawings. They continue to develop their drawing skills through direct observation, for example, of flowers. They mix and use secondary colours and using the computer write out clear instructions about how this is done. By the end of Key Stage 1 they use computer-generated programs to produce attractive designs. The pupils demonstrate increasing control in using a good range of media. This is enhanced by opportunities to work with artists and other visitors to the school, for example mask making with 'The Crowman'. At Key Stage 2 pupils build on their skills, and work is often enhanced through strong cross-curricular links, for example, work linked to the Egyptians and Greeks. They create careful observational drawings and wax resist still life prints. Work such as the Rangoli pictures linked to Divali enhances the cultural development of the pupils. From the

scrutiny of work, pupils including those with special educational needs, make satisfactory progress in art throughout the school.

95. From discussion, pupils throughout the school enjoy their artwork and feel pleased with their achievements. The management of the subject is sound. The policy has recently been reviewed and provides clear guidance and the school is adapting the QCA scheme for its own use. Resources have improved and are now generally sufficient, although it would be helpful to have more books depicting the work of different artists.

## **DESIGN AND TECHNOLOGY**

96. Standards in design and technology have improved since the previous inspection. They are average at the end of both key stages. Pupils are making satisfactory progress in developing ideas, planning, making and evaluating their products at an appropriate level.
97. In Key Stage 1 pupils illustrate a nursery rhyme effectively using moving parts. They talk about how they are going to make the part move. In Year 2 pupils satisfactorily discuss how to secure the arms and legs of a teddy bear to its body. They use paper fasteners and are aware that if they make the hole for the fastener too big the parts will not move as effectively. They can design and make a robot with an opening to enable a person to access the parts inside its body. Some pupils used flaps with joints, others used paperclips and pegs and another pupil used card and string. All use a range of materials effectively for their models. Some pupils make simple books, for example some recently made a storybook for 'We're going on a Bear Hunt'.
98. In Key Stage 2 younger pupils satisfactorily design a toy with a moving part. They list the resources they will need to make the toy. Older pupils plan, make and evaluate their pictures of nursery rhymes. They are working with a range of materials such as hessian and felt and are satisfactorily developing skills for joining these materials.
99. The school makes good use of outside visitors to support them with developing design and technology skills. For example during a recent visit from a storyteller, all pupils were involved in making masks and a gigantic puppet. Pupils worked effectively in family groups to enable the older pupils to support the younger ones.
100. No judgement can be made on the quality of teaching of design and technology because only two small groups were observed during the inspection. Evidence from long and medium-term planning indicates that the teachers are using the QCA scheme of work effectively to plan activities for the pupils on a rolling programme. This ensures coverage and satisfactory progression of skills. Management of design and technology has improved since the previous inspection and is now satisfactory. There are adequate resources to teach the subject.

## **HISTORY and GEOGRAPHY**

101. Standards in history and geography are better now than they were in the last inspection. By the end of both key stages attainment in history and geography is average and pupils are making satisfactory progress in their learning. This is mainly due to some staff changes and improvement in the quality of teaching. The adoption of the QCA scheme of work has also had a positive impact on pupils' learning.

102. In Key Stage 1 most pupils have a sound understanding of the story of 'The Great Fire of London' and older pupils are beginning to understand the importance of such events. They show knowledge and understanding of chronology by sequencing events over time following a visit to a local mill. Younger pupils can compare, through pictorial representation, holidays in the past with their holidays.
103. By the end of Key Stage 2 pupils are able to use information from a local census to find out about families who lived in the village during the nineteenth century. They use the information to suggest consequences and compare with present day. For example they decide that because families were larger and there were more children in each family the school must have been larger. They also discuss the occupations of the workers. Year 5 pupils look at photographs to compare life in the village in the past with today. Younger pupils in the key stage use information from the school logbook to find out about schools in Victorian times. They discovered that the school had a visit from an inspector during one of the weeks. Pupils in this class have also visited a local mill in order to make a study of local history.
104. All pupils in the school made an effective contribution to local centenary celebrations of St Bartholomew's Church by producing a display to illustrate the village's connections with the mining industry.
105. In geography pupils in Key Stage 1 can draw simple plans of their journey to school. They are able to identify features of the village using correct geographical vocabulary. They make drawings of landmarks such as telegraph poles and road signs. They find out about climates in other countries through writing stories such as 'The Jungle Giant', 'The Desert Giant' and 'The Snow Giant'.
106. Pupils in Key Stage 2 can use Ordnance survey maps satisfactorily while on a residential visit and make satisfactory progress in developing their general mapping skills. Most can make plans of their classroom, using a key and use correct geographical terminology when explaining their route to school. They compare climates around the world and look at the effects of altitude on land use and farming. Older pupils also use photographs of the local area to discuss environmental issues. For example they are aware of the local cinema being replaced by a supermarket and discuss the effects of this on the community.
107. It is not possible to judge the quality of teaching of history or geography because only one history lesson was observed during the inspection and no geography lessons. The teaching in the lesson was good and good use was being made of a range of resources to help pupils gain a sound understanding of local history. The teacher used the information researched by pupils at home, from talking to parents and grandparents, well. The school has appropriately reorganised the teaching of these subjects in blocks of lessons to ensure continuity and progression of skills. Provision has improved greatly since the previous inspection. The staff have worked hard to plan a balanced curriculum to ensure progression of skills using a two-year rolling programme in Key Stage 1 and a four-year programme in Key Stage 2. Teachers are using the national schemes of work well to plan activities and are looking at ways to record what the pupils know and can do in each subject. Resources are satisfactory and the school uses the local area and the residential visit for pupils in Key Stage 2 well to enhance the pupils' learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

108. Standards in ICT remain below average at the end of both key stages. However, the progress being made by the pupils is no longer unsatisfactory, because the expertise of the teachers is of higher quality and investments have been made in equipment. Most pupils now make satisfactory progress.
109. In Key Stage 1 the standards are just below the average overall, although in the short session observed standards were as expected. When supervised, pupils in Year 2 can load and eject a CD-ROM, but there is little evidence from talking to pupils that they are confident to do this unsupervised. Most are able to use the mouse to click and drag colours across the screen to make attractive patterns and older pupils talk confidently about using programs to prepare them for the standardised tests in English and mathematics. They use the computer to write their book reviews and work in pairs to write about 'The Sorcerer's Apprentice'. They know that a printer prints their work. However they are not confident to use the computers to organise and classify information in a range of different forms. They have limited experiences of ICT both in the classroom and outside school.
110. The attainment of pupils at 11 is below that expected for their age, although they are now making satisfactory progress in their learning. They can use a program effectively to record information and report this graphically in a range of different forms. These include pie charts and block graphs. They can satisfactorily use a word-processing package to write science experiments and to record their own versions of popular myths and legends, working with pupils in Year 3. Most are able to access the Internet for information such as to support them with revision for tests but are not competent to use e-mail to exchange ideas and information with others. However the school has been experiencing difficulties with these facilities and has only recently solved their problems. The use of control technology is very limited. Most pupils have little experience of using computers outside of school except for games but are keen to learn and to use computers in school.
111. There is insufficient evidence to judge the overall quality of teaching of ICT as only one short session was observed during the inspection. The school has appropriately identified this subject as a key area for development and a new commercial scheme of work has very recently been purchased to support the school in addressing problems of teaching these skills in classes of a wide range of age and ability. Staff are currently involved in training which is increasing their own confidence in the subject. The policy is good and clearly identifies the expectations and the needs of the school in order to raise standards. However it is still in draft. Each classroom now has three computers which are sufficient for the number of pupils in each class and the school has plans to address the limited attainment in use of control technology by the purchasing additional equipment. The school has made good use of facilities at the local secondary school to improve the staff's own expertise, which is having a positive impact on the attainment and progress that the pupils are making.

## **MUSIC**

112. During the inspection it was only possible to observe one music lesson in Key Stage 1. Based on this lesson and on discussion, standards at the end of Key Stage 1 are broadly in line with those normally expected for this age. As no lessons were observed in Key Stage 2, it is not possible to make a judgement on the teaching or attainment at this stage. In the last inspection no judgement was made on standards or teaching.

113. In Key Stage 1 pupils sing action songs and can sing a song in two parts. The teacher has thorough subject knowledge, which has a positive impact on the pupils' learning and they make good progress. Pupils with special educational needs make good progress because of the effective classroom support that they receive. Pupils develop their singing technique and their control at playing the instruments. The teacher skilfully links the activities and the song 'Going on a Bear Hunt' with previous work in literacy which helps to consolidate the learning. The teachers' own enthusiasm and interest helps to fire the pupils' own interest and they concentrate well enjoying the activity. The older pupils can follow pictorial notation with support. This is because of the clear explanation and instructions provided by the teacher. The teacher gives lots of well-earned praise telling the pupils to give themselves a pat on the back, which raises their self-esteem and determination to do well. Pupils know the names of the percussion instruments and listen attentively to each other. The management and organisation are good which enable all pupils including the youngest children to take part. Discussion with pupils in Key Stage 2 shows that activities build on what has been taught in Key Stage 1. Pupils are taught a range of songs and listen to music from different countries.
114. Peripatetic teachers provide tuition in piano, keyboard and violin; pupils enjoy having these lessons. There are opportunities for pupils to sing and play in plays or concerts at Christmas or Easter.
115. The management of the subject is good. Since the last inspection a useful policy has been written which clearly states the aims, approach and organisation. The school is currently reviewing the QCA scheme with a view to adapting it to meet the specific needs of the school. The school has increased the resources for music to a satisfactory level. The subject is enhanced by visiting musical and dance groups such as 'The South Asian Dance Group,' visits by Kirklees Music school to demonstrate instruments and visits to local concerts.

## **PHYSICAL EDUCATION**

116. During the inspection it was not possible to observe all aspects of the physical education curriculum. Evidence is drawn from observation in swimming, dance and games and from scrutiny of planning and discussions. At the end of both key stages pupils' attainment is broadly what would be expected of that age. This shows significant improvement from the last inspection when standards were below those expected.
117. The quality of teaching is good overall; teachers now plan lessons carefully and have high expectations of what pupils can achieve. Lessons are structured to give adequate time for the consolidation of skills and for pupils to refine their actions. This has a positive impact on the progress that the pupils make. Staff set a good example by showing enthusiasm for physical education, which has a positive impact on the pupils' own attitudes. Pupils are enthusiastic and well behaved.
118. By the end of Key Stage 1 most pupils can move with good control and mobility. They change direction in a controlled way and move at different levels. The good teaching in the lesson observed included skilful questions, which challenged the children and encouraged them to improve. Lots of praise and encouragement made the pupils feel confident and eager to do their best. Links in the dance lesson with a history topic on the Fire of London helped to stimulate the pupils' interest and imagination. All the

pupils responded well to the music; this was aided by the helpful demonstration by the teacher.

119. By the end of Key Stage 2 pupils move with increasing control and awareness of others, and demonstrate the expected range of passing and catching skills. By demonstrating their skills to each other the pupils evaluate their own achievement and improve their techniques. During the lesson observed, praise was well used to reinforce learning and the teacher made good use of questioning to assess the pupils' ability. There is a very effective swimming programme in place and all Key Stage 2 swim on a weekly basis. The teaching had very clear objectives that were followed through the lesson. The careful planning ensures that all Key Stage 2 benefit from the good teaching and support. Pupils are grouped according to their ability and work at a brisk pace throughout the session. Consequently all pupils are making good progress with their swimming and by the time they leave most can swim 25 metres.
120. The curriculum is broad and balanced and the management of the subject is sound. Extra-curricular activities include football and games. These clubs benefit from the expertise of a parent governor who is a sport specialist. Coaching from the local football team enhances the curriculum and dance workshops make a good contribution to pupils' social and cultural development. Facilities for physical education are satisfactory with a hall and school field. The school makes good use of opportunities for increasing equipment, for example a newspaper has recently donated new equipment for cricket.

## **RELIGIOUS EDUCATION**

121. During the last inspection there was little evidence of any religious education being taught in the school and it had not been possible to make a judgement on the attainment and progress of the pupils in either key stages. This is no longer the case as there is sufficient evidence to judge that standards are in line with the expectations of the locally agreed syllabus at the end of both key stages.
122. By the end of Key Stage 1 pupils can recall the story of 'Noah's Ark' and can discuss issues such as how the family must have felt when they were asked to build the ark. They know that the rainbow is a symbol of God's promise not to flood the earth again and talk sensibly about promises that they have made. Older pupils begin to assess whether these promises are ones that can or cannot be broken easily. Much of the work at this stage is through discussion but there is some recorded work about Noah, which is of the required standard for pupils of this age.
123. By the end of Key Stage 2 pupils have a firm knowledge and understanding of aspects of the Christian, Jewish and Sikh religions. They look at important religious texts used by the people and their religious festivals, including places of worship. They are making satisfactory progress in their understanding of the beliefs of those who follow the Christian faith and of some of the beliefs associated with some of the world religions, which are practised in this country.
124. No judgement can be made on the quality of teaching of religious education overall as only one lesson was observed during the inspection. However the quality of teaching in this lesson was good and the teacher had a sensitive approach to the subject. She made particularly good links with personal and social education by encouraging pupils to talk about their own promises, as well as God's promise to his people. This involved promises not to play other than in certain areas and not to go with strangers.



125. Standards and the opportunities provided for pupils to develop knowledge and understanding at an appropriate level have improved significantly since the previous inspection. The school satisfactorily follows the scheme of work set out by the local authority and they have worked closely with schools in the local area to decide which religions are to be covered by them. In Key Stage 1 pupils learn about Christianity and Judaism and in Key Stage 2 these are developed further and include learning about the beliefs and practices of Sikhs. There is a good display in the corridor of pupils' work about the story of Rama and Sita. The range of resources available is satisfactory and has improved since the previous inspection. They are used well to support learning.