

INSPECTION REPORT

**OUR LADY OF LOURDES CATHOLIC
PRIMARY SCHOOL**

Huddersfield

LEA area: Kirklees

Unique reference number: 107751

Headteacher: Mr M N Campbell

Reporting inspector: Mrs C E Waine
23081

Dates of inspection: 4th - 7th December 2000

Inspection number: 224914

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary with nursery
School category:	Voluntary Aided
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Bradley Boulevard Sheepridge Huddersfield
Postcode:	HD2 1EA
Telephone number:	(01484) 310700
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Appropriate authority:	The governing body
Name of chair of governors:	Reverend Father R A Owens
Date of previous inspection:	February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs C E Waine 23081	Registered inspector	Areas of learning for children in the Foundation Stage History Music	Standards – The school's results and achievements How well are the pupils taught? Leadership and management
Mr M Hammond 19558	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr R Barton 29703	Team inspector	Science Art Design and technology Special educational needs	The spiritual, moral, social and cultural development of pupils Assessment
Mr T Bell 20119	Team inspector	Mathematics Information and communication technology	How good are the curricular and other opportunities offered to pupils?
Mr J Curley 3191	Team inspector	English Geography Physical education Equal opportunities	Standards Pupils' attitudes, values and personal development

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The Registrar
Inspection Quality Division
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 8
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	9 - 11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11 - 12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	12 - 14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	14 - 15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	15
HOW WELL IS THE SCHOOL LED AND MANAGED?	15 - 17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	18 - 21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	22 - 34

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Our Lady of Lourdes is a well established Roman Catholic Primary school, with a nursery. The school is situated in an area of council housing where many houses are being emptied and boarded up. This has resulted in above average movement in the area and a fall in the numbers in school. There are 193 pupils on roll, including 16 children under five who attend the reception class full time and 31 who attend the nursery on a part-time basis, from the age of three. The area suffers a considerable degree of social and economic deprivation and about one third of pupils have free school meals, which is above average. Thirty-two pupils have special educational needs, which is similar to the national average. Most of these pupils have learning difficulties, but there is a significant minority with behavioural difficulties. Six pupils have a statement of their special needs and this is above average. Although pupils represent a wide racial mix no pupils have English as an additional language. All pupils are baptised Catholics and several parents choose to bring their children to the school from outside the area. Children's attainments on entry to the school vary considerably, but, overall, are well below average.

HOW GOOD THE SCHOOL IS

This is a very effective school, which serves its pupils well. Pupils achieve well in view of their prior levels of attainment and at age 11, attain standards that are better than most pupils in similar schools. The school is well led and managed and teaching is good. Pupils flourish in the caring and supportive Catholic ethos of the school. The cost per pupil is above average, but, in view of the quality of provision and the level of pupils' achievements, the school gives good value for money.

What the school does well

- Pupils achieve well and at age 11 attain standards in the national tests in English, mathematics and science that are higher than those of pupils in similar schools. Pupils with special educational needs also achieve well.
- Standards in physical education at ages 7 and 11 and in music at age 11 are above average.
- The quality of teaching is good and promotes very good attitudes to learning.
- The school benefits from strong leadership, particularly that of the headteacher. The teamwork of the staff is very good.
- There are very good relationships in the school, which promote racial harmony very well.
- The provision for pupils' spiritual, moral and social development is very good and promotes good behaviour and very good relationships.

What could be improved

- At ages 7 and 11, standards in information and communication technology are below the national expectations.
- The match of work for both higher and lower attaining pupils is inconsistent between classes.
- The provision of opportunities for pupils to make independent investigations in mathematics and science.
- The consistency of the application of the school's comprehensive marking policy.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998 and at that time was found to have serious weaknesses. In only two and half years, considerable improvement has been made and the weaknesses have been rectified. In response to the key issues of that inspection the school has:

- improved the quality of provision for the children in the Early Years Unit;
- improved the quality of strategic planning by staff and governors and cleared the financial deficit;
- introduced structured systems by which curriculum co-ordinators and the headteacher monitor the implementation of developments;

- involved the governing body in evaluating the success of spending decisions;
- provided good assessment procedures, which are used well in planning the curriculum.

The school has also enhanced the resources for information and communication technology, established stability in staffing and improved the accommodation and the security of the whole site.

The school is in a good position to improve further.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	D	C	A
mathematics	C	D	D	B
science	D	B	C	B
All core subjects	C	C	C	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

In 2000, pupils aged 11 attained test results that matched the national average in English, and science and were below average in mathematics. This represented good achievement, overall, for the pupils whose attainments on entry to the school were well below average. At age seven they attained standards above the national average, but the group changed considerably in Years 3 to 6, with many pupils leaving the school and others entering. In comparison with pupils in schools with similar levels of free school meals, standards were well above average in English and above average in mathematics and science. Standards in all three subjects have risen considerably since 1996 and have done so at a higher rate than nationally. There is no significant difference between boys and girls or the different racial groups in the school, although a small group of white boys did not perform as well as other pupils in the assessments. Inspection evidence indicates that, although pupils currently in Year 6 attained standards that were well below the national average in the tests at age seven, most are now working at levels that are expected for their age. Inspection evidence shows that standards are likely to be maintained at a similar level to those of 2000. The school's targets for attainment in the national tests in English and mathematics are based on accurate assessment records and it is successful in attaining them.

Children enter the school at age three with a wide range of prior attainments that are, overall, well below average. Progress in the Early Years Unit is now good, particularly in personal social and emotional development, communication, language and literacy and mathematics and most are likely to match the levels expected nationally at age five, when they begin work on the National Curriculum. At age seven, in 2000, attainment in the national tests was below the national average in reading, writing and mathematics and shows a decline from 1999. This is largely owing to yearly variations in the intake groups. When compared with similar schools, standards were well above average in reading and above average in writing and mathematics. Teacher assessments in science showed below average attainment. Inspection evidence shows that in the current Year 2 attainment levels in all these subjects are close to those expected nationally at age seven.

In information and communication technology, standards are below average at ages 7 and 11. In music, standards are above average at age 11 and in physical education are above average at ages 7 and 11. In all other subjects attainment matches the levels expected at ages 7 and 11.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are very good. Pupils are enthusiastic about school and work hard.
Behaviour, in and out of classrooms	Good overall. In some classes there are a few pupils with behavioural difficulties but teachers manage this behaviour well.
Personal development and relationships	Relationships are very good and promote very good racial harmony.
Attendance	Attendance statistics are below the national average, but there is less unauthorised absence than in most schools.

Attendance figures show that the levels of absence are above average but the school is exceptionally rigorous in marking the registers and figures do not reflect a true picture. Overall, it is close to the average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
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.

Teaching is good, overall. Forty-eight lessons or parts of lessons were observed and teaching was at least satisfactory in all of them. In 65 per cent, teaching was good or better and in 13 per cent it was very good or better. In one lesson teaching was excellent.

Teaching of the children in the nursery and reception years is good in personal, social and emotional development and in communication, language and literacy and mathematics. It promotes good progress in these areas and enables pupils to develop the basic skills required for their work on the National Curriculum. Some of the choice activities planned are insufficiently structured to provide for progress. Throughout the school, teaching in English and mathematics, particularly in literacy and numeracy skills, is good and promotes good learning for most pupils. Teaching meets the needs of all pupils for most of the time, but in some lessons work is not well matched to the needs of the lower or higher attaining pupils and this limits the progress that they make. Teaching in physical education is good and pupils learn well. In design and technology it is also good, but some lessons are short and this limits the impact of the quality of teaching.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for the youngest children and that for those in Years 1 to 6 is satisfactory. There is a good emphasis on basic skills of literacy and numeracy for pupils of all ages. Statutory requirements are met.
Provision for pupils with special educational needs	Provision is good and enables pupils to make good progress towards their personal targets. They are well supported by well-informed learning assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision, overall. Provision for spiritual, moral and social development is very good and promotes very good relationships, racial harmony and good standards of behaviour. Provision for cultural development is good.
How well the school cares for its pupils	The school provides a secure and caring environment in which the safety and well-being of pupils is paramount. Good assessment procedures are

	now in place and, overall, good use is made of the information they provide. There are inconsistencies in application of the comprehensive marking policy.
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The school makes every effort to establish a good partnership with parents. Whilst many are supportive of the school, not many become as involved with their children in learning as the school would like them to be. Whilst the assessment information is well used in planning the curriculum and work for average and special needs pupils, it is not used consistently in all classes to provide a good match of work for higher or lower attaining pupils. Consequently, in some lessons they make satisfactory progress, rather than the good progress made by the majority of pupils in the class.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very strong and committed leadership by the headteacher. He is very well supported by his deputy and curriculum co-ordinators. The whole staff work as a united team and there are very good relationships in the school.
How well the governors fulfil their responsibilities	Governors are well involved in the life of the school and have a satisfactory involvement in planning and evaluating success.
The school's evaluation of its performance	The school checks its standards against those of schools nationally and locally and those of similar schools. It takes appropriate action to deal with any comparative weaknesses.
The strategic use of resources	Financial and learning resources are used well.

The headteacher is a strong and determined leader with a high level of commitment to the school, its pupils, parents and staff and the Catholic faith. The quality of teamwork of the whole staff is a major strength of the school. Accommodation is very good and is well maintained. It is well enhanced by good quality displays of pupils' work. Staffing levels are good. Resources are satisfactory, overall, and those for information and communication technology and English are good. The headteacher and governing body work very successfully to ensure that they get the best value for their money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children are happy at school. • Their children are well taught and make good progress. • Their children are helped to become mature and responsible. • The school is well led and managed. • There are high expectations of their children. 	<ul style="list-style-type: none"> • Homework. • Information about their children's progress. • The way the school works with parents. • The range of activities outside lessons.

The inspection team agrees with the positive views of parents. In respect of the points for improvement the team finds that:

- homework is similar to that for most pupils of the same ages and is satisfactory;
- there are two parents' evenings each year, plus a chance to discuss the annual written report. In addition the school has two half-hour sessions each week after school when parents can drop in without an appointment to discuss their children. This provides more opportunities than in most schools for parents to get information about progress. Reports are of good quality;
- the school makes every effort to involve parents in school life, but only a small minority of parents

take up their opportunities. Those who do become involved are valued and enjoy their contact with school. Some go on to gain qualifications and then go on into employment;

- the school used to run a range of after-school clubs that were not well supported. In an attempt to involve all pupils in activities beyond their lessons the school has developed an innovative approach. There is a long working week in school and Thursday afternoons are given over to a range of activities usually found in out-of-school clubs. For example, there are French, art, and cookery clubs, choir and board games as well as research topics. These activities provide very good social opportunities for pupils of all ages and abilities to work together. Sports clubs continue to operate after school and are well supported.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children enter the Early Years Unit at age three, overall standards are well below those expected for their age, particularly in social and communication skills. Children are taught well and make good progress. By the time they transfer to Year 1, most match the level expected nationally in personal and social development, communication, language and literacy, knowledge and understanding of the world, mathematical, physical and creative development.
2. In 2000, the pupils' results in national tests for seven-year olds were below average in reading, writing and mathematics. When compared to schools with similar backgrounds, standards were well above average in reading and above average in writing and mathematics. Whilst most pupils attained the levels expected nationally, few attained the next higher level. Standards in the tests vary from year to year, but the average grade for the last three years is slightly above the national average in all three subjects. For example, whilst standards in 2000 are lower than in 1996 they are higher than in 1997. This largely reflects the change in the school intake as families have left the area, but staff absence and change have also had an effect. Attainment in writing is consistently below that in reading and mathematics and the school has identified this as a priority for improvement. Currently, most pupils in Year 2 are working at the levels expected nationally in reading, writing and mathematics. They have had the benefit of improved teaching in the nursery and reception unit and of greater stability in staffing. They are also benefiting from two years of the literacy and numeracy strategies, which are promoting good levels of achievement. There is a fluctuating pattern of the attainment of boys and girls but, overall, girls achieve higher standards than boys in reading and boys perform better in mathematics. Attainment in writing is similar. Teacher assessments in science were well below average, but attainment in science observed during the inspection shows that most pupils are working at the levels expected nationally.
3. The pupils' results in the national tests for 11-year olds were average in English and science and below average in mathematics, when compared to all schools nationally. When compared to similar schools standards in English were well above average and in mathematics and science were above average. This represents satisfactory achievement by those pupils, overall. At age seven they had attained above average standards in the tests, but there had been a 20 per cent change in the year group since that time, which affected the results considerably. Since 1996, results in all three subjects show a significant improvement, at a rate which is faster than that nationally. The proportion of pupils attaining or exceeding the levels expected nationally is steadily improving.
4. Attainment in writing is below that in reading and the school has identified spelling and handwriting as areas for improvement. Work in the current Year 6 shows that the action the school has taken is improving these areas and that, overall, attainment in writing is improving and is close to the level expected. Girls usually perform better than boys in all three subjects and, in 2000, the analysis of results showed that a small group of white boys do not attain as well as other pupils. The school is aware of this and recognises that a number of boys identified with behavioural difficulties could achieve more. There is extra support for these pupils and they are making good progress towards their behaviour targets. The school's assessment information indicates that pupils in the current Year 6 were well below average when they started school. In the test results at age seven, overall attainment in reading, writing, mathematics and science was well below the national average. Therefore their current standards indicate that the vast majority of pupils are achieving well, overall. The targets set for the school in English and mathematics are based on an analysis of test results and the school is successful in meeting them.
5. Pupils with special educational needs achieve well and make good progress towards the targets set in their individual education plans. Teachers plan well to help them make good progress and this is enhanced by the good use of support staff. In some classes lower and higher attaining

pupils do not achieve as well as other pupils because the work is not as well matched to their needs as it is to the average attainers and those with special needs.

6. In English, pupils' attainments are average in speaking and listening, reading and writing at age seven. By the end of Year 2 most pupils attain the levels expected for their age. Pupils speak confidently and clearly, although, overall, their range of vocabulary is below average. They make a sound start on the school's reading scheme and most write in sentences, apply full stops and capital letters with reasonable accuracy. Pupils build on this well and at age 11, attainment in English is average, although it is still better in reading than in writing. Pupils develop confidence in using their skills in other subjects. For example, in science they label diagrams and in history they write reports and carry out imaginative writing, such as describing the life of a child chimney sweep.
7. Attainment in mathematics is average at both seven and eleven. Pupils' numeracy skills have improved and are satisfactory, with a notable improvement in mental calculation. Pupils enjoy working out answers mentally and are developing the skills of explaining their methods. By the age of seven, the vast majority of pupils are confident in adding and subtracting numbers to 40 mentally. They double and halve numbers and are beginning to use formal pencil and paper methods to add and subtract larger numbers. These skills are extended in Years 3 to 6, so that, at age 11, pupils recall facts from their multiplication tables and work with numbers in the millions. They use fractions, percentages and decimals with confidence. They use these skills satisfactorily in other lessons, such as when calculating and recording the results of investigations in science.
8. Attainment in science is average at the end of Year 2 and Year 6. This is an improvement on the assessment results at age 7 in 2000 and is similar to the standards attained at age 11, in the test results of 2000. Pupils make good progress through the school in gaining knowledge and skills. At age seven, pupils have sound knowledge of their bodies and of the importance of a healthy diet and exercise. They understand about forces and predict results of how certain materials will affect the movement of vehicles on a ramp. They learn to predict and then test their ideas and then to consider why things happened in their experiments. These skills are further developed in Years 3 to 6 and, at 11, pupils have sound knowledge of all areas of science. However, their opportunities to investigate and record their findings for themselves are limited and this restricts progress in this aspect.
9. Standards in information and communication technology (ICT) are below the levels expected at ages 7 and 11, because the school's very good action plan for improvement has not yet been fully implemented. Standards in physical education are above national expectations at ages 7 and 11 and, in music exceed expectations at age 11. In all other subjects pupils make satisfactory progress and attain the levels expected by the National Curriculum at both 7 and 11.
10. Overall, there have been good improvements in standards in English, mathematics and science. Standards reflect good levels of achievement by pupils. The good quality of teaching, the introduction of effective literacy and numeracy strategies and pupils' very good attitudes to learning are all significant factors in this improvement. The school sets appropriate targets for improvement, based on assessment information, and is successful in achieving them.

Pupils' attitudes, values and personal development

11. The previous report stated that pupils' attitudes to school were satisfactory and often good. Currently, attitudes are very good and pupils are enthusiastic about school. Pupils enjoy attending because teachers provide interesting and worthwhile activities for them to do. Pupils feel secure and confident in school and they know that teachers value them. This makes a significant contribution to their attainment and progress
12. The majority of pupils listen attentively to the teacher and respond well to questions and discussions. They concentrate on the tasks set and co-operate when working in small groups. Most enjoy their work and are keen to talk about what they are doing. Some are beginning to

work with a degree of independence, for example, during their research into rivers in geography. However, their opportunities to investigate independently in mathematics and science are limited. Pupils are proud of what they achieve and like to share the work they have done. They are aware of safeguarding the environment and keep the school tidy and free from litter.

13. As at the time of the last inspection, behaviour is good. A commendable discipline policy is consistently applied by staff and promotes good behaviour. Teachers have very good relationships with pupils and deal with the very small number of instances of misbehaviour quietly but firmly. Behaviour in the classroom and on the playground is good. Pupils play together in small groups, nobody is isolated and there is no rough play. Parents are happy with the standards of behaviour in school. Bullying is not an issue and pupils know what to do if an unpleasant incident occurs. There is very good racial harmony in the school. Teachers and pupils have discussed together how they should behave for the benefit of each other and in each classroom a small number of rules is displayed for the common good. The house system and the use of house points also make a worthwhile contribution to the standard of behaviour in the school.
14. Pupils with special educational needs are interested in their work and show good levels of concentration in the classroom and on those occasions when they are withdrawn to work outside the classroom. They work well with other pupils and take part in all aspects of school life.
15. Pupils' personal development is very good. Relationships between pupils and between pupils and staff are very good. The majority of pupils are co-operative and friendly in the classrooms and at other times of the day. Pupils' attitudes in the dining room are good and dinnertime is a worthwhile social occasion. They are courteous, say please and thank you and move around in a sensible manner when collecting their meals. Table manners are good and pupils talk quietly to each other. Most work well in pairs and groups, willingly sharing ideas and equipment. Good co-operation is shown in physical education, for instance, when pupils demonstrate their skills and acknowledge the good efforts of others. Pupils are given time to reflect on what makes other happy or sad. Most understand the feelings of others and know that if they upset somebody they should try to make amends as well as saying sorry, perhaps asking them to come and play. Pupils accept an appropriate range of responsibilities willingly. They are aware of the needs of the less fortunate and give generously to charities like CAFOD and the NSPCC.
16. Attendance is below the national average with unauthorised absence broadly in line. The school is exceptionally rigorous in marking the registers, which are closed early. Figures do not reflect a full picture of a school where the majority of pupils are very keen to attend. Punctuality, both at the start of the day and in the lessons, is good and this contributes positively to pupils' achievements.

HOW WELL ARE PUPILS TAUGHT?

17. Teaching is good throughout the school and in all 48 lessons seen it was at least satisfactory. In 52 per cent of lessons teaching was good, in 11 per cent it was very good and on one occasion teaching was excellent. This is a big improvement since the previous inspection. At that time, there was no qualified teacher in the Early Years Unit and teaching was unsatisfactory. In Years 1 to 6 several teachers were absent and there was some unsatisfactory teaching in those classes also. There is now more stability in the staffing in these year groups. Good teaching was observed throughout the school in English, mathematics and physical education. Teachers have effectively implemented the National Literacy and Numeracy Strategies and are confident in teaching the basic skills needed for learning.
18. In the Early Years Unit, the overall quality of teaching is good. In the lessons seen 50 per cent was good. It was particularly good in communication, language and literacy and mathematics and in a physical education lesson. The teacher gives lively introductions to lessons and involves children well. Children enjoy these sessions and are keen to answer questions and say why they have given a certain answer. The teacher uses good strategies to teach reception children how to use their knowledge of letter sounds to build up words. For example, she uses sticky notes to cover up words and peels them back a letter at a time. Children are stimulated by this and make good progress in applying their phonic knowledge. Assessment information is used well to match

tasks to children's needs and build on previous learning. All staff are aware of the needs of this age range and are particularly aware of the need to develop children's social and communication skills. They work effectively to this end and children quickly learn to relate to each other and to staff. The organisation of some of the choice activities is less effective. There is insufficient structure or guidance to some of them and children do not learn from them as well as they might. For example, when a mixture of farm and zoo animals were put out for sorting, too many were put on the table, along with some coloured bricks. There was little space left for children to play and they did not realise that they were intended to sort the animals, or build a farm or zoo with the bricks. Most ignored the table altogether, whilst others spent a very short time just picking up animals and then putting them down again, before moving away.

19. Teaching in Years 1 to 6 is good, overall, and sometimes very good. Teachers have very good relationships with their pupils and high expectations of pupils' ability to work hard and behave well. There are some challenging pupils in the school and teachers manage their behaviour very well. All staff apply the school's discipline policy in a calm and positive manner, which minimises the effect of any misbehaviour. The good use of support staff with pupils with behaviour difficulties means that other pupils in the class do not have their work interrupted and can make good progress. Throughout the school, teachers have good subject knowledge and use it well to plan interesting lessons that stimulate pupils to work hard. Teachers give clear instructions and tell pupils what it is that they are expected to learn. They involve pupils fully in lively introductory sessions and question them well to make them think about their work. They are good at getting pupils to explain how they arrive at their answers, so that they learn from each other. Discussions are included in lessons and effectively develop pupils' speaking and listening skills. For example, pupils in Year 6 discussing life in the Blitz displayed empathy with people who lived through it.
20. Teachers' use of assessment has improved since the previous inspection. During lessons, teachers assess pupils' work and give them appropriate advice that extends their knowledge and skills. At the end of lessons, teachers make good use of time to assess what pupils have learned and make notes to help them plan the next steps. The information gained was well used in a Year 5 mathematics lesson, when the teacher highlighted difficulties he had noted during the morning numeracy lesson and helped pupils to improve on these. In many lessons this information is used well to plan tasks that build well on pupils' previous learning. This varies between classes and subjects and sometimes work is not as well matched to the needs of lower or higher attaining pupils as it might be. For example, in pupils' science books it is evident that pupils of all abilities have completed the same work at similar levels. Although these pupils usually make satisfactory progress, it is not as good as others in the class. Tasks set were too hard for the lower attaining pupils and this hampered their learning. For the age of the pupils, the amount of work they have to do at home is satisfactory and supports their learning.
21. Although teaching is good, overall, there are some lessons where it is less effective. In these lessons, time is not always used as well as it might be. For example, in one mathematics lesson the introduction was over-long and some pupils began to lose interest, although they did settle to their tasks well and made satisfactory progress, overall.
22. The quality of teaching of those pupils with special educational needs is good. Pupils with special educational needs are well supported in class and their teachers endeavour to plan lessons to match their abilities, although this is not always consistent across the school and across different subjects. Teachers, together with the special educational needs co-ordinator, write termly individual education plans and targets. These are regularly reviewed. Support staff provide valuable and effective assistance and there is a good standard of liaison between teachers and support assistants to ensure that both know what is to be done and what progress has been made.
23. The good quality of teaching has a significant impact on the progress that pupils make as they move through the school.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO

PUPILS?

24. The curriculum is broad and mainly well balanced, although in some classes the time given to the practical subjects of art and design and technology is short and reduces the impact of good teaching. The appropriate statutory curriculum is in place and is being amended appropriately to match the new National Curriculum. Some good improvements have been made in recent years. The school has improved the quality of the curriculum for the children in the nursery and reception years, in line with the new national guidelines. The annual staff conference provides well for an annual review of curriculum provision. The effective introduction of the National Literacy and Numeracy Strategies is having a positive impact on pupils' learning and achievements. The school has adopted a national scheme of work for information and control technology to ensure full coverage of the subject, but this is not yet fully implemented. Together with schemes of work for other subjects, these provide a sound framework for lesson planning and for promoting progressive learning of skills and knowledge across the whole school.
25. The curriculum for the children under five is satisfactory, overall, and provides for the required areas of learning for the new Foundation Stage. There is a satisfactory balance of directed and free choice activities and a good emphasis on social and communication skills and early literacy and numeracy. Directed activities are satisfactory and sometimes good but some of the free choice activities have insufficient focus. Planning is satisfactory and provides appropriate experiences for the different age groups.
26. The school offers a range of interesting learning opportunities that are relevant to pupils' needs and which meet the requirements of the National Curriculum. All pupils have full access to the curriculum. For example, appropriate care is taken to ensure that boys and girls have equal opportunities to participate in sports' activities. However, there are insufficient opportunities for pupils to carry out independent investigations in mathematics and science.
27. The school seeks to provide a good breadth of experience, including visits to centres of educational interest, a residential visit that includes outdoor activities and the contribution of visitors from the local community to school, to share their knowledge and expertise with pupils. A programme of extra curricular activities, including sport, music and drama, enriches the curriculum. Other activities were not well supported and so the school, which has a long working week, gives over every Thursday afternoon to provide a good range of extra-curricular activities. Aspects of personal, social and health education are well integrated into teachers' planning. Provision for pupils' personal development is very good and promotes good behaviour. Pupils receive appropriate instruction on health matters and sex education and on awareness of the misuse of drugs.
28. Good provision for pupils with special educational needs enables these pupils to make effective gains in basic skills and access the wider curriculum profitably. Their work is planned at an appropriate level and language development is well integrated into most subjects, although it is weaker in mathematics. No pupils are disapplied from the national curriculum and pupils with special educational needs take a full part in the curriculum.
29. There is useful two-way communication with other schools in the local 'family group' through which the transfer of pupils from one stage of education to the next is made as smooth as possible. Teachers with responsibility for subjects meet with others from local schools to discuss topics of mutual interest and improve provision. Additionally there are strong links with other Catholic primary schools in the area.
30. The school's provision for spiritual development is very good. Within the strong Christian ethos of the school pupils frequently have the opportunity to reflect on meanings in their life. Pupils consider and reflect upon their own personal qualities and what it means to make a choice. In English, music and art pupils are asked to give their personal response to poetry, different kinds of music and works of art. In science, they consider the wonders of nature. For instance in one science lesson observed during the inspection, several pupils experienced a real sense of wonder and personal discovery when they transmitted their voices along a piece of string or wire to a

friend. During assemblies, pupils are given time to reflect on the theme of the assembly or the prayers that have been said.

31. Very good provision is made for pupils' moral and social development. Pupils develop a clear understanding of right and wrong through the school's strong moral framework. Rules for behaviour and class targets are displayed prominently around the school and pupils understand these. The school has a positive approach to pupil behaviour giving rewards and commendations for personal as well as academic success. Teachers set a good example of patience, sympathy and kindness and moral and social themes are dealt with in lessons and assemblies. For instance, the dangers of drug misuse are first raised with the very youngest pupils who learn about the dangers of unprotected medicines. In history, social conditions of the past are compared to the present-day and pupils are given the opportunity to consider rights and wrongs in themes such as child labour in Victorian times. In geography, pupils study the moral and social implications of environmental issues such as pollution. In many lessons, pupils are positively encouraged by their teachers to work co-operatively on suitable tasks. During the school's weekly activity afternoon, pupils from all year groups work together and older pupils help younger ones willingly. Older pupils take on responsibilities as corridor monitors and house captains and help with setting up equipment for assemblies and physical education lessons. Pupils raise money for various charities and decide what sort of stalls they will set up when raising money.
32. Provision for cultural development is good. Pupils develop a clear knowledge and understanding of the cultural traditions of the Roman Catholic Church. Other religions and cultures are not neglected and pupils study the Jewish and Islamic faiths in particular. They also learn about other festivals and celebrations, such as the Chinese New Year and Divali, which are not Christian-based. Pupils benefit from visits to places of interest, such as museums and churches, in the local area. Music and theatre groups visit the school as well as representatives of the local community, such as the parish priest, community policeman and fire brigade. Although there have been some visits to the school by people from other countries and cultures, these have been few. Pupils' experience of music and art from other countries and cultures outside Western Europe is limited.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school provides a very happy, safe and stimulating environment and there is a good range of policies, which are applied consistently by all of the staff. These effectively promote pupils' welfare. Teachers and support staff have a very caring attitude towards pupils and their families. Being part of the Roman Catholic Church Family both pupils and their families are all well known and this helps teachers monitor pupils' personal development.
34. Relationships between teachers, support staff and pupils are very good and pupils are seen caring and supporting each other. Pupils grow in confidence as they progress through the school. They are more than willing to talk about themselves and their feelings and to ask for help when it is needed.
35. The school is committed to a positive discipline and behaviour policy and functions as an orderly and caring community. Parents are encouraged to contact the school should a problem arise. Procedures for the supervision of the children during lunchtime and other breaks are very good. There are very rigorous procedures for monitoring children's' attendance. The school has a good child protection policy and all staff are aware of their responsibilities in this area. Satisfactory arrangements are in place to deal with sick children.
36. The school gives good support to pupils with special educational needs and makes good use of the support available, both within the school and from outside agencies. In class these pupils often receive sensitive support to enable them to take a full and active part in lessons. For instance, in a literacy lesson the support assistant enabled a pupil to make a valuable contribution to a discussion. Some pupils also benefit from support outside the classroom, which is well directed to their individual needs. Individual education plans contain targets that are usually realistic and well matched to pupils' needs. Good records are maintained to show the progress of

pupils with special educational needs. Regular reviews and assessment of targets inform future plans well.

37. The governors monitor an effective health and safety policy and an audit of the site takes place each term. The school caretaker thoroughly checks the site each week and organises termly fire drills.
38. The academic progress and attainment of pupils, including those with special educational needs, is assessed and monitored well by the school. A good range of techniques, including standardised tests and teacher-designed tasks, are used to assess pupils' achievements in English, mathematics and science. Assessment information is well recorded so that the progress and targets of individual pupils can be tracked. Significant pieces of pupils' work are kept in individual portfolios, to maintain a fuller and more personal picture of each pupil. Each pupil also has their own record file into which they put pieces of work of their own choice and in which they make personal assessments of their progress. This gives them a good picture of how they are improving. Assessment procedures in other subjects are based upon the main learning targets that teachers identify in their planning. Teachers' recording of these assessments is usually carried out well, but there are some inconsistencies across the school. Teachers know their pupils well and in their day-to-day planning books they record assessment information about groups and individual pupils that help in planning future lessons. This is well used to provide a good match of work for the average attainers and special needs pupils, but is not used consistently in all classes to match work to the needs of higher or lower attaining pupils.
39. The headteacher thoroughly monitors and analyses assessment results. Good use is made of this analysis during the school's three-day annual planning conference for all staff. It enables them to identify aspects of the curriculum or groups of pupils where more development or input is needed. For example, the need to improve the spelling and handwriting curriculum was identified and effective action was taken to improve the curriculum and teaching. Standards are now rising in both areas.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The view of the majority of parents' and carers is that this is a good school where all members of staff care deeply for their children. They say that the school helps their children to become mature and responsible. They say that their children are happy in school and enjoy attending and that they also feel welcome and very much part of its family.
41. The impact of parents' involvement with the school is satisfactory. The majority of parents agree that they are encouraged to play an active part in the life of the school. A small number act as volunteers, working closely with teachers. Many other parents attend the weekly celebration assemblies and family masses. They help on the Year 6 residential week, on school trips, the annual marathon, sports gala, choir events and with the special Christmas celebration. However, despite strenuous efforts by the school only a small proportion of parents become as involved in their children's learning as the school would like them to be.
42. The level of information given to parents is good. This includes regular updates of events planned by the school. Parents are kept informed of their children's progress through two parents' evenings and a well-written annual report. Two half-hour sessions are arranged each week for parents to drop-in without an appointment to discuss their children. The last inspection said that the school prospectus contained a wealth of information, but was not easy to read. This has now been satisfactorily dealt with. There is a good home-school agreement in place and, overall, the contribution of parents to children's learning at school and at home is satisfactory.
43. Parents of pupils with special educational needs are kept informed of their children's attainment and progress. They are invited to termly review meetings to discuss their children's progress and future targets. The school is developing a procedure for actively involving all parents in helping their children to reach their personal targets, identified in their individual education plan targets.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The school benefits from strong leadership, particularly that of the headteacher. He is single-minded in his determination to provide a good education for the pupils, firmly rooted in the setting of the school's Catholic faith. He demonstrates a high level of commitment to the school and its community. Together with his deputy, staff team and governors, he has secured many improvements to the school since the last inspection: rising standards; improved teaching and learning; improved stability in staffing; and improved accommodation and resources. He has a clear view of what the school has to do to improve further and shares this with the staff and governing body.
45. The deputy headteacher and curriculum co-ordinators support the headteacher very well and he enables them to carry out their roles effectively. They check the quality of teachers' planning to ensure that the curriculum is fully taught. They have time each term to visit other classrooms to observe the quality of teaching and learning in their subjects. This is effective because there is a sharp focus to the observations and co-ordinators give feedback to teachers to help them improve their lessons. Co-ordinators have a good overview of their subjects and have clear action plans to improve provision. This is a big improvement since the last inspection when their roles were under-developed.
46. Relationships within the whole school community are very good. A very positive Catholic family ethos is created and this supports pupils very well. They gain confidence and develop a will to succeed, both with their work and personal development.
47. The special needs co-ordinator, senior management team and support assistants are effective in promoting the importance of special educational needs throughout the school. Good records are kept and there are effective procedures for the identification, monitoring and review of pupils' progress. The co-ordinator monitors some aspects of teachers' planning for those pupils with special educational needs, but does not fully monitor the work of pupils. The school has a nominated governor for special educational needs who is in regular contact with the special needs co-ordinator and has a good overview of provision.
48. The headteacher makes a thorough analysis of assessment results and shares this with staff and governors. All know how the school compares to the national picture, schools in Huddersfield, local Catholic schools and schools serving the same area of Huddersfield. Governors are aware of the school's strengths and what it needs to do improve. The success of this approach is evidenced in the action taken to improve the standards in writing by a sharp focus on spelling and handwriting. Realistic targets are set in English and mathematics based upon this knowledge and on current assessment information.
49. Members of the governing body are well involved in the life of the school and fulfil their statutory responsibilities. The chair of governors, the parish priest, holds weekly masses in school, often involving parents. Other governors visit regularly and a few observe in classrooms, informally, and talk to teachers about what they have seen. Most have a good overview of the school and see the effect that their decisions have on provision. A few governors are new and have not yet had time to gain a clear picture. Since the last inspection, governors have played a much more active part in long-term planning for the school. The school's development plan now takes a long-term view that takes full account of future changes in the area as well identified school priorities. It is costed and the finance committee checks regularly to make sure that monies are spent appropriately. The large deficit noted at the last inspection has been cleared and the school now has an appropriate surplus projected for the current year. This is a good achievement in a short time. The headteacher has worked very effectively in cutting costs of improvements, by hard bargaining with contractors and by negotiating special deals with resource suppliers.
50. There are good levels of teachers and support staff who are well qualified to teach the age groups they work with. All subject co-ordinators have qualifications in their area, with the exception of history. The headteacher is temporarily responsible for history, though this responsibility is soon to be allocated to a specialist. There are very good procedures in place to provide meaningful

induction for new staff, several of whom have joined the school in the past year. Newly qualified teachers have good support from the local authority and the diocese, as well as support and guidance from the school. All staff are appraised annually and a good new performance management policy has been adopted which should provide well for teachers' development. Administrative and site supervisory staff are efficient and give the school good support, which allows teachers to concentrate on their teaching. Good use is made of computers to support administration and increase efficiency. Staff, including all ancillary and support staff, meet for a three-day residential conference annually. This conference includes the review and production of the school and subject development plans and individual staff development interviews with the headteacher. Training needs are planned to meet individual, subject and whole school needs. Support staff are appropriately deployed to meet the needs of pupils and are clearly committed to their work with individuals and small groups. All school staff contribute very positively to the Catholic family atmosphere to which the school is committed.

51. Accommodation is very good. The building is well maintained; it is clean, in very good decorative order and provides a safe and secure environment. It is greatly enhanced by well-presented displays of work. Classrooms are of a good size and staff use the available space well. The grounds are spacious and include three hard-surfaced playgrounds for pupils in Years 1 to 6. The hard area for the children under five is small for the numbers in the unit and there is no covered area for play in inclement weather.
52. The school has a sound supply of learning resources which allow the curriculum to be taught effectively. Resources for English and information and communication technology are good. The number and availability of computers is good and the school has had additional funding under the National Grid for Learning (NGFL) initiative. Resources are well looked after, readily accessible and well used.
53. Overall leadership and management are strengths of the school and a considerable factor in its success. Despite the fact that the cost per pupil is above average, the good level of personal achievement of pupils, the good quality of teaching and the very good attitudes to learning mean that the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further raise standards the school should:

- (1) focus on information and communication technology by fully implementing the new scheme of work and providing training for teachers as detailed in the action plan:

(Paragraphs 9, 112 - 118)
- (2) ensure that assessment information is used consistently in all classes to match work to the needs of all pupils:

(Paragraphs 20, 38, 75, 82, 91, 109)
- (3) provide more opportunities for pupils to practise the skills that they learn in mathematics and science in problem solving and independent investigation:

(Paragraphs 26, 80, 84, 88, 92)
- (4) improve the consistency of marking between classes and subjects to reflect the good guidance given in the detailed marking policy and to match the good practice in English.

(Paragraphs 74, 83, 92, 110)

In addition the governors should consider the following minor issues for inclusion in the action plan

(Paragraphs 16, 18, 24, 25, 51, 52, 63, 97, 98, 101):

- choice activities for children in the Early Years Unit do not always have a clear focus;
- in some classes lessons in art and design and technology are very short;
- attendance is below average;
- the hard outdoor area for the children in the Early Years Unit is small and there is no covered area for inclement weather.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	11	52	35	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	15.5	162
Number of full-time pupils eligible for free school meals	Not applicable	57

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	6
Number of pupils on the school's special educational needs register	2	31

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	6.0
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	16	13	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	15	14
	Girls	10	10	10
	Total	24	25	24
Percentage of pupils at NC level 2 or above	School	83 (83)	87 (96)	83 (96)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	13
	Girls	10	10	10
	Total	24	25	23
Percentage of pupils at NC level 2 or above	School	83 (87)	86 (96)	79 (87)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	19	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	8
	Girls	16	14	15
	Total	23	21	23
Percentage of pupils at NC level 4 or above	School	79 (72)	72 (58)	79 (86)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	9
	Girls	16	16	16
	Total	23	23	25
Percentage of pupils at NC level 4 or above	School	79 (89)	82 (89)	93 (94)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	24
Black – African heritage	1
Black – other	22
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	128
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	3	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: Y1 – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	20.25
Average class size	23

Education support staff: Y1 – Y6

Total number of education support staff	6
Total aggregate hours worked per week	106

Qualified teachers and support staff: Early Years Unit nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	31

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

Number of pupils per FTE adult	10.3
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	411843
Total expenditure	434707
Expenditure per pupil	1882
Balance brought forward from previous year	0
Balance carried forward to next year	-22864

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	193
Number of questionnaires returned	93

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	44	3	1	0
My child is making good progress in school.	48	42	6	1	2
Behaviour in the school is good.	45	43	9	0	3
My child gets the right amount of work to do at home.	38	39	17	6	0
The teaching is good.	49	40	4	2	4
I am kept well informed about how my child is getting on.	40	30	25	5	0
I would feel comfortable about approaching the school with questions or a problem.	54	33	5	5	2
The school expects my child to work hard and achieve his or her best.	59	39	2	0	0
The school works closely with parents.	40	34	18	5	2
The school is well led and managed.	53	40	1	2	4
The school is helping my child become mature and responsible.	52	44	2	0	1
The school provides an interesting range of activities outside lessons.	29	38	20	3	10

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

54. There has been a considerable improvement in the provision for the children in the Early Years Unit since the previous inspection. At that time, there were significant shortcomings and the area was a major weakness in the school. There was no qualified teacher, the curriculum was unsatisfactory and children made little progress. There is now a qualified teacher working alongside two nursery nurses. During the inspection, one nursery nurse was ill and was replaced by a temporary one. The curriculum provides satisfactorily for the areas of learning for this age group, in line with the new national guidelines. The quality of teaching has improved and in all lessons observed it was at least satisfactory. In half of the lessons seen teaching was good. The quality of teaching is good in activities that are the focus of direct staff teaching or support and has a positive impact on children's progress. Good teaching was observed in the important areas of communication, language and literacy and numeracy and in a physical education lesson for the reception year.
55. Sixteen reception year pupils currently attend the unit full-time and 31 nursery pupils attend part-time. Children enter the nursery either in the September or January following their third birthday and transfer into the reception group a year later. Their attainments vary considerably on entry to the nursery but, overall, are well below average. This is confirmed by the school's entry assessments. Some pupils have difficulty in communicating themselves clearly and in playing alongside others. To overcome these problems the school correctly places a heavy emphasis on personal, social and emotional development and communication skills. Children make good progress, but, when they are formally assessed on entry to the reception year, they are still a little below average, overall. Work in the reception year builds well on that of the nursery and children achieve well, particularly in personal, social and emotional development, communication, language and literacy and mathematics. At age five, most children are likely to match the levels expected nationally. In knowledge and understanding of the world and creative and physical development, children make satisfactory progress and are close to the levels expected at age five. There are two children in the reception year with special educational needs and they are well supported by staff and make good progress towards their personal targets.
56. The curriculum provides for a suitable balance of directed and free choice activities. Directed activities are well planned and staff make good use of assessment information to plan work that builds well on children's prior learning. They constantly assess how children achieve in their tasks and keep detailed records to help them plan the next steps. Choice activities vary in quality and do not always provide adequate stimulation or focus for the children. On these occasions, children do not know what they are expected to do with the equipment put out for them and move on without gaining any benefit from the experience.

Personal, social and emotional development

57. The school places a heavy emphasis on this area and children make good progress in learning to relate to each other and to the staff. On entry to the school many of the children have poorly developed skills in relating to others. A small minority display anti-social behaviour. Staff provide a friendly and caring environment and adopt a consistently firm but positive approach to discipline. Children quickly learn how they are expected to behave. All children are encouraged to try to manage their own personal needs and be independent. They hang up their own coats and dress and undress themselves with the minimum of help. The younger children find their name card and hand it to a nursery nurse on arrival and all take themselves to the toilet unaided. Older children display confidence when taking part in full group lessons, speaking clearly and joining in with enthusiasm. The youngest children were observed playing alongside each other contentedly, although few actually played together, sharing equipment, unless led by staff. Older nursery children share equipment amicably and those in the reception year are keen to work and play together, taking turns sensibly, such as when using the computers. By the time children start

Year 1, the achievement of the vast majority is in line with that found nationally.

Communication, language and literacy

58. Teaching is good and basic literacy and communication skills are taught well. Many children enter the unit with poor language skills. Staff plan carefully to develop these skills and spend much time listening to children and helping them improve their range of vocabulary. They make good progress and older children in the nursery communicate satisfactorily with each other during their activities. In the reception year, the teacher puts a strong emphasis on correct use of spoken English and most children speak clearly in sentences. For example, she corrected the children when they said “eaviest” in a mathematics lesson and insisted that they repeat “heaviest” correctly. Stories and rhymes are a regular part of the daily activities and children enjoy them. There is a structured system to teach letters and sounds in the reception year and the majority of children, including those with special educational needs, know most of these. Children learn to form letters correctly and there are satisfactory opportunities for them to write unaided in several areas of the unit, such as the home corner and the office. The younger children make marks on paper to represent letters and some are already attempting at least some of the letters in their names. All children recognise their own names and most in the reception year write them unaided. They spell simple words out loud and older, higher attaining children attempt to write their own sentences, spelling simple words with reasonable accuracy. Older children have adapted literacy sessions and these are very effective in getting children to join in with shared reading. They make good progress in their understanding and in early reading skills in these sessions. All handle books carefully. Most children in the reception year recognise the names of the characters in the school’s reading scheme books. Higher attaining pupils know some other words and use their knowledge of sounds satisfactorily to tackle new words. All of the children listen carefully to stories and enjoy joining in discussions at the beginning of lessons. Most are likely to attain the levels expected nationally at age five.

Mathematical development

59. The teaching of mathematics is good and a range of interesting activities promotes children’s mathematical development well. Lively opening sessions make learning fun and the use of real-life resources makes it relevant to children’s lives. For example, in a lesson on weighing, the teacher made good use of her shopping bags to illustrate heavy and light. The contents of the bag were then sorted into heavy and light objects. Effective questions are targeted well to individuals to make them think and these enable all to achieve success. All children are becoming confident in matching numbers to the correct number of objects. Pupils in the nursery learn to count real objects and higher attainers in the older group do so to 10. Reception year children are more confident and count beyond 10. Most correctly order numbers to 20 on a washing line, average attainers use a display to support this work, but higher attainers do so independently. Children learn to write numbers to 10 and higher attainers begin to work on simple addition. Children join in with number rhymes with enthusiasm. They learn appropriate mathematical language, such as that for comparing length and weight and understand and copy the sequence of a simple pattern. Most are on target to attain the levels expected at age five.

Knowledge and understanding of the world

60. A satisfactory range of activities is planned to widen children’s awareness of the world around them. Teaching is satisfactory and planning provides coverage of all aspects of this area. The activities linked to direct teaching provide interesting first hand experiences for the children to experiment and find out for themselves. For example, following science work on forces, children experimented freely with a miniature fan to find out which objects would move when the fan was pointed at them. They also made mobiles that moved with the breeze. A few of the free choice activities do not provide enough structure and lack enough adult input to provide appropriately for children to gain knowledge or understanding. Sometimes resources do not support learning well. For example, the very attractive sand tray has little room for pupils to play and experiment.
61. Children learn about their bodies and about healthy foods. They sort these out, recording them on

simple scientific tables. They observe their environment and keep a record of the daily weather conditions. Children sort animals into groups and know that some live on farms and some can be seen in this country only in zoos. The teacher uses questions effectively with the older children and they start to predict what will happen, before investigating for themselves. For example, they learned about magnetism and then experimented to find out which objects will be attracted by a magnet. One group found buried treasure in sand by using a magnet. During the inspection children were observed using computers to play a variety of games which supported learning in mathematics and literacy. Although they demonstrated good independent operational skills the programs provided sometimes lacked sufficient structure and this led to children choosing work that was inappropriate. For example, one child chose a game that involved adding numbers over 20 mentally and just guessed wildly at the answers, making no progress.

62. Overall, children make satisfactory progress and most are likely to attain the expected level by the time they start work on the National Curriculum.

Physical development

63. Children reach the standards expected by the time they start in Year 1 and exceed them in physical education skills. Children in the nursery have frequent opportunities to play in the fresh air, riding or pushing wheeled toys and climbing and balancing on small equipment, suitable for their age. There is large grassed area, but the hard area is small for the numbers of pupils and limits the range of activities available when the grass is wet. There is no covered area and in inclement weather children have no opportunities for energetic play as the indoor accommodation is too small for the equipment. Nursery children observed outdoors during the inspection were confident and capable when using the range of equipment. Reception children have physical education lessons. The teaching was good in the lesson observed during the inspection and children exceeded the levels expected for their age. They have a good sense of space and move with confidence and a good awareness of safety. Most have good control of their bodies. They control a ball well with hands and feet. Children have many opportunities to cut, draw, write and stick as well as use construction toys and jigsaws and these promote satisfactory progress. However, the control of smaller equipment is not as well developed and the writing, drawing and cutting skills of many are a little below average at age five.

Creative development

64. The quality of teaching is satisfactory and promotes satisfactory progress. Children are likely to achieve the levels expected at age five. They learn to mix paint to match the colours they need and use a range of items to print. They choose collage materials from an appropriate range and apply these to their pictures to create texture. There are regular opportunities for children to paint pictures of their own choice, but many are immature. Creative play to develop children's imagination and social skills is available in the home corner and the office. Whilst these are satisfactory there is some lack of imagination and structure. For example, the home corner is rarely varied to add interest and stimulation, such as by turning it into the three bears' or the seven dwarves' cottage, or by adding different resources on different days. Children enjoy singing and know a range of simple songs and rhymes. Most listen carefully and copy a simple rhythm. They made good progress in learning how to follow a conductor when the teacher used a glove puppet during an animal song.
65. Overall, good teaching in the vital skills of personal and social development, early communication, language and literacy skills and mathematics is promoting good progress. The children build a firm foundation for their work on the National Curriculum when they enter Year 1. There has been very good overall improvement since the previous inspection.

ENGLISH

66. Current attainment at ages seven and eleven matches the levels expected nationally. This represents very good achievement for pupils, overall, as they entered school with well below average levels of attainment. Those currently in Year 6 attained standards in the tests for seven-

year olds in 1997, that were also well below average and they have made good progress since that time. Current levels of attainment are an improvement for seven-year-olds from the levels recorded in the results of national tests in 2000, when attainment was below average in reading and writing when compared to all schools nationally. When compared with schools with similar backgrounds, attainment in reading was well above average and in writing was above average. Standards have been variable over time, but this is largely owing to the natural variations in year groups and the fact that the intake is changing. Pupils' results in the national tests for 11-year-olds, in 2000, were average when compared to all schools and well above average when compared to similar schools.

67. Standards at age 11 have improved steadily over time for a number of reasons. The Literacy Hour is becoming firmly established and is promoting good progress in basic skills. Teachers spend time ensuring that pupils have a clear understanding of phonics so that they decipher words easily. They wisely set aside time each day for quiet reading practice and some pupils also read with their parents at home. Teachers also make sure that pupils know how to write simple sentences correctly, in order to be able to put their thoughts down on paper accurately. They give pupils opportunities to practise their developing writing skills in other subjects, such as history and geography and this promotes good progress. The effective assessments made enable teachers to pinpoint pupils' weaknesses and modify their planning to help them improve. It also enables accurate targets to be set for each pupil. The encouragement provided by teachers gives pupils a good attitude to learning and combined with pupils' good behaviour this make an important contribution to improving standards.
68. Whilst there is a range of ability, a large number of pupils enter the school with poorly developed language skills. Many have immature speech, limited vocabulary and underdeveloped auditory skills. Given the low starting point, the majority of pupils achieve well. This compares favourably with the previous report where progress was said to be sound. Standards of speaking and listening are average by the age of seven and pupils concentrate well on stories, questions or instructions given by the teachers. Teachers provide many opportunities to listen and discuss work and this promotes good progress. For example, younger pupils often brainstorm ideas and make a plan before creating a piece of writing. Older pupils do this automatically to make their writing clear and logical. Similarly younger pupils talk about the stories they read whilst older pupils discuss the characters and compare books. Learning was good in the majority of lessons seen.
69. In Years 3 to 6, pupils' range of vocabulary is often still limited and teachers focus on this well, with the aim of improving pupils' ability to express their thoughts clearly. Pupils answer questions confidently and higher attaining pupils take part in simple discussions, stating their views clearly when talking to adults. By age eleven, they answer questions and take part in discussions at a similar level to other pupils of their age. For example, in the extra-curricular drama group, pupils were able to take on the role of characters in the playlet and spoke out well so that the audience could follow the plot and the action. Teachers make a big effort to ensure that pupils acquire the technical language needed for the specific subjects, for example words like "environment" and "coordinates" in geography.
70. At age seven, pupils read at a level expected for their age. Most have a good understanding of letters and sounds. They use these together with pictures and context clues to attempt new words. Most pupils recognise instantly a satisfactory number of common words like "are" and "went". Higher attaining pupils are confident and fluent readers. They talk about the story and the characters in it. Lower attaining pupils lack confidence, hesitate and are not yet independent in their reading. By age 11, pupils also read at a level expected of their age. Pupils are familiar with a large number of words and read with reasonable confidence, discussing the story, the characters and why they like certain parts of the book best. Some pupils compare their current book with those they have read previously. Lower attaining pupils read more hesitantly and are less confident in discussing their book. During the daily group reading session pupils extend their vocabulary well when the teacher emphasises new and exciting words. They learn to make deductions and inferences from texts, which adds to their reading skills and enjoyment. Most pupils use their reading skills satisfactorily to search for information. For example, in one geography lesson, some pupils used books to search for information about the location of rivers

whilst others used CD-ROMs to find out about pollution of rivers. Pupils use dictionaries with confidence, but are less familiar with library index systems. Teachers are aware of this and there are plans to develop the skill.

71. At age seven, standards in writing are average. Most pupils write sentences, using capital letters and full stops with reasonable accuracy. When pupils are confident in writing sentences they apply their skills satisfactorily in different types of writing. For example, they wrote the directions how to get from their own classroom to classroom three. Pupils read and discuss poetry and sometimes write extra verses themselves. Opportunities are provided for pupils to use their writing skills in other subjects. For example, in history they write about The Great Fire of London. Some lower attaining pupils are not yet confident in constructing sentences.
72. By age 11, most pupils write in sentences fluently. Higher attaining pupils write in paragraphs and use lively words, phrases and clauses to make their writing more interesting. For example, one pupil wrote "muscles that were bulging under his T-shirt". Another pupil wrote, "gleaming clear bright eyes" when writing about Harry Potter. Some pupils use interesting adverbs, such as when one pupil wrote, "he said sarcastically". Lower attainers' choice of words to describe and enliven their writing is limited by their narrow vocabulary. Pupils consolidate their skills in grammar and punctuation when producing extended pieces of writing in a wide range of different styles, in English and in other subjects. For example, pupils write diaries about the Blitz when studying the Second World War in history. Others write short plays with stage directions, based on the characters from the Harry Potter books. Pupils write book reviews, poetry and compile a newspaper called the Daily Prophet. Spelling is satisfactory, partly because work is drafted first, and errors are corrected in the final draft. Handwriting is practised regularly and the standard of writing is usually satisfactory and often good. Homework is given and this gives satisfactory support to the subject.
73. Those pupils with special educational needs are well supported and take a full part in lessons. They make good progress towards their personal targets and achieve well in relative to their starting points.
74. Teaching is good, overall. The quality of teaching in Years 1 and 2 was good and sometimes very good. In Years 3 to 6, teaching in 60 per cent of the lessons was good or better. One lesson observed was excellent and no unsatisfactory teaching was seen. The Literacy Hour is well established and teachers have good subject knowledge. Basic skills in literacy are well taught and consolidated in the wide range of extended writing activities that teachers provide for the pupils. Teachers have good relationships with pupils and have high expectations of their attitudes and behaviour. Pupils respond by behaving well. They concentrate hard on their work and this has a positive impact on their learning. Teachers create an effective learning atmosphere in the classroom and organisation of lessons is usually good. They make good use of computers, in word processing and information retrieval from CD-ROMs, to enhance the work that pupils produce and this is attractively displayed. Teachers mark work very well and write comments that help pupils to improve the quality of their work. They also ask questions and make comments to pupils as they work to guide them towards improvement.
75. Teachers assess work thoroughly and the results are usually used well in planning work in those areas pupils find difficult. However, sometimes the work is not matched well to the ability of the lower attaining pupils and this limits their progress. Assessment information is also used to set individual targets for pupils and this supports progress well.
76. The knowledgeable and enthusiastic co-ordinator checks the quality of teaching and learning in classrooms, scrutinises the teachers' planning and examines pupils' work. This has a positive impact on improving standards in the school. Although the previous report mentions that a shortage of books affected the organisation of the school timetable, this is not now the case. The school library has an adequate supply of attractive fiction and non-fiction books, but nearly half of these are now located in the classrooms to make them more accessible to pupils. Overall, resources are good. Pupils are proud of the attractive displays of writing, word processing and anthologies of their work. These are beautifully displayed in classrooms and corridors and make a

positive contribution to the ethos of the school. English makes a worthwhile contribution to the spiritual, social and cultural development of the pupils.

MATHEMATICS

77. Attainment is average at ages 7 and 11 and pupils make good progress throughout the school. Standards in the national tests at age seven in 2000 were below the national average because of a natural variation in the year group. At age 11, pupil's average scores over the period from 1998 to 2000 were below national averages. However, standards are improving faster than those nationally and, in 2000, the proportion of pupils achieving or exceeding the level expected was in line with the national average. When compared to similar schools, pupils' attainment at ages seven and 11 is above average. Good improvement has been made in standards since the last inspection, partly as a result of the effective introduction of the National Numeracy Strategy
78. By age seven, pupils' attainments are in line with national expectations. Pupils are achieving better standards in the use of number than in the other areas of mathematics. At age seven, pupils are confident in mental mathematics. They add and subtract mentally to 40 and double and halve numbers to twenty. They are beginning to use formal pencil and paper methods to add and subtract larger numbers. When measuring, pupils use their feet, spans and strides. Higher attaining pupils measure and estimate accurately in metres. They understand the names and properties of simple 2-dimensional shapes and recall the number of sides and angles.
79. By the age of eleven, most pupils have developed competence and confidence with number. Most have quick recall of multiplication tables to ten and higher attaining pupils mentally double and halve numbers up to one hundred. They use large numbers as high as millions and use fractions, decimals and percentages when solving problems. In shape and space work they know the names of the common two and three-dimensional shapes and the number of edges, vertices and faces. They work out the areas of rectangles. Lower attaining pupils count squares to find the area. Higher attaining pupils work out areas using algebra.
80. Pupils of all ages have insufficient opportunities to apply their skills and knowledge in problem solving and investigational work. As a result, standards in this area are lower than in the other areas of mathematics. Numeracy skills are used satisfactorily across the curriculum. For example, in science pupils weigh and measure with appropriate accuracy and they measure and compare the time it takes for objects to drop in air and water. They use time lines to good effect in history.
81. The quality of teaching is good and no unsatisfactory lessons were observed. As a result, pupils develop very good attitudes to the subject and learning is good throughout the school. Good teaching keeps pupils focused on the task, ensures that work is at an appropriate level and that little time is wasted. In the majority of classes, pupils are well motivated, enthusiastic and work with confidence. They work well together and have good levels of concentration. Teachers expect good behaviour and manage their classes positively, with good support from learning support assistants. Resulting behaviour is good and, combined with very good attitudes, contributes well to learning. Teachers provide some opportunities for pupils to talk about their work and they listen effectively to the views of others in large group situations. The learning of pupils with special educational needs is good. Work is planned specifically to meet their needs and they are well supported in many lessons by classroom assistants.
82. In better lessons, planning is good and little time is wasted. Lessons have clear and appropriate learning targets. These are shared with pupils so that they know what they are expected to learn in the lesson. Teachers question skilfully to encourage pupils to think about their work, try out and find their own solutions to problems. Good use is made of assessment to record attainment and progress of pupils over time and, if pupils have problems with their work, some teachers modify their planning to address these problems. Most teachers plan lessons to take appropriate account of pupils' levels of prior attainment, but this varies between classes. In some lessons the work for lower and higher attainers is not as well matched to their needs as that for average attainers and pupils with special needs and their progress is not as good as others in the class.

Good support is given to groups whilst working in order to maximise their learning. Effective use is made of computers to enhance the teaching and learning. Overall, the good teaching has a positive effect on the learning, ensuring that pupils build on their mathematical skills and make good progress.

83. The quality of marking is inconsistent. Some work is well marked, with comments on ways to improve. However, in some books, there are few comments made about careless and untidy work and few remarks to guide improvement. For pupils with special educational needs, insufficient emphasis is placed on the development of mathematical language, for example by recording key words and using these words when they explain their work.
84. Co-ordination is good and the co-ordinator has a clear overview of areas for development. For example, she is aware of the need to provide more opportunities for pupils to develop skills in applying mathematical skills and knowledge in investigation and problem solving. The headteacher and co-ordinator have monitored teaching and planning in mathematics and teachers have had written and oral comments on ways to improve their teaching. This has had a significant impact on standards of teaching.
85. There has been good improvement since the last inspection report. Development planning is detailed and thorough, monitoring of teaching and learning is in place and the level of use of computers has increased. The level of numeracy skills has improved significantly. All teachers and support staff have been trained to implement the National Numeracy Strategy. This has impacted on attainment in number.
86. Effective additional strategies are now being employed to further raise standards. These include the monitoring of teachers' planning and assessment, the analysis of performance, the identification of under-achievers and booster classes for Year 6.

SCIENCE

87. Attainment at ages 7 and 11 matches that expected by the National Curriculum and pupils make good progress throughout the school. In the national tests in 2000, attainment was below the national average at age 7 and average at age 11. When compared to similar schools pupils' attainment at ages 7 and 11 was above average. Improvement since the last inspection has been good.
88. Pupils are interested in their science work and enjoy lessons. They confidently offer answers to questions. In some lessons, there is a real feeling of excitement amongst pupils when something new or unexpected happens. For example, Year 5 and 6 pupils expressed amazement when they tested the telephones they had made with string and found that they worked. Good standards of behaviour are seen and these contribute to the good progress made by pupils. Pupils usually work well both independently and in small groups, showing good levels of co-operation. By the end of Year 6, pupils have developed a sound basic knowledge and understanding of scientific principles. However, opportunities are limited for them to conduct or devise experiments and investigations for themselves.
89. At age 7, pupils know that food and exercise have an effect on health. They collect information about their favourite foods and use this information to draw graphs. Pupils know that after exercise their body feels hot and their heart rate increases. Pupils also know about the dangers of medicines and they know that medicines should be kept out of the reach of young children. They draw diagrams to show how different forces affect how toy cars move when pushed and they know about other forces such as pulling, squashing, squeezing and blowing. Pupils predict how cars will move on different surfaces or how small sailboats will move when blown, before testing them. After the experiment their teacher encourages them to try to explain what has happened. When talking and writing about what they have seen and done they try to use scientific language such as "a big force". Progress in using scientific language and giving explanations is good because teachers place a strong emphasis on building up language skills.

90. Year 3 pupils begin to understand that day and night are due to the rotation of the earth and not to the movement of the sun. They know that some materials are transparent and that others are opaque. Pupils test magnetic forces to see which magnets are the strongest. Work on forces continues into Year 4 where pupils' understanding and knowledge are extended through their work on water and air resistance, friction and electricity. By the age of 11, pupils measure force, using appropriate apparatus. They know that sound is transmitted through different materials and that some materials are better conductors than others. In one lesson seen pupils investigated whether string, thread, wool or metal wire was the best conductor of sound and there was a real sense of personal discovery. Other pupils experimented to see which materials were best to use to insulate against sound and investigated how much material was required. In this lesson all pupils were actively engaged in investigating and experimenting and this enhanced their learning.
91. The overall quality of teaching throughout the school is good and some is very good. Teachers' planning is good and they have a clear understanding of what is to be learned in the lesson. This is often shared with their pupils, who understand what they are working towards. The management and discipline of pupils by teachers is very good and, in most lessons, high praise levels encourage and motivate pupils' learning and self-esteem. Where the best teaching is seen, teachers use appropriate vocabulary and questioning to extend pupils' understanding. They provide challenging and involving activities and ensure a good pace to the lesson. This has a positive impact on the progress made by the pupils. It is evident in some of the pupils' work that tasks are not always appropriately matched to pupils' abilities, so that higher and lower ability pupils needs are not fully met.
92. Assessment procedures in science are now good and are used to inform both curriculum development and teachers' planning. However, although work is regularly marked and supportive remarks written, not all teachers comment on how work could be improved. The co-ordinator is aware of areas needing further development, such as the need to provide more opportunities for independent investigation. She is committed to raising standards and has made a good start in checking the quality of teaching and learning in the subject.

ART

93. During the inspection only one lesson was seen. Further evidence was gained from looking at children's work and from talking to pupils and teachers. This indicates that standards in art are satisfactory across the school and match the levels expected in the National Curriculum.
94. By the age of seven, pupils use different media in their work. They create simple portraits, having regard for line and tone. Pupils are aware of different textures and experiment with different media, trying to recreate an impression of texture. From the study of buildings pupils begin to gain an idea of pattern and they use this to design and paint pictures. Pupils are aware that artists paint pictures and sometimes try to use the style of famous artists, such as Van Gogh, in their work.
95. In Key Stage 2, pupils investigate and use perspective and colour mixing techniques in their work. They work in three-dimensions using various materials such as paper, card, clay and other forms of malleable materials. Pupils in Year 5 look at the still life work of famous artists and from these they create a three-dimensional diorama. In Year 6, pupils design and make clay pots, but they have limited knowledge of pot making techniques such as thumb pots, coil pots and slab pots. Although some pupils have experience of working in the style of famous artists, this type of work is underdeveloped. Pupils' experience of non-Western European art is very limited. Pupils in most classes have an art sketchbook, but an analysis of these indicates that they are under-utilised as a way of collecting, recording and drafting personal artistic information to enhance their future work.
96. As only one lesson was observed, it is not possible to make a fully balanced judgement on teaching, but evidence from teachers' planning and pupils' work indicates that it is satisfactory, overall.
97. At the time of the last inspection, standards matched the levels expected at age seven but

exceeded them at age 11. Since then, less time has been allocated to art because of the introduction of national strategies for literacy and numeracy. In some classes, art lessons are very short and are not suited to the development of practical skills and this has resulted in a fall in attainment levels at age 11. The art co-ordinator, who has held this responsibility for only a very short time, is considering this situation and hopes to resolve it in the near future. He is committed to extending the range of experiences that pupils are offered and is keen to develop skills techniques in both two and three-dimensional work.

DESIGN AND TECHNOLOGY

98. Standards in design technology are satisfactory and pupils make sound progress throughout the school. This reflects a similar picture to that reported in the last inspection. Pupils are interested in their work and often show enthusiasm and enjoyment in this subject. Although only three lessons were observed during this inspection, teaching was most often good. Other evidence confirms that it is good, overall, but that the impact is often reduced by the shortness of some lessons. Teachers plan their lessons carefully and have high expectations of what they want their pupils to achieve.
99. By the age of seven, pupils design and make moving vehicles, using various types of construction equipment. After this work and after studying how axles are made, they design and make their own vehicles, using a variety of materials. Younger pupils look at movement mechanisms involving pushing, pulling, pivoting and turning. Having practised using these mechanisms to build construction models of swings, roundabouts and see-saws, they design and make a moving picture to illustrate a story that they know. Good questioning and well-led discussions by the teacher enable pupils to make good progress in understanding the designing and making process.
100. As pupils progress through Key Stage 2 they become more familiar with the full process of how to design and make. Pupils do not, however, have enough opportunity to carry out the whole designing and making process by themselves, and do not have enough experience of recording all aspects of the process. In Years 3 and 4, pupils look at different containers, such as purses and sweet boxes, to see how they are designed and made. Using the knowledge they have gained from this study they design and make their own containers. Pupils in Year 5 learn the skill of bread making, following a recipe and weighing out and mixing the ingredients themselves. The teacher then sets them the task of making a special bread that must meet certain criteria, such as sweet or savoury. Well-led discussions and questioning by the teacher enable pupils to learn about changing recipes to meet different criteria. Teachers emphasise the importance of working together and pupils respond well to this, forming good co-operative working relationships. By the age of 11, pupils design and make more complex structures and test and improve components to add more strength. They design and make shelters for different purposes, evaluate their finished products and some pupils consider how to test their shelters to see if they meet the purpose for which they were designed
101. In some classes, design and technology lessons are not long enough for the requirements of such a practical subject. This limits the impact of good teaching in those lessons. The co-ordinator is committed to raising standards and intends to examine how design and technology lessons could be fitted into the school's timetables better. She has begun to build up a useful portfolio of information to help teachers plan and assess pupils' work effectively.

GEOGRAPHY

102. Attainment at ages seven and 11 is at the level expected by the National Curriculum and reflects a similar picture to that reported at the previous inspection. The last report said that progress in relation to the acquisition of knowledge was satisfactory, but not in the acquisition of skills. However, pupils now progressively learn the necessary skills for geography, such as understanding maps and making surveys of houses in the area and progress is now satisfactory throughout the school. For example, younger pupils make simple plans and maps but the older pupils are familiar with maps, co-ordinates and scales.

103. At age seven pupils draw simple maps, use survey maps and carry out fieldwork in the locality in order to develop geography skill as well as acquire knowledge. They carry out a survey of the buildings in the area and identify the school and other features on a large-scale map. Other pupils study the locality then compare it with the island of Struary to see how it is different. They understand that people living in different localities live a different style of life because of the geographical features of the area. When drawing a pictorial map of the island they include simple co-ordinates so that they can pinpoint features on the island.
104. Eleven-year-olds have effective geographical skills and sufficient knowledge to study a range of localities both in the United Kingdom and in different parts of the world. They carry out independent research into rivers using the skills they have acquired, collecting information from books and CD-ROMs. Pupils work well in small groups studying different aspects, such as pollution and the location of rivers. To give pupils a wider view they also look at rivers in other countries, such as the Amazon. Pupils look at how land is used and know about the damage man does to the environment. They talk about the damage caused to the ozone layer by petrol and know that because trees breathe out oxygen they improve the environment. In particular they looked at damage caused in places like Shipley Park and write a set of rules to safeguard the environment. Pupils compare their locality with other places in the United Kingdom and abroad, for example, with Kettlewell where they carry out fieldwork during their residential visit. They know the countries that make up the United Kingdom and the principal rivers and cities. They know that countries such as India and parts of Africa are poor and underdeveloped. Although they do not recognise the term European Union they indicate on a map the major countries and capital cities of Europe. They know why the weather changes in different parts of the world and how weather affects they way people live.
105. Teaching is good, overall, and sometimes very good. Teachers have a good knowledge of geography and their own interest motivates the pupils. Consequently, pupils find the subject stimulating, concentrate well, do not waste time and behaviour is good. Teachers ensure that they teach geographical skills such as mapwork and making surveys as well as teaching geographical knowledge. Pupils use their literacy skills to find out information from books and CD-ROMs when working independently and record their findings in a planned way. Mathematical skills are also used in map work when using co-ordinates, calculating distances and interpreting scales. Graphs are used to present findings. Wherever possible, pupils are encouraged by teachers to use their computer skills to support the subject by using word processing to enhance their work and CD-ROMs to find information. At the end of each topic, pupils' work is assessed and recorded in the class assessment folder and this is used when planning further work.
106. The enthusiastic co-ordinator has introduced a comprehensive scheme of work and an overall topic plan so that all teachers know what to teach and when. Resources, overall, are satisfactory although more globes and a wider range of maps are required. Geography makes a worthwhile contribution to the social and cultural development of pupils through the study of the environment and localities at home and abroad.

HISTORY

107. Only two lessons were observed in each key stage and judgements are based upon these and supporting evidence from pupils' work. As at the time of the last inspection, pupils attain at the levels expected nationally at age 11. At that time, attainment at age seven was below average. Standards have now improved and pupils in Years 1 and 2 make sound progress in their knowledge and skills. At age seven, they match the levels expected by the National Curriculum.
108. In Year 1, pupils think about recent events in their lives and complete a time line of their own lives, noting their birthdays, with photographs of themselves at different ages. They also study the generations of their families and the different toys that they play with and the clothes that they wear, comparing them with those of their parents and grandparents. In Year 2, they study events in the past and famous people. For example, they study The Great Fire of London, the diarist Samuel Pepys, Remembrance Day and Gunpowder Plot. At age seven, pupils have sound knowledge of the past and a growing understanding of the order of time. They set events on a

timeline and know that things were different in the past. They know that events and people had an influence on changing aspects of life. For example, since The Great Fire of London, few wooden houses have been built.

109. Pupils in Years 3 to 6 build satisfactorily on this work by studying different eras and how they affected the way people lived. They locate the eras they study on timelines and understand the relative order of events. At age eleven, pupils have a sound understanding of how things have changed and that we know about different eras by studying objects, maps, old newspapers and photographs. They also find evidence in books and on CD-ROM, using their literacy skills well to locate information. For example, Year 6 pupils studied artefacts, old newspapers, books and CD-ROM when writing about life in Britain since the nineteen-thirties. By Year 6, pupils are becoming selective about information and beginning to understand the reason for change. For example, they identify events leading up to World War II and know how and why the role of women changed during the war. Pupils with special educational needs make similar progress to others of the same age because of the support given. Tasks are designed to meet their needs, but the quality of these varies between classes.
110. Teaching is at least satisfactory throughout the school and sometimes good. Staff are knowledgeable and plan interesting lessons which promote good attitudes towards the subject. For example, when studying Samuel Pepys and The Great Fire of London, pupils took part in a drama and entered into their roles with enthusiasm. Teachers encourage pupils to put themselves in other shoes and think how they might feel. For example, when the Year 5 and 6 class studied Victorians they wrote as though they were child sweeps and understood the miseries of that life. Teachers provide many opportunities for pupils to apply and extend their literacy skills through creative writing, reports and through research. Pupils enjoy the opportunities for personal research and co-operate well when sharing resources. Teachers manage their classes in positive way and are rewarded with good behaviour. Oral assessment of work is good and there are good procedures for recording pupils' attainments. Work is marked with positive comments, but teachers do not usually provide comments that would help pupils improve its quality. Assessments are made at the end of topics and recorded carefully to enable teachers to check progress and inform future planning. Teachers enhance pupils' work and self esteem by the attractive way in which it is displayed.
111. The headteacher is temporarily acting as co-ordinator and is maintaining a satisfactory overview of teaching and learning through checking planning, visiting classrooms and by checking pupils' work on an informal basis. Resources have improved a little since the previous inspection and are very well supplemented by a local museum service.

INFORMATION TECHNOLOGY

112. Overall attainment is below that expected by the National Curriculum at ages 7 and 11. There have been significant improvements in the provision for information and communications technology since the last inspection, but these have not had sufficient time to affect standards. By the age of seven, some pupils demonstrate satisfactory communications skills. In English lessons, computers are used effectively to enhance the teaching and learning. Pupils type work accurately, using capital letters and full stops. Year 2 pupils use a computer to load and save their work. They locate the software they need from the computer's menus and use clip art. They give directions to follow a route. Some use headphones and control a tape recorder when listening to stories and for rhyming words in poetry. However, they are not as sure about how to give instructions to control devices.
113. By the age of 11, pupils have sound word processing skills, which they use to produce interesting work, combining text and graphics. In English lessons, Year 4 pupils use a word processor to continue a story, when given the first paragraph. Year 6 pupils import digital photographs of themselves into a programme and add titles with a variety of coloured text. They cut and paste clip art and change the colour and style of text in the work. Pupils learn to enter information into spreadsheets and draw a variety of different graphs. Higher attaining pupils change the text, styles and colours of these graphs, using icons and menus. They are reasonably competent at

finding information on CD-ROM disks.

114. However, pupils do not have sufficient scope to develop skills consistently and to extend their learning through more challenging uses of ICT. They do not have opportunities to use the computer for the measuring and analysing of data, using sensors in subjects such as geography and science. Pupils do not draw and paint pictures, using artwork programs or control movement in electronic toys. They are not familiar with the Internet and cannot access this at the moment, as, although the system is in place, it is not yet connected.
115. No direct teaching was observed, although teachers do include the use of ICT in their planning. Evidence from planning and pupils' work indicates that it is satisfactory, overall. Small groups of pupils work in pairs at the classroom computers, helped by support staff or teachers if they have problems. This work supports and extends the work in other subjects well. There is an established system for recording attainment and progress in the development of pupils' ICT knowledge and skills, but this is not used consistently in all classes and often records the coverage of other subjects in ICT.
116. The school has had additional funding through the National Grid for Learning initiative. The long-term planning for the use of these funds and the development of the subject is very detailed and thorough. Spending has been particularly effective as a result of very high levels of negotiated discounts achieved by the headteacher. His expert knowledge of maintenance and repair has helped to reduce the high costs of upgrade and maintenance to a minimum.
117. The school has adopted the national guidelines for teaching the subject, although they have not yet been fully implemented. However, full implementation will ensure that the National Curriculum programmes of study are covered and also enable the school to track the development of pupils' skills. ICT is not taught as a separate subject and is planned across other subjects of the curriculum. There is a good number of new computers; new network systems ready to connect to a main server and new connections for the Internet. The school also has the latest software to protect pupils from the dangers when using the Internet. The school's action plan is comprehensive and shows how hardware and software and training are to be extended to continue the subject's development over the next few years.
118. Overall, although standards are currently below average the school is in a very good position to move forward and raise these by full implementation of the action plan.

MUSIC

119. Only two lessons were observed during the inspection, one in Year 5 and one in the Year 5 and 6 class and, because of the practical nature of the subject it is not possible, to make a balanced judgement on attainment at age seven. Attainment at age 11 is above the level expected, particularly in singing, and the provision and standards noted at the time of the last inspection have been maintained. The above average standard of music at age eleven is largely due to the high level of knowledge and teaching expertise of the curriculum co-ordinator, who has very high expectations of what her pupils might achieve.
120. At age 11, pupils sing a range of songs with sweetness and sensitivity. They know the range of musical elements and identify them in music they hear and apply them well in singing and playing. For example, in the Year 5 and 6 lesson, pupils listened to music and identified tempo and dynamics. They then developed a rhythm, using only their mouths and body parts. They responded well to a conductor by varying the loudness of their sounds and learned how to build to a crescendo and a diminuendo. Pupils learn to compose their own pieces and play these on a range of tuned and untuned percussion instruments and keyboards.
121. It is not possible to make a fully balanced judgement on the quality of teaching in Years 1 to 4, but planning indicates that it is satisfactory, overall. Teachers provide appropriately for coverage of the scheme of work. They base their planning on a commercial scheme, which supports them well in providing interesting and appropriate lessons that build satisfactorily on skills and knowledge. In

Years 5 and 6 teaching is at least satisfactory and the specialist teaching by the co-ordinator is very good and promotes good attitudes and achievement. Lessons are well planned and pupils enjoy them. They co-operate well together and work hard. The lesson in the Year 5/6 class was lively and no time was wasted. The teacher managed the class very well and successfully overcame difficult behaviour by one child by giving him responsibility in the lesson.

122. The co-ordinator has a very beneficial effect on standards in music and has good opportunities to check the quality of teaching and learning throughout the school. She runs a very successful choir, which performs to parents, the church and the wider community. They sing a good range of complex songs with clarity and sensitivity, adding harmonies to some. Provision is made for any pupil who wishes to have individual tuition to learn an instrument of their choice. Music contributes well to pupils' spiritual, social and cultural development.

PHYSICAL EDUCATION

123. The curriculum provides an appropriate range of activities including gymnastics, dance, games, swimming, athletics and outdoor and adventurous activities. The previous report stated that attainment was average at age 7 and above average at age 11. Currently it now exceeds national expectations at 7 and 11.
124. At age seven, pupils perform good quality movements, both on the floor and on the apparatus, balancing, jumping and travelling in many directions and are conscious of space. They are confident when moving on the apparatus and aware of safety aspects. Higher attaining pupils improvise their own unique sequence of movements and they are confident in demonstrating to the rest of the class. Pupils know that it is necessary to have a short warm up and warm down session at the start and end of each lesson. Even the youngest pupils know what happens to their bodies when they exercise and in one lesson after the warm up pupils felt their hearts beating faster.
125. By age 11, attainment remains above average. Pupils think about their movements and how to improve them. For example, in a gymnastics lesson, the teacher set pupils the task of devising a sequence of movements. They concentrated well to produce some good work, which was demonstrated to the rest of the class. Pupils commented sensibly about success and possible improvements. Pupils are agile and take safety into account when using apparatus. When they leave the school the vast majority of pupils swim 25 metres. Pupils have experience of adventurous activities when they make a residential visit to an outdoor centre. For example, when they stay at Kettlewray Centre they experience canoeing, abseiling, archery and orienteering.
126. The extra-curricular gym club makes a worthwhile contribution to the good standards attained. For example, mixed age groups of pupils devise sequences of movements, using apparatus, and concentrate very hard to produce high quality work. These sessions also encourage good social development, with older pupils advising and caring for younger ones. Several other extra-curricular sporting activities also improve the physical skills of the pupils. For example, those at the netball club practise their already well developed skills in passing a ball, attacking and defending space.
127. The previous report said that teaching was satisfactory in Years 1 and 2 and very good in Years 3 to 6. Now it is good for all pupils and pupils make good progress. For example, the younger pupils are developing good quality movements and move about the apparatus in safety. Seven-year-old pupils are beginning to refine their movements and move on the apparatus with confidence. Younger junior pupils are beginning to develop sequences of movements both on the floor and on the apparatus and upper juniors are much more confident when devising good quality sequences of movements on the apparatus.
128. Teachers have a good knowledge of physical education and how to teach it. They have high expectations and motivate pupils well so that they take particular care in the finer details of movement, such as landing with body and fingers straight. The good relationship between pupils and staff, together with good organisation and planning, results in a good learning atmosphere where pupils are interested and enjoy the activities. Consequently, pupils behave well,

concentrate on their movements and give of their best.

129. The experienced co-ordinator has monitored the work being done in lessons and this has contributed to the good standards in the subject. She has introduced an effective scheme of work and compiled an overall plan so that teachers know what to teach and when. There is a large school hall, good playground and a sports field which all provide well for physical education. Resources and equipment are well cared for and accessible. Physical education makes a worthwhile contribution to pupils' social and cultural development.