

INSPECTION REPORT

HOLME VALLEY PRIMARY SCHOOL

Bottesford, Scunthorpe

LEA area: North Lincolnshire

Unique reference number: 117811

Headteacher: Mrs J M Moorhouse

Reporting inspector: Mr K Hopwood
2891

Dates of inspection: 20th – 22nd November 2000

Inspection number: 225052
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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Timberland Bottesford Scunthorpe North Lincolnshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Margaret Evans
Date of previous inspection:	September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
K Hopwood 2891	Registered inspector	Mathematics; physical education	What sort of school is it? The school's results and achievements. How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
B Moore 9306	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
M McLean 12631	Team inspector	Under fives; equality of opportunity; science; art; design and technology	
J Haves 8070	Team inspector	Information and communication technology; geography; religious education	
R Linstead 19041	Team inspector	Special educational needs; English; history; music	How good are curricular and other opportunities?

The inspection contractor was:

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The Registrar
Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Holme Valley Primary School has 168 pupils on roll and is therefore below the average size for a school of this type nationally. Children enter the reception class in the September after their fourth birthday and are taught in the reception class for their first year in school. Approximately 36 per cent of pupils, through parental preference, are drawn from outside the immediate area served by the school. The percentage of pupils who are eligible for free school meals is 4.8 which is well below the national average. There are a very few pupils who have English as an additional language, and they are well integrated into the life of the school. The percentage of pupils with special educational needs is below the national average but the percentage of pupils with statements of special educational need is well above the national average. The attainment of pupils on entry to the foundation stage varies considerably, but overall is judged to be in line with national expectations.

HOW GOOD THE SCHOOL IS

This is a good and improving school. Standards in English are generally above national expectations at the end of Key Stage 1 and well above these at the end of Key Stage 2. Standards in mathematics are not as high as in English at the end of both Key Stages, but are in line with those expected nationally. Standards in science at the end of Key Stage 1 are also in line with national expectations but well above what is expected at the end of Key Stage 2. Standards in other areas of the curriculum are also in line with those expected nationally with the exception of information and communications technology at the end of Key Stage 2 where some aspects of the expanding curriculum in this subject, have not yet been covered, and therefore standards are too low. Teaching is very good throughout the school. The leadership of the headteacher is very good and the leadership given by the management team in the school is good, both being well supported by the governing body. It is judged that the school gives good value for money.

What the school does well

- Standards in English and science are well above the national average by the time that pupils are at the end of Key Stage 2.
- Teaching in the school is very good.
- The provision for, and the delivery of, the curriculum for the youngest pupils in the Foundation Stage are very good.
- Behaviour in the school is very good.
- Relationships throughout the school are very good.
- Pupils' attitudes are very good.
- The leadership of the headteacher is very good.
- Links with the parental body and the community are very good.

What could be improved

- The role and influence of the subject managers.
- The evaluative role of the governing body.

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 September 1996 when several issues for improvement were highlighted. The monitoring of the curriculum was considered to be lacking in that it did not ensure that all pupils received continuity in their learning nor that sufficient challenge was offered to all pupils. The school's recent monitoring of the core subjects of English and mathematics, together with work in physical education, has resulted in teachers being made more aware of how the part of the curriculum which they teach, fits into the larger pattern within the school, resulting in a raising of standards in literacy. However, there is still insufficient monitoring to inform the staff as a whole on the effectiveness of the teaching of subjects other than those already mentioned. Considerable progress has been made in the teaching of information and communication technology although the oldest pupils have not had the

opportunity to benefit from all aspects of the curriculum which they are now expected to experience. Pupils from their earliest time in school are given opportunities to become independent in their learning and throughout the rest of their time in school are encouraged to develop questioning and enquiry skills. Curriculum planning is now very thorough and the adoption of nationally approved subject guidance has provided staff with the confidence to adapt this guidance to meet the needs of the pupils they teach. The school has gone some way to meet the needs of the pupils to experience a wider range of activities which are improving their awareness and appreciation of the wider world. The quality of teaching has improved throughout the school and pupils' personal development is now very good. The school has set realistic targets for the raising of academic standards in the improvement plan and it is judged that these will be achieved.

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	B	C	A	A
mathematics	A	B	B	D
science	A	B	A	A

Key

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

The results shown in the table generally confirm inspection findings. The small size of each class of pupils who take the tests in any one year is such that these results need to be interpreted carefully. The overall ability of the group of pupils who took the tests in 1999 was generally a little below that of pupils in 1998 and 2000, consequently the results for that year might appear disappointing. Within that group there were, as in all other groups in the school, the normal wide range of ability, but a larger number of pupils who were below the average for the school. When compared with similar schools the results for the year 2000 were very encouraging in English and science, but for mathematics were disappointing. The school has analysed the results in all subjects and has identified where there is a need to concentrate teaching to enable pupils to improve their attainment. Inspection evidence indicated that in mathematics performance overall was in line with national expectations but the school has identified this as a priority to be targeted to bring it in line with results in other areas of the curriculum. Results over time at the end of Key Stage 2, show the school consistently achieving results which are above the national trend. The school has set challenging targets for both key stages and has introduced internally administered tests to check on progress throughout the school. The school's performance in reading at the end of Key Stage 1 has been consistently well above the national average until this year, when again, a group of children who are not typical of the ability range found within the school, took the test. However, within this group of pupils there are some children of higher ability and these have been recognised by the school, achieving high standards. The school generally achieves standards which are in line with pupils' abilities but has set itself targets to improve the quality of education provided and therefore to improve attainment for all pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic and become very involved in their learning.
Behaviour, in and out of classrooms	Very good. Pupils know the difference between right and wrong.
Personal development and relationships	Very good. They are considerate of the needs of others and respect one another's feelings.
Attendance	Good. There are good well-understood systems in place to check on absence.

The school creates a very pleasant environment which is conducive to learning. Pupils respond to this very positively, helping anyone in need and showing respect to their fellow pupils and to visitors. They learn to concentrate well and settle to their work quickly.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Very Good	Very Good	Very 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 a strength of the school. During the inspection no lessons were observed where the teaching was unsatisfactory. In 83 per cent of lessons teaching was good or better with 39 per cent being very good or excellent. Teaching of English is very good with teachers being very aware of the National Literacy Strategy and ensuring that opportunities are available across the curriculum for the development of literacy skills in a variety of ways. The teaching of mathematics is good with mental arithmetic now being accorded an important place and so pupils are able to recall number facts more quickly and manipulate number more efficiently than formerly. All pupils are challenged to do their best and pupils of differing abilities are set appropriate tasks. A particular strength of teaching is the way in which support assistants are able to help pupils to whom they are assigned. Teachers ensure that all assistants are aware of what is required of them before the lesson begins and at the conclusion of the lesson a "Feedback Sheet" is given to the teacher by the assistant to enable the teacher to assess the progress and future needs of the pupils who have received support.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	These are good and meet statutory requirements.
Provision for pupils with special educational needs	Good. Careful planning ensures that these pupils make progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The provision for the moral and social development of pupils is very good with satisfactory provision made for pupils' spiritual and cultural development.
How well the school cares	Very good. The school is a caring community with adults and children

for its pupils	being concerned for one another.
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The school works very well with the parents and the community. Parents are very supportive and work in classrooms, to the considerable benefit of pupils. The information provided by the school for parents is very helpful in enabling them to understand the aims and objectives of the school and how these are being carried out in practice. Information and communication technology is developing well in the school but older pupils have not had sufficient experience to enable them to experience all aspects of the subject, such as control technology. The school has recognised this and has included it in the improvement plan.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads the school very well, possessing a clear view of the direction required by the school. Since her appointment earlier in the year she has established a management team with considerable potential.
How well the governors fulfil their responsibilities	The governors are very supportive of the school and carry out their duties responsibly and well although their evaluative role is not sufficiently well developed.
The school's evaluation of its performance	Satisfactory. The school has begun to analyse the data obtained from national assessment tests and to monitor teaching, but this is at an early stage of development and has yet to improve attainment.
The strategic use of resources	Good. Learning resources are well used with specific grants for pupils with special educational needs well considered and used to benefit these pupils. The school applies the principles of best value well and is beginning to assess the impact of all resources used in the school.

The school has a staff which is adequate in number and expertise to meet the demands of the National Curriculum and religious education. The accommodation is also adequate although the differing sizes of the classrooms poses a problem when allocating pupils to classes. The school uses the learning resources well and they are present in sufficient quantity and quality to meet the needs of the curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That children enjoy coming to school. • The progress which pupils make. • The behaviour of pupils. • The approachable nature of the staff. • The quality of teaching. • The way in which the school is managed. • The care exercised by the school for its pupils. 	<ul style="list-style-type: none"> • A very few parents felt that they were not kept sufficiently informed of their child's progress. • The consistency of homework. • Some lack of extra curricular activities – particularly sport. • Some concern about the progress of pupils in mixed age classes.

The inspection team agrees with the positive parental views of the school. Information about the progress of pupils is generally very good but there seems to have been some misunderstanding about the nature of the recent "open evening" held in school that contributed to a few parents feeling that they had not been as well informed as in former years. There has been a recent review of homework, but this has not yet been embedded into the practice of the school and consequently there is some inconsistency. The extra curricular activities provided are consistent with those provided by a school of this size. There has been some lack of sporting links with other schools which is now being addressed with a view to strengthening these contacts. The pupils in mixed age classes are making progress, but

to date a lack of rigorous monitoring of teaching means that the school has insufficient evidence to ensure that their progress is commensurate with their peers.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 The group of children in the foundation stage arrives in school showing that all ability levels are represented but overall it is judged that attainment is in line with that expected nationally. Assessment carried out in the first few weeks of their time in school confirms this. By the time that they are ready to move into Key Stage 1 it is judged that the majority will have at least achieved the early learning goals in all six areas of the curriculum laid down for them.
- 2 At the end of Key Stage 1 the National Curriculum Test results for 2000 were below those usually achieved by the school. The groups of pupils who take these tests each year vary in size and ability and therefore the results need to be considered carefully. This particular group of pupils contains the full range of ability within it but there are more pupils who have special educational needs than in other years. This resulted in reading and writing being in line with the national average scores in the tests but when compared with similar schools the scores obtained were below average. In mathematics tests in 2000, the group was well below the national average and very much below the average for similar schools. In science, teacher assessments showed the pupils to be below the national average. However, over the previous three years, pupils in the school have consistently scored above the national average in reading, writing and mathematics and inspection evidence suggests that the scores obtained in 2000 were not typical of the school and that pupils' attainment generally is above the national average.
- 3 At the end of Key Stage 2 in the year 2000, the attainment of pupils in English and science as measured by the annual tests was well above the national average and in mathematics was above average. In comparison with similar schools again the English and science results placed the school as being above average but below average in mathematics. When taken over time the results show a continual improvement with the school's average National Curriculum points for the core subjects of English, mathematics and science being above the national trend. There is no significant difference in the attainment of boys and girls.
- 4 During the inspection, observation of lessons, scrutiny of work and discussions with pupils support these results. In literacy pupils by the end of Key Stage 1 are making very good progress and their attainment is above the national expectation and by the end of Key Stage 2 attainment is well above that expected nationally. In numeracy, standards are in line with national expectations at the end of Key Stage 1 but above expectations at the end of Key Stage 2. Good teaching is resulting in rising standards and the school has set targets that are challenging to pupils.
- 5 All pupils work hard and those with special educational needs make good progress through the sensitive but firm support which they receive from both teaching and non teaching staff. Pupils with English as an additional language also make good progress. Pupils of above average achievement are generally recognised and given work appropriate to their ability.
- 6 In other subjects of the curriculum it is judged that attainment is at least in line with national expectations. However, in information and communication technology, pupils

at the end of Key Stage 2 lack sufficient breadth of experience in some areas of the curriculum. This means that, in spite of some good work, their attainment is below that expected nationally in such areas as generating sound, control technology and modelling. The school has recognised this, featuring it in the improvement plan.

- 7 There has been some improvement in attainment overall since the last inspection with work in English showing the greatest advance.

Pupils' attitudes, values and personal development

- 8 Attitudes throughout the school are good. Upon entry to the school children quickly develop very positive attitudes with a great emphasis being laid upon their personal and social development. Behaviour throughout the school is very good, being a strength of the school. This is an improvement since the last inspection where it was found that on some occasions the younger pupils did not achieve the same standards as the older pupils. There were two fixed period exclusions in the previous school year.
- 9 Pupils are eager to come to school and are keen to participate in the activities on offer; they work co-operatively and enjoy learning. From early in their school life, children form very good relationships with one another and with adults. They are courteous and polite being welcoming to visitors and willingly talk about their school. In plenary sessions at the end of lessons and in the awards assembly they are eager to share in each other's achievements.
- 10 The personal development of pupils is very good. This is an improvement since the last inspection and is now a strength of the school. Pupils take responsibility for some of the daily routines, undertaking these tasks with quiet efficiency. This ready involvement in the life of the school is highlighted through the "Buddy" system that emphasises care for one another. Pupils have developed very good skills in working together, listening to and respecting one another's viewpoints and ideas especially in the very appropriate Circle Time discussions.
- 11 Attendance levels in the school are good, being above the national average and there is no unauthorised absence. Because punctuality is good, lessons begin and end on time.

HOW WELL ARE PUPILS TAUGHT?

- 12 Throughout the school teaching is very good and this is an improvement on the last inspection when it was judged to be sound. In the foundation stage, teaching is always good or better with teaching in 80 per cent of lessons seen being very good or excellent. In both Key Stages 1 and 2, teaching was never less than satisfactory and was good or better in 77 per cent of lessons. In Key Stage 1, 30 per cent of teaching was very good or excellent and 32 per cent in Key Stage 2. Teaching is very good because of the very good teaching of basic skills, the very good management of pupils, good planning, teachers' generally high expectations of pupils in terms of their behaviour and involvement and the way in which support staff are used to best effect.
- 13 The teaching of literacy is judged to be very good overall with teachers making very effective use of the time available to them. Pupils clearly enjoy the lessons and make good progress. More attention needs to be paid to the improvement of punctuation, spelling and handwriting. The teaching of numeracy is considered to be good overall with some very good teaching. The school has recognised that there is room for

improvement in the learning of pupils in this area and greater emphasis has been placed on the mental mathematics session and pupils are responding to this. They now are beginning to recall number facts appropriate to their age more quickly and are learning to manipulate numbers in their heads accurately. The full range of mathematics is taught. An analysis of the results obtained from the national assessment tests has been undertaken with a view to these being considered to ensure that the correct amount of time is being spent on each area for the benefit of the pupils. As yet this has not fully improved the numeracy work in classrooms.

- 14 Relationships between teachers and pupils are very good and the support received by pupils with special educational needs from their support assistants contributes considerably to the progress that they make. Pupils of higher ability are challenged very well in some classes but this is an area for consideration by the school through the monitoring of teaching.
- 15 Pupils make good progress in lessons. They behave well, are expected to settle to their work quickly and are keen to please their teachers, showing enthusiasm and involvement in the tasks set. Only in the subject of information and communication technology is it judged that the oldest pupils are not attaining the expected standards. This is because of the ever-expanding nature of the subject and pupils' lack of previous experience due to resources not being available. The school has included this on its improvement plan and the recent acquisition of more computers and the setting up of a computer suite is designed to overcome this problem.
- 16 The school is putting in place its system for the monitoring of teaching to inform teachers of the effect which their teaching has on the progressive gains in knowledge, understanding and the acquisition of skills across all classes in the school. This is at an early stage of development and is included in the improvement plan. The assessment of pupils is generally good with marking encouraging, and on occasions informing pupils what they next need to do if they are to improve. Teachers do not always use their assessment of pupils' understanding and progress to adjust their lesson plans in subsequent lessons to more readily meet the needs of pupils. The practice of setting work for pupils to do at home has recently been reviewed but there is inconsistency in the way this is handled by teachers. Once monitoring is in place the school will be able to identify areas of teaching for improvement but also to share the often very good and sometimes excellent teaching which occurs in the school.

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

- 17 The school gives pupils a good range of interesting learning opportunities. Lessons and visits cater well for all abilities including more able pupils, slower learners, those for whom English is an additional language and those with special educational needs. The curriculum meets all legal requirements. The school teaches the new National Curriculum and religious education to the locally agreed syllabus. There is a daily act of collective worship. The strengths of the curriculum are in English and provision for children under five.
- 18 The curriculum for children under five, the Foundation Stage, is very good, providing an appropriate breadth and balance of experiences for these children. Planning is excellent and is based upon all the nationally recommended early learning goals. By the time that children move from the reception class they are very well prepared to follow the National Curriculum. Assessments are kept on the children and are very good with staff keeping a record of their achievements in targeted activities.

- 19 Teachers in Key Stages 1 and 2 follow the new nationally recommended strategies of teaching in English and mathematics. These subjects take up between them more than half the teaching time each week. There are appropriate amounts of time allocated to the remaining subjects. However, there is only just sufficient time to cover science fully in Years 1 and 2. Art currently has nearly twice as much time as music to make up for the limited amount of time given to it in previous years. The school gives high priority to pupils' physical education. All classes have three lessons a week. All pupils have swimming tuition in Year 4.
- 20 The implementation of the National Literacy Strategy has been very effective. It has helped to raise standards throughout the school. By the end of Year 6 they are much higher than in most schools. They are also much higher than at the time of the last inspection. The school makes satisfactory use of the National Numeracy Strategy. As a result, pupils' progress and achievements in mathematics are sound.
- 21 A three year planning cycle ensures that pupils in classes with more than one age group do not repeat the same work. At present both mixed age classes are also large. Teachers therefore find it difficult at times to match work to pupils at four or five different standards in two year groups. As a result progress is slower than it should be at times, given pupils' abilities. The school has recognised possible drawbacks in having pupils in mixed aged classes, has noted the concerns of some parents and has plans to monitor the progress of pupils in these classes. Currently the mixed classes are split to provide smaller teaching groups during the numeracy hour and this is effective. Arrangements to include all pupils in all learning activities are particularly good. Teachers are careful to match work to pupils' abilities in English and mathematics.
- 22 The school has a very good document on equality of opportunity and subject managers monitor planning to ensure that these issues are addressed in the curriculum. Evidence was seen during the inspection of older boys and girls working together well in physical education. Pupils with special educational needs receive effective support to ensure their progress and the voluntary support in many lessons is well used by the teachers for the benefit of all groups of pupils. Pupils from minority ethnic groups are very well integrated into the school and make good progress.
- 23 The school provides very well for pupils' personal, social and health education. Weekly class discussions with their teachers in these lessons make significant contributions to pupils' personal development. As a result, nearly all pupils are confident, cheerful and open. Pupils gain appropriate understanding of healthy living and also of dangerous substances through their physical education and science lessons. The school's policy is to provide pupils with sex education appropriate to their ages, also through the science curriculum. Each year there is a residential visit to centres such as Bamburgh. These enrich learning through fieldwork in both history and geography as well as helping pupils to develop further their independence and social skills before they move on to their secondary schools.
- 24 The school makes satisfactory extra curricular provision for pupils of all ages. There are three recorder groups, an art club, two after school games clubs – one for infants and one for juniors – and football and netball teams. There are also opportunities for pupils to have music lessons at school to learn violin, clarinet, flute and trumpet.
- 25 The school makes satisfactory use of its immediate area for observational work and fieldwork, for example in geography. Pupils also visit the local church, steel works,

power station and museum. There is a current project in science where the oldest pupils are linking with a chemical firm and gaining benefit from working in the classroom to try to solve problems set by the firm before they go to visit. There are visits farther afield particularly to widen pupils' understanding of history. In recent years pupils have visited both Lincoln and York.

- 26 Very good links with the local community broaden and strengthen pupils' learning and improve the quality of the school's resources. For example, senior citizens come in to talk to pupils about their recollections of World War II. The local steelworks contributes £100 a year to design and technology resources. A bank matches parental fund raising pound for pound. A computer company allows the school to trial, and then keep, new educational software. The school also takes part in the local industrial/school science initiative. Pupils and students from the local secondary school and sixth form college join classes from time to time on work experience. Pupils take part in the Scunthorpe Music Festival each year. Good links with the local secondary school to which most of the pupils transfer help them to move easily into the next stage of their education.
- 27 The overall provision for pupils' spiritual, moral, social and cultural development is good. Its particular strengths are in moral and social provision. This represents a significant improvement since the last inspection.
- 28 The provision for spiritual development is satisfactory. The overall quality of assemblies is satisfactory with some being good. There is a clear acknowledgement of belief in a God and this is well supported through prayer and children's hymns. Taped music is used effectively to create an appropriate mood for worship and stories contain clear messages that provide opportunities for reflection. However, some opportunities are lost to engage pupils more fully through discussion. On occasions a sense of awe is present, for example when considering the wonder of life. Good use is made of assembly to celebrate pupils' achievements. Spiritual provision is well supported through the teaching of religious education and is found in other areas of the curriculum. For example, in geography where pupils reflect upon wealth and poverty in India.
- 29 The provision for moral development is very good. The school clearly emphasises the difference between right and wrong. The headteacher has a very clear view of the guiding principles for moral development and she ensures that all staff are fully involved in promoting these. Staff and pupils together establish guidelines for behaviour within classrooms, during breaks and in assembly. All staff have training in 'assertive discipline' and apply these procedures consistently. Parents are kept informed and some have attended a meeting to provide them with further information. There is very good reinforcement of these guidelines throughout the school day and staff are very good role models for their pupils.
- 30 The provision for social development is very good. The school provides a number of significant opportunities for pupils to accept responsibility. For example, the "Buddy" system encourages older pupils to share responsibility in caring for younger pupils. In classes numerous tasks help promote co-operation and independence; for example paired work on computers and in physical education lessons. Social awareness is clearly promoted. For example, pupils consider the work of Oxfam in famine relief. Pupils are given opportunities to establish links in the community, a recent one being the Salvation Army. All pupils are given the opportunity to discuss their concerns, sometimes within the framework of Circle Time. Personal, Health and Social Education (PHSE) provides many good opportunities for all pupils and addresses

their social needs effectively. For example, PHSE plays an important role in developing self-esteem, speaking, listening and co-operation.

- 31 The provision for cultural development is satisfactory overall, however, multi-cultural provision is too limited. Pupils are given appropriate opportunities to take part in music festivals, visit the ballet and a sculpture museum. The school invites theatre and choral groups to perform and promotes cultural understanding effectively through art and history. Opportunities to develop an understanding of cultural and ethnic diversity are limited. The school has few significant links to promote this. However, in some areas of the curriculum; for example religious education and geography, progress is being made. The school continues to identify this as an area for development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 32 Since the last inspection this aspect has become a strength of the school. All staff know and understand their pupils very well; procedures for child protection and for ensuring pupils' welfare are very good. The monitoring of pupils' personal development, support and guidance are all good. The school's policy for health and safety is specific, ensuring that all aspects relating to health, safety, security and first aid are dealt with to a high standard. The very effective support provided by staff makes a very positive contribution to pupils' well being and enables them to take full advantage of the educational opportunities offered.
- 33 Procedures for monitoring and improving pupils' attendance are very good. The school promotes very good behaviour through the successful implementation of its policies that are well monitored. Parents were pleased to be invited to an information meeting regarding the assertive discipline policy.
- 34 The school has very good procedures for assessing pupils' attainment and progress. For example, during the first half term of the school year the reception teacher and the nursery nurse gauge very carefully the full range of children's skills, knowledge and understanding.
- 35 The school uses a full programme of tests appropriate to pupils' ages to measure and track progress in the National Curriculum subjects. Teachers also keep a close eye on pupils' personal development. Detailed reports give a clear view of all pupils' achievements. Staff and pupils also celebrate these enthusiastically in weekly praise assemblies. Towards the end of Years 2 and 6, pupils take all the National Curriculum tests required by law. In addition the school arranges for pupils to take national unreported tests in reading, writing, spelling and mathematics in Years 3, 4 and 5. The school assesses pupils' progress in reading very carefully. Parents note what and how much pupils are reading at home. Teachers test pupils' reading ages twice a year. A new assessment scheme for art, design and technology, geography, history, information and communications technology, music, physical education and religious education works well. Teachers measure and record how well more able, average and slower learners have understood each new step in learning.
- 36 The school makes satisfactory and effective use of this information to improve learning and teaching. For example, analysis of the Year 6 test results showed up weaknesses in writing development. The school then made writing its first priority for the year and improved both resources and teachers' expertise. Pupils' writing now has more structure and detail as a result. In science, teachers have an exact view of what pupils are achieving, but are not making sufficient use of this knowledge to improve pupils' understanding. The school acknowledges that it has further to go in

making full use of all its assessment information if each pupil's learning is to be improved.

- 37 Procedures for monitoring and supporting pupils' personal development are very good and are a strength of the school. There are many instances showing the thoroughness of the support the school gives to personal development especially through Circle Time and assemblies. Parents expressing their views of the school confirmed the quality of this support.
- 38 Pupils with special educational needs are well supported and make good progress towards their individual targets. The progress of pupils with statements of special educational needs is also good. The attitudes and behaviour of pupils with special educational needs is very good. In lessons teachers match the tasks they provide very carefully to these pupils' needs and because of the support that they receive from dedicated staff, they learn well. The learning needs of pupils for whom English is an additional language are met well.
- 39 The school makes good arrangements to include pupils with special educational needs in all lessons and activities. The extra help in literacy given to a few pupils outside lessons improves their access to learning. For example, less able pupils in Years 3 and 4 make good progress in their additional literacy group. Pupils who have English as an additional language are well supported and fully integrated into the life of the school.
- 40 Arrangements to assess and review the progress of pupils with special educational needs are good. The school identifies their needs promptly and accurately. Teachers then write good quality and detailed individual education plans to meet their needs. The school has good links with the parents of pupils with special educational needs and there are good links with outside bodies that support these pupils, for example medical, social and welfare agencies.
- 41 The deputy headteacher, as co-ordinator for special educational needs, manages provision well. The headteacher and co-ordinator ensure well-targeted spending of specific grants for these pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 42 Since the last inspection the partnership with parents has become a strength of the school. Information provided for parents is very good. The school has very good links with parents and carers to consolidate and extend pupils' learning. The vast majority of parents are happy with the standards and progress made by their children, and feel able to approach the school with any concerns. The school uses every opportunity to involve parents further and to keep them well informed. Teachers use parents in classrooms and find them invaluable in supporting pupils in their work. Parents are invited to meetings to discuss their children's progress and more informal meetings to meet with teachers. Parents have given a very positive view of the school to the inspection team and are very happy that their children enjoy coming to school.
- 43 Written reports about pupils' progress completed towards the end of the school year are very good. Parents find them very informative and appreciate that targets for future development are included. Parental contributions to pupils' learning at home and in school are good. The school has a very supportive Friends Association that raises valuable funds to support pupils' education. Resources for outdoor play with the youngest children have recently been purchased through the efforts of the parents as well as a substantial contribution to the newly established computer suite. This money is well used by the school to provide resources to help improve pupils' work.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 44 The headteacher, who has been in post for less than a year, has a very clear view of the direction to be taken by the school if standards are to rise. She has communicated this well to staff, governors and parents and her leadership is judged to be very good. She is ably supported by her deputy and the leadership of key staff is good. There is a senior management team which is helping to put the vision into practice and they are supportive of her efforts and do all they can to assist her. The remainder of the staff are also supportive and a strong team approach is developing which augers well for the future of the school.
- 45 The governing body is very involved in school activities and carries out their duties effectively. The school improvement plan, which is linked to the budget, is modified by the governing body once the headteacher and staff have set down their ideas. This is a very useful tool to enable the school to improve. Governors are learning the necessity of being critical friends and examples of this have been seen recently when the information and communication technology policy was being discussed in the curriculum committee and a discrepancy was noticed between what was stated in the policy and what happened in practice. After discussion the policy was amended. As yet the governing body has not yet devised procedures which allow it to evaluate the effect which the decisions they make have upon the quality of the education provided. The governing body fulfils all other statutory responsibilities.
- 46 Each subject in the school has at least one teacher who oversees its development and these are known as subject managers. The school has put in place monitoring of classroom practice by subject managers, but this is at an early stage of development. There has been monitoring of English, mathematics and physical education. The last named subject was monitored in the light of staff feeling that overall they lacked confidence in the delivery of this area of the curriculum and pupils may not have been making the requisite progress over time. This has been rectified and lessons seen indicate that monitoring has been effective. Monitoring of English occurred in connection with the school's stated target of improving writing throughout the school

and this is showing some improvement. Recent monitoring of mathematics occurred in the light of somewhat disappointing results in the end of key stage assessment tests, but not enough time has elapsed to evaluate any improvement. Other subjects are not monitored, but the school has plans to move on to look carefully at science, before monitoring the remaining subjects.

- 47 There are sufficient qualified teaching staff to meet the needs of the curriculum. Whilst the overall range of initial teaching qualifications is somewhat narrow, this is effectively compensated by subsequent staff training. There is a good balance of experienced and recently qualified staff. Together, the teaching staff demonstrate good levels of competence in teaching the whole school curriculum. The school is about to put in place performance management and staff have attended courses to consider how to implement the scheme. There are sufficient suitably qualified and experienced support staff. A number are employed through special educational needs funding. However, all support staff contribute effectively to the education of all pupils in each class. They form a very effective team with the classroom teachers and show considerable initiative in their work. All staff in the school work together to provide an environment which is pleasant, clean and healthy and contribute to the atmosphere which encourages pupils to work hard and treat one another well. Administrative staff are very efficient and contribute a great deal to the smooth running of the school.
- 48 The accommodation is adequate and enables the curriculum to be taught effectively. A small but well planned ICT suite provides a good base with regular access to all classes. Formerly this space was occupied by the library and whilst there is currently no school library, adequate classroom libraries exist, for example in Year 6. The school is looking to re-establish a library in a central place. Most classrooms are of good size, however there are smaller ones, for example in Year 2. Here pupils have to move through another classroom to reach their base. The hall is of adequate size but its location leads to some through movement whilst classes are being taught there. The large outside play areas include a secure activity area for pupils under five. The good size playground and playing field provide sufficient space for outdoor activities. These areas, both indoor and out, are well maintained and kept tidy and clean by the caretaker and her staff. The school uses the accommodation available to best effect and it has a positive effect upon pupils' learning.
- 49 All core subjects are well resourced and contribute to the standards achieved in the school. The overall quality and quantity of resources is good and well matched to the needs of the curriculum. Resources are very good for under fives. The school has sufficient computers to provide for individual classroom activities and class teaching. A good range of books and other materials support all core subjects. Resources for pupils with special educational needs are also good.
- 50 The school uses available finances well, including the specific grants for pupils with special educational needs. The school applies the principles of best value in the securing of resources and services and is judged to provide good value for money in the light of standards, teaching, unit costs per pupil and the state and adequacy of resources and accommodation.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 51 In order to ensure that the school continues to improve, the headteacher, staff and governors should:

- further the role of subject managers to include the responsibility for monitoring the progressive gains in knowledge, understanding and skills across all year groups; (paragraphs: 16; 21; 46; 74; 92; 99; 108 and 118)
- ensure that the governing body introduce procedures that enable them to evaluate the effect of their decisions on the quality of education provided. (Paragraph 45)

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	31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	33	43	17	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	168
Number of full-time pupils eligible for free school meals	8

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	9
Number of pupils on the school's special educational needs register	17

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
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	12	14	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	9
	Girls	14	14	13
	Total	22	22	22
Percentage of pupils at NC level 2 or above	School	85 (100)	85 (94)	85 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	9	9
	Girls	14	13	14
	Total	22	22	23
Percentage of pupils at NC level 2 or above	School	85 (100)	85 (100)	88 (100)
	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	9	19

National Curriculum Test/Task Results		English	Mathematics	Science
	Total	17	15	17
Percentage of pupils at NC level 4 or above	School	89 (73)	79 (73)	89 (86)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
	Total	15	15	17
Percentage of pupils at NC level 4 or above	School	79 (77)	79 (82)	89 (86)
	National	70 (68)	72 (69)	80 (75)

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

As there were only nine boys eligible to take the tests in this year group the separate totals for girls and boys are not included in this table.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	3
White	121
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	24
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	172

Financial information

Financial year	1999/2000
	£
Total income	325,489
Total expenditure	326,911
Expenditure per pupil	2,179
Balance brought forward from previous year	10,503
Balance carried forward to next year	9,081

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	166
Number of questionnaires returned	69

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	33	4	3	3
My child is making good progress in school.	48	38	6	3	6
Behaviour in the school is good.	42	51	1	3	3
My child gets the right amount of work to do at home.	33	49	13	3	1
The teaching is good.	45	46	7	0	1
I am kept well informed about how my child is getting on.	32	46	17	4	0
I would feel comfortable about approaching the school with questions or a problem.	67	30	0	3	0
The school expects my child to work hard and achieve his or her best.	55	41	4	0	0
The school works closely with parents.	35	49	12	4	0
The school is well led and managed.	49	36	4	3	7
The school is helping my child become mature and responsible.	52	42	4	0	1
The school provides an interesting range of activities outside lessons.	36	43	14	1	4

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

- 52 Children enter the reception class in the September after their fourth birthday. A wide range of attainment is represented in each intake but on average their attainment is in line with what is expected nationally. The majority of children are able to speak well, are beginning to read and can count well for their ages. They also have good social skills, relate confidently to each other and to adults and they are eager to learn. This is reflected in the assessments carried out by the school soon after entry. Children make good gains in their learning and the majority attains at least the expectations for their age by the time they enter Key Stage 1 at the end of the foundation stage. A few of the current new entrants are already working above the levels expected for their age in early number skills and in communication and literacy skills. All the children are well prepared for work in the National Curriculum at Key Stage 1 and at the end of the Foundation Stage the children are working at levels which are often above the national expectation.
- 53 The personal, social and emotional development of children is very good. They enjoy coming to school and are settled very well into the routines established by the staff. Children develop confidence, knowledge and independence through a variety of exceptionally well planned individual, small group and whole class activities. Children relate well to adults and are eager to answer questions or make suggestions. For example, in a very well taught lesson where children were finding out about a selection of fruit, they not only listened well to each others opinions of the fruit they were tasting, but they were also keen to speak about their own experiences, such as when they had tasted and seen a mango. They show an awareness of the needs of others as they share resources and take turns. They are polite to adults and to each other, saying 'thank you' if they are helped. Children know the classroom routines well, and they take responsibility for tidying away and preparing for different activities such as putting on aprons for practical activities. The teacher and nursery nurse work very effectively as a team. They provide excellent role models for the social relationships that are encouraged between the children and adults. Planning for personal, social and emotional development makes good provision for children's moral, social and cultural development. Children are aware of what is acceptable behaviour; they understand the importance of sharing and taking turns and through the topic work around the story "Handa's Surprise", children are developing good awareness of cultures and lifestyles different to their own. They learn about the importance to Christians of Jesus' birth and hear stories about his life. This prepares children very well for religious education lessons when they enter Key Stage 1.
- 54 Children's communication, language and literacy development is good and from a wide range of ability many children achieve standards that at least match the expectations for their age by the time they reach the end of the foundation stage. The staff encourage children to contribute to discussions. They are given time to think through their answers, particularly those who are less confident. For example, children are sometimes asked if they 'would like to ask a friend to help them'. They listen with enjoyment and respond well to stories, rhymes and songs. They act out roles in the class 'bookshop' and talk together about what they are doing in activities such as when they are building models using large construction materials. Children make very good progress with their early reading. They learn that the sounds of letters and one child attempted spelling 'g-o-a-t' using the correct letter sounds. Many children have a small vocabulary of known words and a few now read simple phrases

and short sentences. Others recognise a few words, such as their own names and the names of characters in reading books. All the children enjoy sharing books with adults and use pictures to make sense and to enable them to 'tell' the story. Children regularly take home reading books or words to share with their families. They receive good support from parents and this makes a valuable contribution to their learning. Early writing skills are systematically taught. Almost all the children write some or all of the letters of their own name and make good attempts at writing captions. They write their own sentences that contain recognisable letters and words, or use initial letters to identify words they do not yet know. Children are developing a good awareness of some of the different purposes of writing. For example, in one lesson children were suggesting how they could write a 'list' of the animals in the story they had just been sharing. Children regularly take home examples of letters of the alphabet and practise writing these correctly.

- 55 Most children are working above expectations for their age in the mathematical area of learning and about a third attain high standards. They count up to 20 and recognise and write numbers to 10. Many children count on 'one more' or count back 'one less' with adult support. A few children complete simple sums such as 'one more than three' or 'one less than seven'. Many have a good understanding of what the numbers represent as they match numbers to objects. The children know many number rhymes and songs. They learn the names and properties of simple shapes such as a circle, a triangle and a square. When examining fruits, one child explained that an orange was shaped like a sphere. Children sing rhymes sequencing the days of the week and they know how many days are in a week. A few children recognise the date when written as '22nd'. Very good teaching in this area of learning ensures that children learn through a good range of well-resourced practical activities to investigate and record number, shapes and measures.
- 56 Children have well planned opportunities to develop their knowledge and understanding of the world about them, and their attainment is above that expected nationally. They are aware of some nocturnal animals and name some animals that are awake during the day. They know the names of some common fruits and some children talk about having tasted more exotic fruits such as avocados and mangoes. They use construction kits and a range of materials with suitable tools, to demonstrate good manipulative skills and hand-eye co-ordination. There are frequent opportunities to investigate using sand and water and there is a wide range of carefully planned practical experiences using the large outdoor area. Children are taught how to use computers and they make good progress in learning how to work with simple programs. Children hold the mouse correctly and are aware of how to use the left-hand button to draw shapes, controlling the mouse reasonably well. Children use computers to support the development of skills in mathematics, language and literacy and creative development.
- 57 In physical development the majority of children have good skills for their age. They control their bodies well and most can skip. Children are confident using large spaces. They move in different directions, showing consideration and awareness of safety for others. The enthusiasm of staff when modelling movement in physical activities is transmitted to the children. They eagerly follow the example shown. In dance they listen carefully to the music before interpreting it through movement in their own way. Children manoeuvre and ride toy wheeled vehicles safely in outdoor activities.
- 58 Creative learning is good and most children achieve standards that are at least in line with expectations for their age with some achieving beyond this. In one assembly the

exceptional quality of paintings of three children was applauded by the whole school. They had used good observational skills to paint different fruit, mixing colours well to create texture and taking care to paint accurately. Children know the names of primary colours and many also identify colours such as orange, purple and pink in their work. They use a range of materials and tools to draw, paint and make collage pictures. Crayons have been used to make leaf rubbings; realistic owls have been drawn and a variety of materials have gone to create owl collage pictures. The children listen well to music in assemblies. They know songs from memory and sing tunefully. In a music lesson children played musical instruments to accompany the repeating rhymes from the story "Going on a Bear Hunt". Children are developing an awareness of the difference between loud and quiet sounds and how to represent these when playing instruments. Children are encouraged to express their ideas and feelings. Opportunities for creative development have improved since the last inspection.

- 59 The quality of teaching for children in the foundation stage of learning is very good. This is an improvement since the last inspection. The teacher and the nursery nurse have very good knowledge of the learning needs of young children and they work exceptionally well together. This ensures that activities are well matched to the age and experience of the children so that they make good gains in their learning. The teacher's planning for the children is exemplary highlighting learning opportunities for the children in all areas of learning. Small group activities such as water, sand, role-play and outdoor activities are all included in the planning. The provision for outdoor activities has improved greatly since the last inspection. A photographic record is kept of children's work outdoors and in physical education time in the hall, and this is used well to assess progress. Assessment strategies generally are very good. The staff regularly record children's achievements in a range of targeted activities. The children are very well managed and the teacher has worked very hard to create a stimulating environment conducive to learning. For example, in all the different areas of learning in the classroom there are suggestions for ways parental helpers can support and encourage children's learning. The teacher plans carefully to make sure that there is sensitive support for lower attaining children to enable them to make progress. The very experienced nursery nurse is very well deployed and works very well with the children to ensure that they learn effectively. Parental helpers are guided well by the teacher, they know what the children are expected to learn and they provide valuable support in the classroom.
- 60 The induction of children into the reception class works very well and they settle quickly into the routines of the school. Links with parents are very good and start before children enter the school. They are provided with good information about what the children are learning and they are very supportive. The learning resources are good. This is an improvement since the last inspection. The contribution of parents to the provision of outdoor equipment is greatly appreciated by the school.

ENGLISH

- 61 Standards of attainment are well above average by the end of Year 6 and have improved since the last inspection. Pupils reach standards in reading and writing that are well above the national average. They are also well above those achieved in schools similar to Holme Valley. Standards in speech and listening are also above average for pupils' ages. Girls achieve higher standards in English than boys, following a national trend, but the differences are not significant. This is because, at times, girls answer more often and fully in literacy lessons. They also read more and

take more care over the presentation of work, but there are exceptions to these generalisations.

- 62 Standards in speaking and listening, reading and writing are above average by the end of Year 2. This was so at the time of the last inspection. For example, four-fifths of the present Year 2 class have already reached the standards expected at the end of the school year. Standards are similar to those achieved in schools like Holme Valley.
- 63 National test results for the school's eleven year olds at the end of the last school year told the same story as the books, files and work in lessons of the present Year 6 pupils. For example, nearly two-thirds of pupils reached standards above those expected for their ages. A significant number of these were pupils of average ability.
- 64 National test results for seven year olds for the year 2000 showed lower standards than those in the present Year 2 class. Pupils achieved average test results in reading and writing. These standards were well below those achieved by schools like Holme Valley. The reason for the difference between test results and present standards is that the proportion of pupils with statements of special educational needs who took the tests at that time was very high. The needs of these pupils related to language development.
- 65 Speaking and listening standards are above average by the end of Year 6. Pupils give their views and insights clearly and confidently. Good quality resources also spark off lively speech. For example, Year 6 pupils discussed an interesting short biography of the footballer Alan Shearer in depth, exploring both meaning and style. This was also because the teacher challenged pupils to express themselves fully by such demands as "Explain!" or "Maybe!". In a religious education lesson, through well led discussion, pupils of all abilities discovered differences in accounts of the same incidents in the gospels of Matthew and Luke. Above average understanding of words enable pupils to follow teachers' detailed explanations and directions in all subjects. This is a main reason for the good progress and concentration in nearly all lessons.
- 66 Speaking and listening standards by the end of Year 2 are also above average. This is because teachers speak clearly to pupils and listen carefully to them, expecting full concentration in lessons. As a result pupils quickly become attentive listeners. Naturally they enjoy listening to children's stories and concentrate very well. They nearly all say clearly what they notice, think, feel and remember. Pupils of all abilities ask thoughtful questions about their new learning at times.
- 67 Reading standards are well above average by the end of Year 6. Nearly all pupils read fluently and accurately both aloud and silently. They also read regularly at home because they enjoy writers such as Rowling, Blyton and Wilson. Pupils of all abilities often follow up interests in school subjects, particularly science, history, sport and poetry. They explain clearly what makes a book a "good read" for them. Year 6 pupils show an interest in suspense, fear, "powerful adjectives and adverbs" and mystery. The literacy hour gives them very good standards of comprehension. Higher and average ability pupils compare books and authors in some detail. For example, Year 6 pupils compared the "Famous Five" and "Harry Potter" books and Dahl and King as children's writers. Library skills are above average.
- 68 Reading standards are above average by the end of year 2. Pupils read their scheme books accurately, but less able pupils often get stuck. They find it difficult to link letter sounds. Pupils of all abilities are good at finding key words using indexes and

contents. Brighter pupils understand how to use glossaries. Good reading skills improve the rate and quality of learning. For example, pupils read back their own writing to check expression and use simple dictionaries to improve spellings. They are also able to follow and understand text on worksheets and computer screens. Pupils enjoy exciting, animal, magic and humorous stories most.

- 69 Writing standards are well above average by the end of Year 6. Pupils control different types of sentences well and use an above average range of words. Good writing skills enable them to order, detail, understand and record new learning well. This is particularly so in science, history, geography and religious education. Skilled teaching enables them to achieve particular effects, such as the feel of a place at the beginning of a story. Pupils use a good range of forms to meet different learning needs. In history, for example, they write personal letters as though they were children living in Ancient Greece or during World War II. This use of imagination deepens their understanding of the past very effectively. They know how to make and use clear notes, plans of work, spider diagrams and bullet points. Regular handwriting practice throughout the school develops clear, cursive hands.
- 70 Writing standards are above average by the end of Year 2. Brighter and average pupils shape and space words and letters accurately. They write sentences with capitals, and full stops. They occasionally use “when” and “because” clauses. Slower learners write in sentences but often forget punctuation. As their writing rates are slow, pieces are often short or unfinished. Poor and variable letter shaping and spacing make it hard for a few pupils to check for expression and spelling. As a result they pick up bad writing habits. These become more and more difficult to displace later.
- 71 The quality of English teaching is very good. It is a strength of the school. The quality is never less than good, varying between good and excellent. The best teaching is in classes where it makes most impact on pupils’ progress and achievement as observed in the reception class and Year 2 and Year 6. During the inspection there was one lesson where teaching quality was excellent. It was very good in four lessons and good in three.
- 72 The main reasons for this high quality are teachers’ enthusiasm and enjoyment of teaching. Pupils reflect these qualities as interested and industrious learners. Teachers make very effective use of the literacy hour. For example, Year 2 pupils wrote ten to sixteen sentences with words using ‘ar’ sounds in as many minutes. In the last couple of minutes of the lesson, the teacher got each pupil to make up another such word and build a sentence around it. All lessons run at a rapid pace and teachers time work very well so that pupils achieve a great deal. Because learning is very efficient, the school is able to devote one of the five literacy sessions to improving and extending pupils’ writing. High quality and carefully detailed planning gives each lesson a very clear purpose. Pupils understand what they are to learn, how to go about it and how much they have learned by the end of the lesson. In most lessons, teachers use the last few minutes, not only to review learning, but also to take it further. They also hold pupils’ interest by moving through a wide range of methods. Learning is therefore stimulating, often with an undercurrent of drama and fun. For example, the Year 2 teacher asked pupils if they wanted “to phone a friend” before answering! Pupils come out of many lessons with big smiles on their faces. Pupils with special educational needs also make very good progress in English. This is because they receive high levels of good quality support from experienced and knowledgeable staff. Teachers mark work carefully, praising achievement and showing pupils what each needs to do to improve.

- 73 However, the school acknowledges the need for improvement. Writing standards, particularly those of boys, could be higher. Standards of punctuation, spelling and handwriting are not high enough. Written work does not usually show the skills pupils evidently understand in practices, exercises and tests.
- 74 The subject is very well led and managed. An enthusiastic and energetic co-ordinator has a clear view of priorities. She ensures that teaching and learning benefit from the best new local and national guidance. Monitoring of the subject has taken place, but as yet the school does not give teachers sufficient opportunity to learn from each other's strengths.

MATHEMATICS

- 75 Inspection findings through the observation of lessons, a scrutiny of work and discussions with pupils indicate that standards in mathematics are above those expected nationally by the end of Year 6. Pupils work hard and attain standards across all the attainment targets laid down in the mathematics curriculum which are above the national average. A greater emphasis has recently been placed upon mental mathematics by the school and this is resulting in pupils being able to recall number facts more quickly and is facilitating their ability to manipulate number. However, currently their facility in this aspect of mathematics lags slightly behind the standards indicated in pupils' work in books.
- 76 Younger pupils at the end of Year 2 also attain standards that are slightly above the national expectation. They too are increasing their abilities to deal with numbers in their heads, able to recall simple number facts and are learning multiplication tables as greater importance is attached by teachers to the mental mathematics sessions which precede all numeracy sessions.
- 77 National tests for 11 year olds in the year 2000 showed that results generally confirmed inspection findings. However, in comparison to schools of similar character to Holme Valley, the results were below average. Results in mathematics indicated that attainment in mathematics is not as high as it is in the other two tested subjects of English and science. Steps have been taken by the school to improve pupils' performance in mathematics and a greater concentration upon mental mathematics work is improving pupils' attainment.
- 78 The national assessment tests for seven year olds in the latest reporting year were also disappointing in comparison to previous years. The reason for this was that, although there was the full range of ability represented in the group, there was a greater proportion of pupils with special educational needs in the year group taking the tests. Results showed that in comparison with the national figures this group of pupils' attainment was below average. Over time the school's results in mathematics at the end of Key Stage 1 have been falling in comparison with national trends. As a result, the school has highlighted this as a target and addressed it in the improvement plan.
- 79 There are no marked differences in the performance of girls and boys although the school reflected the national picture of girls performing better than boys at the end of both key stages. Pupils with special educational needs make progress appropriate to their abilities.

- 80 Year 6 pupils are increasing in confidence as they deal with numbers. In a mental mathematics session observed they were able to add two and three digit numbers in their heads and write these down on a board to indicate to the teacher that they were all working out the answers. They understand fractions and percentages. They can interpret data and plot it on a graph. They are competent in the use of co-ordinates and can reflect shapes in four quadrants. All areas of mathematics are covered and most pupils currently in Year 6 are working at Level 4, which is the expected level at the end of the academic year, with some working beyond this level. Other groups in Key Stage 2 were working at appropriate levels. A Year 4 class was working with fractions and some knew clearly that the denominator “showed the number of parts which the whole had to be divided into” whilst the numerator “told us how many of those parts we need”. The Year 5 group worked on perimeter of a rectangle and arrived at an understanding of the formula to calculate this.
- 81 The current Year 2 pupils are working well in mathematics and are enjoying the experiences provided by the teacher. They know what a two digit number is and can round these up or down to the nearest ten. They demonstrated that they could add on nine by adding 10 and subtracting one. More able pupils were working with three digit numbers and adding 19, 29 etc. Pupils appreciate that place value is very important, and can set down sums correctly. Other pupils in Key Stage 1 showed that they were able to double numbers and could recognise and use coins to pay for ice creams of different types. When pupils moved on to the main activity they showed that they understood that such sums of money as 26p could be made up in many different ways by using the coins available, ($20p+2p+2p+1p=1p$).
- 82 Teaching throughout the school in mathematics is never less than good and often very good. This reflects the time spent by the staff in recent discussion of practice in the subject. The numeracy sessions are well organised and lessons are conducted at an appropriate pace. Pupils with special educational needs are well supported by non-teaching staff who are made aware of the purpose of the lesson before it begins. A “Feedback Sheet” is always handed to the teacher by any helper in the classroom to inform the teacher of the progress made. Pupils are made aware of the learning objective(s) for the lesson and a check is made on what has been covered as the class is gathered together in the plenary session at the end of the lesson. Suitable activities are provided for the less able and, on occasions, for those pupils of higher ability, but this is less frequent. Teachers are secure in the delivery of the numeracy hour and their knowledge is adequate to deliver the subject. They are enthusiastic and are rewarded by pupils who are keen to learn. Although there were instances of problem solving in displays in the shared areas around the school, there were too few occasions when problem solving was observed during the inspection. Opportunities were missed by teachers to set a group to solve a problem associated with the work in hand. This is an area for development recognised by the subject manager. Information and communications technology was not observed in any of the lessons, nor during the work scrutiny nor when looking at displays throughout the school. Opportunities to increase pupils’ skills in this area are missed. Assessment is undertaken by staff at the end of each session but this does not always result in a change of emphasis in subsequent lessons in order to meet the needs of pupils.
- 83 There is evidence of numeracy and mathematics being applied in other areas of the curriculum. A display about a visit to a residential centre showed the route taken with estimated distances between each town and the journey time. Following the journey the actual times were recorded together with the distances, and appropriate calculations were made using these figures. In a science display on bubbles there was the use of a stop watch to measure the length of time of the survival of bubbles

which were formed by 'branded' soap liquids and those formed by 'non-branded' soaps. When glycerine was added, so the time of survival was taken and comparisons made. In a Year 3 study of the "crisp intake" of a group of children, calculations were made to find out how many packets of crisps were consumed in a month and then a year based upon the answers given as to how many packets of crisps were eaten in one week. This then moved on to the more complicated calculations of "if multi-packets of crisps were purchased, then how many would be needed and how much would they cost?".

- 84 The subject manager for mathematics has undertaken a full analysis of the results obtained in the last national assessment tests at the end of both key stages. This has resulted in the acquisition of knowledge of what pupils could do in the test and in which areas there are weaknesses. This will result in a consideration of the emphasis placed on each area of the subject to see whether a redress of the coverage in each year needs to be undertaken in order that standards might rise. The subject manager is fully aware, as are the rest of the staff, of the need to increase the attainment of pupils in this area of the curriculum so that it at least equals performance in the other core subjects of English and science. The subject is managed in such a way that each of the different year groups in the school is taught separately through the involvement of the headteacher. Learning resources are good and meet the demands of the National Numeracy Strategy and the National Curriculum. It is judged that the school has identified weaknesses in mathematics correctly and that the steps taken will lead to an improvement in this subject to bring it in line with English and science.
- 85 Overall, provision for mathematics has improved since the last inspection but there is room for still further improvement.

SCIENCE

- 86 Pupils throughout the school are now achieving well in science and making good progress in their learning. Standards are rising. By the time they leave the school, pupils are doing more advanced work than is expected for their age in most aspects of the subject. Standards in investigative and experimental science are average but are improving as a result of the school's accurate targeting of this area for development. Overall, standards have improved greatly by the time pupils leave the school.
- 87 In 2000, teacher assessments for pupils aged seven showed standards to be below the national average. This was largely because of low standards in experimental and investigative work. However, the percentage of pupils achieving the standard above that expected for their age was only slightly below the national average. In the group of pupils who took these tests in 2000, there was a higher proportion of pupils who have special educational needs, resulting in the test scores being below those normally attained in the school. However, the full range of ability was represented in that group. Inspection findings indicate that pupils will perform better in the 2001 tests because the majority of pupils in Year 2 are already working at the levels expected at the end of the academic year. They are experiencing good opportunities for investigative and experimental science. For example, in one lesson pupils confidently experimented to create an electrical circuit, using batteries and bulbs. They found out that electricity flows from the battery to the bulb and back to the battery. They used correct scientific vocabulary when explaining the circuit, using such terms as 'crocodile clips' and bulb holder'. Pupils recognise the dangers of electricity and they

name some electrical appliances that provide light, heat, sound or which move. Pupils know some important elements of healthy food and they plan balanced menus.

- 88 Standards in science for last year's eleven year olds were well above what is expected for their age in much of their science work. Their scientific knowledge was at the level of pupils a year older. This was mainly because the teachers have high expectations and pitch much of the work at a demanding level. Pupils use their literacy skills well in science to explain their understanding. The findings of the inspection match these standards. Pupils in the present Year 6 are already achieving standards which at least match the expectations for pupils aged eleven. They have very good knowledge of life processes and living things. They know how animals adapt to different habitats and use appropriate scientific vocabulary when explaining their understanding of the food chain. They know that different plants grow best in different soil conditions and explain why we need soil. For example, "if there was no soil then no plants would grow and this means there would be no oxygen". Pupils know the importance of good hygiene and have written detailed accounts of their visits to the school kitchen to observe food hygiene. They have undertaken, and carefully recorded, experiments to investigate food decay. Pupils not only have recorded these well, they have also come to mature conclusions such as, "I think this happened because the food had been left out of the fridge too long in room temperature, and microbes built up". Pupils are gaining good scientific knowledge and understanding through the school's participation in a project supported by the Chemical Industry Education Centre based at York University. Pupils recognise that if a sealant is flexible and moulds to a shape it is more effective. Pupils use terms such as 'flocculating agent' correctly. They are developing a good understanding of filtration and methods for separating solids from water. They thought about their own ideas of how water can be cleaned in a kitchen and suggested filtration methods such as a coffee filter, colander, sieve, tea strainer, muslin and tea bags. Pupils undertook an experiment to find out which method would remove the most dirt from water in the shortest time. They recorded their results in terms of the time taken and the colour of the filtered water.
- 89 Teaching of science is good overall and some very good teaching was seen. This is an improvement since the last inspection. Teachers have good subject knowledge and they teach pupils appropriate scientific vocabulary. In Key Stage 1 pupils are being encouraged to learn from practical activities. In a Year 2 lesson, pupils were excited and very interested because the teacher captured their interest at the start of the lesson by suggesting that Father Christmas needed their help to make Rudolph's nose light up. This stimulated pupil's learning very well and they were not only excited about the science lesson, but were challenged well to succeed. Teachers are very clear about what they want pupils to learn in lessons and most teachers share these objectives with the pupils. The marking of children's work is good. Teachers take care to let the pupils know how well they have done and what they should do to improve. Teachers plan effective use of adult support in lessons, particularly to assist pupils with special educational needs who make good progress in their learning.
- 90 There are good opportunities for pupils to learn to work together. In a lesson in Year 3 and 4, pupils were working in small groups to test which materials were the most effective insulators. Pupils worked very well and they valued each other's contributions. Most pupils take pride in the presentation of their work and this is particularly noticeable by the end of Key Stage 2.
- 91 Pupils make effective use of their literacy skills in science. Appropriate use is made of numeracy and information and communication technology skills to support their

recording of work. Learning is well supported by pupils' good speaking and listening skills.

- 92 The school has adopted the national guidance for science. The subject manager has ensured that pupils in the mixed age classes receive an appropriate curriculum by introducing a three year cycle of topics. However, her role is not yet sufficiently well developed to monitor planning, teaching and learning. As a result the school cannot ensure that all year groups make systematic gains in knowledge, skills and understanding. The results of National Curriculum tests are analysed carefully and areas for development are identified. Assessment procedures for science are good but these are at a very early stage of implementation and the results are not yet used effectively to inform future planning.
- 93 The resources for learning are good and they support the science units being taught very well. The school also makes good use of loans available from a local college.

ART

- 94 All pupils, including those with special educational needs, make sound progress. Standards match expectations for pupils' ages at the end of both key stages and are similar to those reported at the last inspection.
- 95 In Years 1 and 2 pupils acquire skills in a range of techniques and they gain knowledge of using a variety of media. They paid attention to detail when using crayons to draw and colour Christmas baubles. Pupils moulded clay to create three-dimensional figures for a Nativity scene. They use paints well to mix colours and to develop their skills in producing different tones of one colour. Pupils choose from a range of materials to weave and sew.
- 96 Throughout Key Stage 2, pupils continue to acquire skills in a range of activities. In Years 3 and 4, pupils moulded clay and chose tools appropriately to make three-dimensional tiger faces. They choose fabrics and learn embroidery stitches to create collage pictures. When making pencil drawings, pupils shade well to indicate light, shadow and reflections. In Year 6, pupils' art is linked very well to their science topic. Groups of pupils were making observational drawings, paintings and pen and ink drawings of different parts of machinery including pipes and taps. Some pupils were selecting materials to weave and represent a wheel spinning round. Pupils who were painting mixed colours carefully to produce different tones of grey and they chose appropriately from a variety of brushes. However, throughout Key Stage 2 sketchbooks are not used effectively to help pupils to develop, refine and extend their skills. There are not enough opportunities in some lessons for pupils to discuss their own, and each other's work. Information and communications technology is used well in some year groups to support pupils' work in art. Throughout the school pupils are being taught in small groups how to use pen and ink to make detailed observational drawings.
- 97 Teaching is good. Teachers plan a variety of art and design activities in lessons and they use the high ratio of adult to pupil support very effectively. This includes not only support for pupils with special educational needs but also the support of parent helpers who share their expertise with the pupils. Teachers plan their lessons with clear objectives for the range of activities taking place. Pupils are managed very well and are taught to take responsibility for resources.

- 98 Pupils behave very well in lessons. Because of the good support, pupils work in small groupings and they acquire skills well. There are very good relationships between the adults and pupils, and pupils and their classmates in these lessons. This makes a positive contribution to pupils' social development.
- 99 The school has adopted the national guidance for teaching the subject. However, planning does not clearly indicate how pupils, particularly those in mixed age classes, will make systematic progress through each year group in knowledge, skills and understanding. There are few opportunities for the subject manager to monitor the progress in the subject.

DESIGN AND TECHNOLOGY

- 100 Few lessons were seen during the inspection. Judgements are based on these lessons, an examination of pupils' work and discussions with staff and pupils. All pupils, including those with special educational needs, make sound progress and standards match expectations at the end of both key stages and are similar to the standards reported in the last inspection.
- 101 In Year 2, pupils designing and making puppets for a Nativity play choose materials for making sock, hand or finger puppets. They were gaining an understanding of the importance of choosing materials appropriate for the task. Pupils represent their ideas well in simple designs. More able pupils made good progress in one lesson where they began devising a set of instructions to release their designs. In Year 6, pupils had designed and were making slippers. They were aware of the need to achieve a quality product. One pupil said, "The uppers need to be securely joined to the insoles or else the slippers will fall apart". Pupils choose from a range of materials identified in their plans and investigate techniques to make joins, sharing their ideas with one another. For example, some pupils thought they could sew the rubber soles to the uppers by using the sewing machine, whereas other pupils thought gluing would be more effective.
- 102 Teaching is good overall and sometimes very good. Lessons are planned well to develop pupils' technical and evaluative skills. In one lesson the teacher used skilful questioning to enable pupils to evaluate the effectiveness of a selection of joining techniques for making slippers and to evaluate which would be most effective and why. Teachers plan to make effective use of adult support in lessons and they make a positive impact on learning. Pupils show an enthusiasm for their work. Being supported so well in small groups helps them to evaluate and improve their designs and techniques.
- 103 The school has adopted the national guidance for teaching design and technology. However, planning does not clearly indicate how pupils will make systematic progress in skills, knowledge and understanding. There are few opportunities for the subject manager to monitor the work in the subject. However, since the last inspection the subject has continued to develop within the school.

GEOGRAPHY

- 104 During the inspection there was insufficient evidence available to reach a judgement on pupils' attainment at the end of either key stage. From the work seen, pupils achieve satisfactory progress as they move through the school.

- 105 In Key Stage 1 pupils acquire knowledge and understanding of the world through hearing of the travels of 'Barnaby Bear'. They receive postcards and link these to maps identifying locations. They begin to develop an understanding of the environment through discussing local journeys and visits to the seaside. Pupils are aware that maps represent specific localities. They develop appropriate mapping skills by drawing their journey to school.
- 106 In Key Stage 2, pupils continue to develop their understanding of the local environment through studying photographs and maps of the town. They conduct surveys of shopping and record these accurately. They continue to develop their mapping skills through differing activities; for example, showing parental routes to work. However, their use and understanding of mapping co-ordinates is not secure. Pupils improve their knowledge of different climatic zones. They know weather conditions affect the choice of holiday destinations. They have a basic awareness of environmental issues but lack a detailed understanding of how human activity affects the environment. Residential visits, for example to Norfolk, increase their understanding of contrasting localities in the United Kingdom. A study of India, using the Chembakkoli resource pack provides good insights into contrasting climatic and economic conditions. Pupils produced a good quality display on this topic.
- 107 Only one lesson was observed during the inspection. The overall standard of teaching, based on work samples is satisfactory whilst the lesson observed was good. Satisfactory use is made of resource materials. Teachers' knowledge and understanding is secure and planning is thorough. However, there is insufficient work retained or recorded and this reduces opportunities for pupils to consolidate their knowledge and understanding. Pupils interviewed during the inspection were often confused about work covered earlier in the year. From these discussions and the lesson observed, pupils display positive attitudes, are keen to learn and behave well.
- 108 The subject manager is making good progress in developing resources in the subject and ensuring that the subject meets national requirements. Good use is made of national guidelines. However, she has only limited opportunity to monitor teaching and pupil progress. Good use is now being made of information and communications technology to locate information and occasionally process data gathered by pupils. The residential visits significantly enhance curricular provision. Satisfactory progress has been made since the last inspection.

HISTORY

- 109 There were no lessons during the inspection and therefore it was not possible to judge the quality of teaching, learning and pupils' response. However, work in pupils' books and files and discussions with them showed that standards of knowledge and understanding of the past and skill in using historical evidence are as expected for pupils' ages. Teachers use units of study from the latest national guidance. Planning shows appropriate coverage of chronology, famous people, changes over time, historical enquiry and communication of knowledge and understanding of the past.
- 110 Year 6 pupils gained good understanding of evidence values and Anglo-Saxon life, beliefs and culture through their work on Sutton Hoo. They listed what the ship burial revealed. Pupils of all abilities also understood what the artefacts did not tell them. Year 5 pupils understood how World War II affected pupils' lives and experiences at that time. Teachers developed literacy skills well when pupils wrote letters home as if they were evacuees. Year 4 pupils also used letter writing effectively to explore the contrasting lives and outlooks of Greek and Spartan children. Year 3 pupils recalled key facts about the design and importance of the Roman road system.

- 111 Year 2 pupils understood the importance to medical care of the work of Florence Nightingale in the Crimean War and later in England. They made up questions to ask famous people. Pupils of all abilities had a sound understanding of Remembrance Day and the poppy symbol. Year 1 pupils drew and wrote about old and new teddies to compare them. Of an old one they observed: "It is dirty. The stuffing is coming out. The ears are floppy."
- 112 Planning ensures that pupils study a satisfactory number of topics by the time they leave school. The school makes good use of important historical centres and visits by older members of the community to give pupils first hand experience of the past.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 113 Standards of attainment meet the national expectation at the end of Key Stage 1 but they are below the national expectation at the end of Key Stage 2. This is because as the subject has expanded to include more aspects, the oldest pupils have lacked experience in such areas as control technology. However, these are being addressed by the school. Pupils achieve satisfactory progress throughout the school. Those pupils with special educational needs also make satisfactory progress.
- 114 Pupils benefit from the good start made in the reception class and become familiar with basic routines, using keyboard and mouse. The oldest pupils in Key Stage 1 are competent in writing simple sentences, knowing how to enter text, delete and change between upper and lower case. They use a Paint program effectively to explore colour and shape, for example producing 'rangoli' patterns. They select an appropriate drawing tool then flood fill a shape using a chosen colour. Pupils gain appropriate experiences of 'control technology' by programming a floor robot and explore simulation exercises in literacy.
- 115 In Key Stage 2 the oldest pupils lack sufficient breadth of experience in some areas of the information and communication technology (ICT) curriculum. They are competent in word processing and possess a range of editing skills. They use this to support work in literacy, history and religious education well. Pupils work effectively to design a web page, laying out text appropriately and creating a hyper-link button. They are familiar with techniques to combine text and picture, for example using Clip-art. As yet they have no experience in generating sound. In further use of the Internet, pupils research information in history and science, using this well to support their studies. A few pupils have used the e-mail facility. Pupils understand the purpose of a database and have appropriate experience in constructing one using a spreadsheet. They know how to represent data graphically. However, they have insufficient experience in control technology or modelling. This is a recognised area for development and features in the school's improvement plan.
- 116 The school has done well to raise attainment in ICT in those areas of the curriculum described above. In so doing it has kept pace with rapidly increasing expectations. An important factor in this is the standard of teaching which is good overall throughout the school. In Key Stage 1, planning is clear and objectives are carefully reinforced. Pupils know what is expected of them. Basic skills are carefully demonstrated and teachers have sufficient knowledge to ensure all pupils make progress. Effective questioning and good pupil management ensures that all pupils are well motivated to learn. In Key Stage 2, teachers' knowledge and understanding is good. This helps promote effective questioning and rapid lesson pace. As a result learning is always satisfactory and often good. The tasks set provide challenge and careful on-going

assessment ensures that all pupils are motivated to do well. A particular feature of teaching throughout the school is the good work of classroom assistants who form an effective team with class teachers. A number have good ICT skills and use these well, especially where they support pupils with special educational needs.

- 117 Pupils are provided with a variety of challenging tasks. They respond well to these and work hard. Behaviour is very good and pupils adopt responsible attitudes, working independently or in pairs. Good levels of independence are apparent.
- 118 The ICT curriculum provides a number of exciting opportunities for all pupils. The two newly appointed subject managers are making good progress in developing it. They have ensured that documentation is relevant and of high quality, for example the Internet guidelines. The subject managers have conducted a useful staff skills audit ahead of national training next term. In order to monitor the impact of this training on standards, they will need opportunities to observe lessons. A clear action plan sets precise targets which are well supported by thorough assessment procedures. The subject is carefully resourced with a well laid out ICT suite. The school now makes much better use of ICT across the curriculum than at the time of the previous inspection.

MUSIC

- 119 In the two lessons seen during the inspection standards were similar to those in most schools. Pupils' understanding of musical terms, attainment in singing, use of untuned percussion, performance skills and knowledge of notation were as expected for pupils' ages. All pupils, including those with special educational needs and those for whom English is an additional language, were making sound progress. There was not enough evidence to judge overall the standard of attainment or the quality of learning.
- 120 Pupils in the Year 4 and 5 class made satisfactory progress in understanding ostinato and pulse in a well-known song. The teacher's good subject knowledge informed clear demonstrations of rhythmical patterns and their different note values. Percussion players and groups of singers learned their parts and worked together accurately. Singing lacked expression but kept in tune and time. There was good teamwork in the groups. The large size of the class limited opportunities for pupils to play percussion instruments. Pupils were pleased to achieve a successful ensemble performance.
- 121 Children in the reception class learned enthusiastically about the different sounds instruments make. They improved skills in playing drums, bells, rattles, tambourines and guiros. Children behaved very well because of very close working relationships with their teacher and nursery nurse. Because each child was responsible for an instrument throughout the lesson, all made big strides in learning how to produce and change percussion sounds. The teacher's very effective use of a bear hunt story with lots of repetition linked well to early reading work. It also made a very strong contribution to very good speech development. Self-discipline, attention to the conductor and understanding of dynamics also improved well.
- 122 Singing in assemblies is clear and tuneful. Pupils benefit from accompaniment on the piano by one of the staff. The school offers good opportunities for pupils to learn to play musical instruments. At the time of the inspection, 18 pupils were learning to play recorder in beginners, intermediate and advanced groups at lunch times. Ten pupils were learning the violin, three the clarinet, two the trumpet and two the flute in

lessons funded by parents. The lessons were given by peripatetic instrumental teachers.

- 123 The school follows the latest national guidance on primary school music. Planning shows appropriate coverage of composition, performance, listening, understanding and appreciation of music.

PHYSICAL EDUCATION

- 124 Standards in physical education at the end of Key Stages 1 and 2 match national expectations. It was not possible to observe any games or swimming, but in those lessons seen, pupils worked very hard and showed improvement, with performance matching the age of the pupils. All pupils made progress within lessons including those pupils with special educational needs.
- 125 Pupils in Year 6 demonstrated considerable ability in movement, having control of their bodies and an awareness of others. They could turn, twist, jump and land efficiently and at a higher level than younger pupils who were observed in other lessons. They can work amicably in pairs, discussing what they might do to devise a sequence before working on that sequence and evaluating it to improve. In this group, girls worked with boys in pairs and showed an awareness of one another's strengths and weaknesses as they considered the best way of producing a worthwhile sequence.
- 126 In Key Stage 1, pupils were able to move well but without the more sophisticated movement of the older pupils. They demonstrated great enthusiasm and behaved well, stopping their activity as soon as they were asked and listened carefully to the suggestions and explanations of their teacher. In one class, the teacher used a poem which had been studied in the classroom as a stimulus for movement. The poem was about Jack Frost and pupils reacted well to the idea of freezing like Jack Frost, striking angular and spiky shapes when bidden. The use of space with these younger pupils was generally very good as they recognised the need to explore space if they were to work safely and without invading another pupil's area. They also showed that they understand that they can work at low, high and intermediate levels.
- 127 An impressive feature of the work in all lessons seen was the way in which pupils watched carefully the work of an individual pupil when it was their turn to regain their breath and commented constructively and positively about the performance which they had been tracking. They would offer points for improvement but in all cases this was done kindly and was accepted as such.
- 128 Teaching in the subject was good in all lessons. Teachers had a clear idea of what they expected pupils to do and pupils reacted very positively. Learning objectives were shared in most lessons and pupils were reminded of these as the lesson progressed. This had the effect of pupils working hard to improve their performance as the lesson proceeded. All teachers and pupils were dressed appropriately and the pupils entered the hall expecting to work hard. In all cases there were warm up sessions at the beginning of the lesson as well as cooling down exercises to end it. Pupils enjoyed the sessions and their behaviour was excellent.
- 129 Learning resources are good. The hall is in the middle of the school and this means that lessons see pupils and staff moving through the hall, but the pupils involved in the lesson seem not to notice this and the momentum of the lesson is not disrupted. The hall has a range of climbing frames and other apparatus, all of which are stored

safely. The outside playing field is of a very good size and offers great possibilities for games. The pupils in Year 4 have the opportunity to go swimming during the year and the great majority of pupils can swim before they move on to their secondary phase of education. When pupils go on residential visits, the outdoor pursuits side of the curriculum is provided with a range of challenging activities supervised by trained staff.

- 130 The subject manager trained as a physical education specialist and has had the opportunity to monitor teaching. This came about as the result of staff meetings when staff expressed a lack of confidence in this area of the curriculum. All staff have attended a course on dance to further develop the subject in the school. During the lessons observed it would seem that this lack of confidence has been dispelled and there is a new policy in place after the staff had had the opportunity to discuss it. The school now has a joint approach to physical education that is resulting in pupils being able to experience a progressive curriculum which develops their skills.
- 131 There are various clubs which meet with sports clubs for both key stages which concentrate upon team building games. A football group will be run in the spring term with the assistance of a parent, and there is a netball club. The school belongs to an inter-schools federation and takes part in various tournaments.
- 132 Physical education is a developing subject in the school and shows some improvement, particularly in teaching, since the last inspection.

RELIGIOUS EDUCATION

- 133 Standards of attainment in Key Stage 1 meet the requirements of the new locally agreed syllabus for North Lincolnshire. There is not enough evidence in Key Stage 2 to make an overall judgement on attainment. The school has had insufficient time to teach a third world religion, Islam, to the current cohort of pupils. However, it is planned to do so over time. The standards of work seen indicate that pupils are meeting age related expectations in the faiths already covered, Christianity and Judaism.
- 134 Pupils in Key Stage 1 are able to distinguish between the principal symbols of Christianity and Judaism. They draw the Cross and Star of David, writing about each clearly as part of a display focusing on family values. Pupils understand such concepts as 'giving and receiving' and discuss them in class. Pupils understand that important family events are celebrated through ceremony. They experience the significance of special places when visiting the local church to take part in a mock baptism.
- 135 In Key Stage 2, pupils continue to develop their understanding of Christianity and Judaism and meet age related expectations. They have sufficient knowledge of the principal events in the life of Christ and understand the significance of major Christian festivals. For example, they recognise the significance to Christians of Easter and belief in the Resurrection. Pupils demonstrate good skills in analysing extracts from the New Testament. When studying the Christmas Story they identify similarities and differences between Matthew and Luke's gospels. Pupils recognise the importance of family and tradition in Judaism. For example, they understand that Bar Mitzvah marks an important stage in the life of a Jewish boy. They are aware of the importance of leading characters from the Old Testament, such as Moses, to the development of Jewish belief. They gain an understanding of tradition through studying a Passover meal. Many pupils demonstrate good understanding of the significance of faith and belief in the lives of Christians and Jews. They are able to relate these to contemporary concerns, such as Third World hunger, when studying the work of Oxfam.
- 136 Throughout the school the overall standard of teaching is good. Teachers have a secure knowledge and understanding, using appropriate materials to both support their explanations and provide imaginative resources for pupils. Questioning skills are good and encourage pupils to contribute effectively to lessons. At the end of each key stage, teaching is of a very high quality. In Key Stage 1 a wide range of tasks enables pupils to express their understanding through art, design and technology and information and communication technology. A clear focus on religious education is retained through appropriate questioning in the plenary sessions at the end of each lesson. In Key Stage 2, challenging tasks are set which encourage pupils to carefully analyse text and to form judgements on the reliability of evidence. Such work promotes literacy effectively and helps develop independent study skills. Pupils respond in a positive manner to this good teaching. They contribute effectively in discussion, reflect upon their learning and behave very well. Overall, however, there is insufficient written work completed and this hinders pupils' consolidation of their knowledge and understanding. The subject promotes both their spiritual and moral development well.
- 137 The subject manager works hard to promote the subject and has ensured that it is well resourced. She is sensitive to the needs of families whose specific beliefs limit their children's participation in the subject. The school is aware of the need to plan

fully for the development of the new syllabus and is doing so. The quality of teaching has improved since the last inspection and satisfactory progress has been made since then.