

INSPECTION REPORT

**GAWTHORPE JUNIOR INFANT AND
NURSERY SCHOOL**

Gawthorpe, Ossett

LEA area: Wakefield

Unique reference number: 108153

Headteacher: Mrs. C.M. Gibson

Reporting inspector: Susan Walker
21678

Dates of inspection: 27th November – 1st December 2000

Inspection number: 225220
Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	High Street Gawthorpe Ossett West Yorkshire WF5 9QP
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Appropriate authority:	The local education authority
Name of chair of governors:	Mr David Brooke
Date of previous inspection:	23 rd -26 th March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Susan Walker 21678	Registered inspector	English Music Under Fives Special educational needs Equal opportunities	What sort of school is it? The school's results and achievements How well pupils are taught? How well is the school led and managed? What the school should do to improve further
Juliet Baxter 9075	Lay inspector		Pupils' attitudes, behaviour and personal development How well does the school cares for its pupils? How well does the school work in partnership with parents?
Clive Lewis 22831	Team inspector	Mathematics Art and design Design and technology Information and communication technology	How good are curricular and other opportunities?
David Walters 17857	Team inspector	Science Geography History Physical education Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Gawthorpe Junior, Infant and Nursery school is a school for boys and girls aged three to eleven years of age. The numbers on roll are falling steadily. Currently, there are 188 pupils on roll. The school is broadly in line with the national average size. There are a further 58 children part-time in nursery. Attainment on entry is generally below that which is expected nationally. Children are admitted to the reception class in the term in which they are five years old. At the time of the inspection there were seven children under five in the reception class. The vast majority of pupils come from the local area and predominantly live in rented accommodation. Socio economic circumstances are less advantageous than nationally. There are 20 per cent of pupils eligible for free school meals, which is the national average. Twenty three per cent of pupils are on the register of special educational needs, which is broadly average and a further 16 per cent of children are on the register in nursery. Pupils are on the register of special educational needs, predominantly, for difficulties in literacy, numeracy or behaviour. There are very few pupils with English as an additional language, in either nursery, or main school. The vast majority of pupils stay in the school throughout their primary education. However, two thirds of teachers, including the headteacher, have changed since the last inspection.

HOW GOOD THE SCHOOL IS

Gawthorpe Junior, Infant and Nursery school is a good school, with some very good features. Standards are in line with national expectations, except in English and information and communication technology at Key Stage 2. Standards are better than this in art at Key Stage 1. Teaching is good throughout the school. Leadership and management are good overall, with some very good features. The school provides good value for money.

What the school does well

- The very good leadership of the headteacher, good support of the governors and effective financial management has led to clear improvement.
- The good quality of teaching throughout the school has raised pupils' rate of learning.
- A challenging curriculum is based on very effective assessment procedures.
- The school's very good partnership with parents has promoted pupils' learning effectively.
- The very good ethos of the school is evident in day-to-day practice.
- The commitment and team spirit of all the staff support pupils' learning well.

What could be improved

- Pupils' attainment and resources in information and communication technology at Key Stage 2.
- The organisation of the library.
- The lack of up-to-date staff training in first aid.

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 March 1998. It was identified as having serious weaknesses in leadership and management. The school has made very good improvement and it has the capacity and commitment to improve at a similar pace. It has successfully addressed its key issues, particularly with regard to improving teaching, behaviour management, planning and assessment. It now fully complies with requirements for reporting and risk assessment. The current leadership and management are the driving force which has successfully improved so many aspects of the school. For instance, standards in science have improved greatly by age eleven. Although standards in information and communication technology are below the national average, the school has good plans to improve the situation using the funding from the National Grid for Learning. The headteacher has concentrated the school's efforts on improving standards in literacy and numeracy. This is appropriate and the school has done all that it could be reasonably expected to do to improve standards in English at the end of Key Stage 2. It is aware of the need to take action with regard to the library and training staff in first aid.

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	E	B	D	D
Mathematics	E	B	C	C
science	E	C	B	B

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

On entry to nursery, children's attainment is generally below that which is expected nationally. By the time that they join Key Stage 1, the majority will achieve the early learning goals and a minority will exceed this level. When compared to all schools, and similar schools with 8-20 per cent free school meals, the school does as well as might be expected in mathematics, better than this is science, but less well in English. The comparison with similar schools is not advantageous to the school, as it has 20 per cent of free school meals. It is clear that the school is improving. National statistics show that the school has made very good progress in improving attainment, from a poor start, for those Year 6 pupils who took the 2000 national assessment tests. In 1997 the current cohort of Year 6 pupils were among the lowest five per cent of pupils in reading and mathematics and well below average in writing. This class has 30 per cent of pupils with special needs. It is likely to achieve broadly the national average in mathematics and science, but with fewer pupils than is usual at the higher Level 5. However, in English, pupils are unlikely to achieve the national average, as there are too many weaknesses due to their previous experiences. It is clear that the current good teaching which they are receiving is having a good impact on pupils' rate of progress, but this is not sufficient to iron out all the remaining weaknesses. The school has done all that it could be reasonably expected to do in improving the curriculum and resources for English. Pupils at Key Stage 2 do not achieve the national average in information and communication technology, except in word processing, because of insufficient resources. Pupils at Key Stage 1, achieve better standards than is usual in art, although at Key Stage 2 standards in observational drawing are lower than might be expected. Pupils achieve the national averages at both key stages in all other subjects. Pupils with special educational needs achieve in line with their ages and abilities. They make satisfactory progress and sometimes better.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes in all year groups are good and are generally positive. They like their lessons and particularly enjoy investigative work.
Behaviour, in and out of classrooms	Standards of behaviour are good in all classes throughout the school day.
Personal development and relationships	Pupils' personal development in all year groups is good. Pupils carry out a variety of responsible tasks. Relationships are good and are based on mutual trust, and respect and the school's ethos of inclusion and involvement.
Attendance	Attendance and punctuality are good. The improvement is due to consistent hard work by the school, parents and pupils.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

Teaching is good throughout the school, including provision for children under five. This supports all pupils' learning well and allows them to achieve as well as they should do. In lessons seen during the current inspection, 30 per cent of teaching was very good, 48 per cent was good and 22 per cent was satisfactory. There were no unsatisfactory lessons. This is a very significant improvement from the last inspection. The very good teaching is spread across a good range of subjects and a number of classes. Literacy and numeracy are taught well, and sometimes very well, and this is increasing pupils' rate of progress. Teachers plan and prepare their lessons well and teach challenging and interesting lessons, which are based on practical activities. This motivates pupils to learn. Teachers share their learning objectives with pupils, so that they are clear about what they are learning. Good links are made between subjects, for example, between history and literacy and this improves how pupils learn. Teachers have good relationships with their pupils and use praise and humour effectively. Marking is variable, but the best is effective. It shows pupils how they have improved and what they need to do next. Homework supports pupils' learning well. Presentation still needs some attention, but this is largely a legacy of previous times and the need for pupils to improve in so many areas at once. Good practice is spreading, for instance, Year 2 pupils' handwriting is good and this improves the presentation of their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Broad and well balanced curriculum with a very good range of learning opportunities. However, the school does not meet the statutory requirements for information and communication technology at Key Stage 2. Links with the local community are very good.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is satisfactory overall. Pupils are well supported by the school staff and a range of visiting professionals from outside agencies.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's provision for pupils' spiritual, moral, social and cultural development is good. Assemblies play a particularly important role in pupils' spiritual development. Pupils benefit from a wide range of educational visits. The good relationships are based on trust and respect.
How well the school cares for its pupils	A good standard of pastoral care. Very good systems for monitoring and supporting attendance, behaviour, academic progress, and personal development. There is a very good system for assessing what pupils know, understand and can do and this is used very effectively to support their learning. However, no member of staff has an up-to-date certificate in first aid.

The partnership with parents is a strength of the school. A warm and genuine partnership exists between the school and parents where each values the work and support of the other. Parents receive very good quality information.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is very good. This is a key feature in turning the school around. The deputy headteacher, key stage co-ordinators and subject co-ordinators have all played effective parts in developing the school. There are very good systems in place for keeping track of all aspects of school life.
How well the governors fulfil their responsibilities	The headteacher has trained and developed the governing body effectively. They now play a full part in the life of the school and carry out their responsibilities well.
The school's evaluation of its performance	Very good. The school's evaluation of its own performance is accurate due to the systems that are in place. This effective evaluation is a major factor in its success in improving so many aspects of school life.
The strategic use of resources	The school has good financial controls that are bringing it out of a deficit budget ahead of time. The school successfully applies best value for money in spending.

The school has satisfactory resources overall, but still needs to improve resources in information and communication technology. The library has been refurbished and is attractive. However, shelving and books require re-organising so that they are easily accessible for pupils to use independently. There is a good range of accommodation that adequately supports pupils' learning. The school makes good use of attractive displays throughout the school to support pupils' learning. There are sufficient, well qualified teaching staff who support pupils' learning well. There are a satisfactory number of educational support assistants to support pupils with special educational needs appropriately.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is led and managed well. • Their children like school, work hard and make progress. • Teaching is good. • Teachers are approachable. • Most parents feel well informed. 	<ul style="list-style-type: none"> • A minority of parents has concerns about homework, extra curricular activities and the information that they receive.

The inspection team fully agrees with the parents' supportive views of the school. However, they feel that the quality of information for parents is very good. Current homework, including finding out information for future lessons, is effective in supporting pupils' learning. Provision for extra-curricular activities is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. On entry to nursery at age three, children are generally below the standard expected nationally. They enter the reception class in the term in which they are five, having made at least satisfactory progress in nursery and good progress in the reception class. By the time that they enter Key Stage 1, all children will have attained the early learning goals and a minority will have exceeded this standard.
2. The school is not placed in an advantageous position in relation to similar schools of 8 per cent to 20 per cent of free school meals, as it has 20 per cent of pupils eligible for free school meals.
3. At Key Stage 1, inspection results in 1997, were in the lowest five per cent nationally in reading and mathematics and well below average in writing. There has been a general improvement over time, except in writing. The school has taken action to improve standards in writing. At Key Stage 2, in 1997, inspection results were well below average in all subjects. Results have improved over time and the school's average National Curriculum points, for all subjects are above the national average.
4. In the 2000 national assessment tests of pupils aged seven, pupils were well below average in reading and writing and below average in mathematics in relation to all schools and similar schools. Fewer pupils than might be expected gained the higher Level 3 in any area. In most areas boys outperformed girls, except in science, where the position was reversed. No differences between the performances of boys and girls were observed during the inspection.
5. This cohort of pupils had a very unsettled time in Key Stage 1. They were taught by a variety of teachers. Class groupings were continually rearranged as these pupils progressed through the key stage. This unsettled period followed the last inspection. This situation has had an unsatisfactory impact on their attainment and progress. However, currently there is a settled group of staff who work well together to improve pupils' learning and this has improved the pace of pupils' learning.
6. In the 2000 national assessments of pupils aged eleven, pupils were below average in English, average in mathematics and above average in science in relation to all schools and similar schools.
7. Fewer pupils than might be expected gained the higher Level 5, except in science. In relation to their previous scores which pupils achieved when they took the Key Stage 1 standard assessment tests, however, such pupils are above average in English and well above average in mathematics and science. This reflects the school's continuing improvement.
8. Inspection findings in English suggest that by the end of Key Stage 1, pupils will achieve in line with the national average in speaking and listening, reading and writing, with a significant minority achieving above this level. Pupils in Year 2 talk fluently about their work and ask visitors a suitable range of questions. They are beginning to read and spell a good number of common words. They read accurately the books, which they are given. Higher attaining pupils read with very good expression. Such pupils can express opinions about the parts of the book, which they like best, and

some can express opinions about the story. All pupils write a careful list, giving instructions. They are aware that you need a title, and ingredients and that you need to number what you have to do. Pupils' handwriting is of a high standard. It is neat and joined up. Spelling is usually correct and higher attaining pupils are beginning to attempt longer words, such as 'extremely.' Pupils use their individual targets effectively to support their writing.

9. Pupils at the end of Key Stage 2 have not successfully acquired good work habits and secure skills before they entered Year 6. Consequently, although they are making marked strides in what they can do this term, they are not in line to achieve the national average, particularly the higher Level 5. The situation is further compounded by the fact that there are 30 per cent of pupils with special educational needs in the class. However, the school has done all that might reasonably be expected to improve teaching, the curriculum and resources and so help pupils make progress.
10. Pupils in Year 6 listen to their teacher satisfactorily on the whole, but are not keen on volunteering answers to questions. Pupils do not know a reasonable number of authors. Most pupils are reading reasonably accurately. They have made progress in their writing from the beginning of the year when they were writing short pieces about their first day at school. For example, during inspection week, pupils wrote an argument for and against vivisection. On the whole pupils do not use a good range of punctuation in their independent writing. Pupils' handwriting is unsatisfactory. It is an uneven 'joined up' style and most pupils still write in pencil.
11. In mathematics, lesson observations during the inspection, a scrutiny of work undertaken during the first term of the current school year, and discussions with pupils during lessons, indicate that the current cohort of Year 2 pupils have made good progress. The majority of pupils are on course to attain standards at least equivalent to those expected nationally at the end of the key stage. By the end of Key Stage 2, at age 11, pupils' attainment is broadly satisfactory overall. Pupils have made good progress in mathematics over the past two years and this has been reflected in the school's improved standard assessment tests results. However, due to the fact that almost one third of the current Year 6 cohort has special educational needs, a smaller proportion of Year 6 pupils than nationally are likely to attain standards above national expectations for their age. For the same reasons, overall attainment in the 2001 mathematics standard assessment tests is likely to be lower than in the previous year.
12. Most pupils in Year 2 are extending simple number sequences and count independently on in 2's, 5's and 10's to 100. They know their number bonds to 10 and most are able to provide number pairs to 20. They are developing their understanding of multiplication as repeated addition, understanding that 'four lots of five' is the same as 4×5 and are recording correctly simple number sentences using the \times and $=$ symbols.
13. Most Year 6 pupils understand co-ordinates and the positive and negative co-ordinates, they can name the x and y co-ordinates and their position. They describe and visualise properties of solid shapes, classifying quadrilaterals, using such criteria as 'parallel' sides, equal angles, equal sides and lines of symmetry. They use appropriate terminology, and are using measuring instruments appropriately, in most cases interpreting numbers on a protractor and measuring angles accurately.
14. In science, pupils' attainment by the age of eleven has improved greatly since the previous inspection. For example, results in national assessment tests in 1999 and

2000 were above the national average. In both years, the number of pupils who achieved even better results than expected for their age, improved significantly. The differences in performance between boys and girls are not significant. The school was pleased that in 2000, all boys reached the national average, with half of them achieving the higher Level 5. The pattern of improvement for the school is broadly in line with the national trend for the last four years and results over the last two years have been a major success for the school, especially when compared to schools with a similar intake of pupils. Currently, attainment is broadly in line with the national average. The likely dip in attainment is due to pupils' very low attainment in science earlier in the school, almost one third being on the register of special educational needs and a higher than usual turnover of teachers. Attainment at the age of seven is also broadly in line with the expectations for their age, with the weakest areas of study being life processes and living things. Inspection evidence shows that more pupils are achieving the expectations for their age and in areas such as recording their findings and applying science to everyday life, they are making good progress towards reaching the higher level for their age. All pupils are making at least satisfactory progress. Action taken to improve standards in science has been successful.

15. At the end of Key Stage 1, standards in information and communication technology are in line with the national average. However, at the end of Key Stage 2, attainment is below national expectations for pupils aged eleven, except in word processing. The school does not have sufficient resources to teach the Key Stage 2 curriculum and statutory requirements are not met. There have been good attempts to remedy the situation, such as all Key Stage 2 pupils taking turns to use the facilities of the nearby secondary school for pupils with special educational needs. However, this does not compensate for regular 'hands on' practice. The school is just about to take part in the National Grid for Learning project, which will provide the necessary funding and training.
16. Standards in art at the end of Key Stage 1 are above the national average. While standards in art overall at Key Stage 2 are average, standards in observational drawing are below average. Standards in all other subjects are in line with what might be expected for pupils' ages, at both key stages. They make satisfactory progress in their learning and achieve as well as they should do because of the good standard of teaching.
17. Standards in literacy and numeracy are improving overall. Pupils use their literacy skills effectively to support work in subjects such as religious education. For instance, when Year 5 pupils discussed feelings, such as anger, in a session about poetry. Pupils use their numeracy skills well to produce graphs in a range of subjects, but especially science.
18. The small number of pupils who are higher attainers achieve as well as might be expected. The activity based curriculum allows them to demonstrate what they know, understand and can do.
19. Pupils with special educational needs attain in line with their ages and ability. When they are on the higher stages of the special educational register they benefit from the attentions of the educational support assistants. Teachers take good care to match work to their needs in class.
20. The school has put into place effective targets for classes to aim for. It has also given pupils suitable individual targets. Year 2 pupils, in particular, make good use of these

targets to support their learning in writing.

Pupils' attitudes, values and personal development

21. When they join the nursery, children benefit from the school's well-structured and sensitive induction arrangements. These enable them to settle quickly, so they are soon familiar with the routines and procedures and start to make sound progress in their work and play. They feel safe and secure in their new surroundings and are confident when talking to visitors. They soon get used to joining the whole school on occasions such as assemblies. When they are ready to move into the reception class, similar sensitive and well-planned arrangements ensure they settle enthusiastically into the atmosphere and surroundings of the whole school.
22. Pupils' attitudes in all year groups are good and generally positive. They enjoy their lessons and say they particularly like investigative work in science and writing poetry. With a few exceptions, they concentrate and pay attention well throughout most lessons. They listen attentively to their peers in feedback sessions, at the end of lessons, and value their contributions.
23. Standards of behaviour are good overall, in all classes, throughout the school day. There has been a marked improvement in behaviour since the last inspection, both inside the school building and on the playground. Occasionally, a very small number of pupils with behavioural problems can distract others, or very rarely, pupils in one class chatter while the teacher is talking. However, consistent implementation of agreed strategies of behaviour management on the part of all staff ensures that such disruptions are kept to a minimum.
24. There were five exclusions in the year previous to this inspection and one pupil had been excluded for the week of the inspection. The school is working hard towards a rate of no exclusions and is well on its way to achieving this aim, as the rate continues to drop.
25. Behaviour outside the school, in the playground, is also good. Pupils play and socialise well, either making up their own games, or using the equipment available for them. Their play is the normally boisterous and noisy variety of young children enjoying free time and they are well supervised by teaching and support staff. During wet playtimes, they behave sensibly in the classrooms with the school's safe and wide corridors allowing them some room to let off steam under strict supervision. The inspection team did not see any bullying during the inspection. They were assured by pupils, parents, staff and governors that this is now a rare occurrence, and should it occur, is instantly dealt with.
26. Pupils' personal development in all year groups is good. They carry out a variety of responsible tasks around the school, for example taking registers from classrooms to the office, and answering the office telephone in lunch breaks. Older pupils look after younger ones and Year 6 pupils prepare the hall for assembly. The school is actively looking at initiating a school council in the next few months to encourage pupils' to undertake further responsibilities and to begin to understand democratic processes and listening to the views of others. The school has sensibly taken time to develop this aspect of its work. It has come a long way since the last inspection. Its groundwork has been well founded and it is now ready to move into the next phase of developing pupils' understanding of citizenship within the school and wider community.

27. Relationships between pupils and pupils and adults in the school are good. They are based on mutual respect, trust, and the school's ethos of inclusion and involvement. Pupils value the friendships they make and are respectful of all adults in the school. They are friendly and open to visitors and happy to talk about their school, their families and their interests.
28. Pupils' improved attitudes, good behaviour, good standards of personal development and warm relationships make a strong contribution to their attainment and continuing progress. This is an improvement since the last inspection.
29. The attendance rate is now good and above the national average for primary schools. This significant improvement is due to the consistent hard work put in by the school, parents and pupils in their determination to improve this aspect of school life. Punctuality is good and there are very few 'late' entries in the attendance registers.

HOW WELL ARE PUPILS TAUGHT?

30. Teaching is good throughout the school. This is a very significant improvement since the last inspection and is due to the time and attention that the school has given to this important aspect. At that time, although 81 per cent of lessons were satisfactory or better, only 12 per cent were very good and 19 per cent were unsatisfactory.
31. At the time of the present inspection, 30 per cent of lessons were very good, 48 per cent were good and 22 per cent were satisfactory. No unsatisfactory teaching was observed. The very good teaching is spread throughout a range of subjects and classes.
32. Teaching is never less than good throughout both nursery and the reception class. This is a clear improvement since the last inspection. Planning is clearly related to the early learning goals. Day-to-day assessment is used well, to track what pupils know understand and can do. For instance, both teachers use questioning skilfully to establish what children know and to move learning on. The nursery team ensures that children are in a safe environment with lots of varied things to do. They are never too busy to respond to a child's request to come and look at their latest achievements. Children in the reception class have a gifted teacher who ensures that learning is an exciting and entertaining experience for young children.
33. The quality of teaching of pupils with special educational needs is in line with the teaching of other pupils. Teachers plan for their needs in lessons and support staff are used appropriately to support individual pupils' needs in line with their individual education plans.
34. The teaching of literacy and numeracy is effective, and sometimes very effective, in all lessons. The pupils' literacy and numeracy skills are reinforced successfully in lessons across the curriculum, for example, when pupils used graphs in a science lesson.
35. Almost all lessons showed the majority of the positive features outlined below. The very good lessons showed these features to a greater extent, particularly with regard to the pace of lessons, teachers' subject knowledge and their enthusiasm. In the most effective classrooms, the teachers have established a strong work ethic, by having high expectations of behaviour and pupils' work.
36. Teachers provide good role models for pupils and their teaching motivates pupils and

supports their learning well. For instance, when a teacher showed pupils how to complete a worksheet to record their investigations in science. This speeded up their progress in recording their findings and allowed them to achieve as well as possible.

37. Teachers' planning is clear in all lessons. Teachers consistently share learning objectives with pupils, so that they are clear about which subject they are learning. Teachers write learning objectives in speech bubble form for the youngest pupils and they give them good reasons for the activity. For example, 'Give clear instructions because you do not get into a muddle.' This helps children to realise what is important.
38. Endings to lessons are used effectively to summarise what pupils have learnt and again teachers refer to their learning objectives. For example, in a lesson on measurement the teacher asked for examples of something longer than a metre stick. In the most effective lessons, teachers ask pupils to evaluate whether they feel they have achieved such objectives.
39. Teachers consistently evaluate the lessons, which they have just taught. They adapt their planning to cover areas where pupils show uncertainty. For example, in Year 4 the teacher realised that the planned musical activities, which linked to the Invaders topic were too difficult, and revised the lesson, so that pupils used a simpler form of notation. This is good practice, particularly when classes contain numbers of pupils with special educational needs, or pupils who have not been in the school throughout their school careers.
40. Lessons are interesting and they make good links between other subjects. They frequently contain practical activities, which support pupils' learning well. For example, in a Year 1 literacy lesson, the pupils went on a 'bear hunt' around the quadrangle, before they settled to written activities and to draw maps of where they had been, which provided good links to geography. In Year 6, pupils' used quantities of sticky commercial dough to make bread, and this supported their understanding of the properties of bread and how these could be used in design. In Year 4, teacher and several pupils 'hot seated' to show how the nuns and Vikings on Lindisfarne felt and acted during an invasion. This was effective in consolidating pupils' learning in history and also provided good opportunities for pupils to improve their speaking and listening skills.
41. Teachers have good relationships with their pupils. This allows them to use praise and humour effectively in order to motivate pupils. The consistent use of the school's behaviour management strategies means that pupils know what to expect and behave accordingly. This allows lessons to proceed smoothly, which means that pupils have more time to learn.
42. Teachers use questioning effectively to involve pupils in the lesson and to check what they already know and understand. They have a clear rationale for the vocabulary which they introduce and have high expectations that pupils will use this target vocabulary in their work.
43. Teachers use display effectively, in both corridors and classrooms, in order to support pupils' learning. It also allows pupils to make links between the subjects that they have studied, for example, the display on Mozart also links pupils' work to art and dance. This is effectual in increasing the pace of pupils' learning and also adds to the ethos of the school.

44. Marking is variable, in the best examples it is good. Such as when a system of 'double ticks' is used to confirm to pupils that they have met their target, for instance, using a range of connectives to join parts of a sentence in their writing. In Key Stage 1, teachers write effective comments on pupils' work which confirms whether work was done independently, such as 'x needed some help with this'. When teachers of older pupils write such comments as 'You are on the right track, but there is not enough of it,' this is helpful in clarifying the teachers' expectations to pupils and allows them to improve.
45. The presentation of pupils' work still needs some attention. This is a largely a legacy of earlier times and the fact that pupils are having to improve so many aspects of their work at once. Older pupils are largely working in pencil and this is not effective. However, the school took this decision because pupils were not sufficiently skilled in using ink. Guidance is still needed to improve, for instance, the setting out of work in science and how diagrams should be labelled most effectively.
46. Homework is used well to support pupils' learning. Optional tasks are set during lessons, which allow pupils to extend what they have learnt. Homework is regularly collected in, marked and commented upon.

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

47. The school provides a broad and well-balanced challenging curriculum with a good range of cross-curricular links that successfully meets the needs of all its pupils. The curriculum is greatly enhanced by a very good range of learning opportunities. The curriculum meets statutory requirements to teach all subjects in the National Curriculum and religious education, with the exception of information and communication technology at Key Stage 2.
48. The senior management of the school took the sensible decision that the most urgent whole-school priorities were in the 'core' curriculum areas. This meant that although considerable improvements are planned in this area of the curriculum for the near future, pupils in Key Stage 2 are not currently receiving their full entitlement to the curriculum, in information and communication technology. Younger pupils are provided with an appropriate curriculum based on the recommended early learning goals for pupils under-five years of age.
49. Taken overall, this is a significant improvement since the last inspection and the school has dealt very well with most of the key issues relating to the curriculum in the last report. There are now appropriate government-recommended schemes of work in place or, in the case of physical education and music, published schemes of work based on government-recommendations, for all curriculum subjects. These provide secure continuity and progression in learning and guidance to teachers. The percentage of time allocated to each subject has been considered very carefully in light of the introduction of the literacy and numeracy hours, and time allocation for all subjects is now appropriate.
50. An appropriate range of well-attended extra-curricular activities takes place during lunchtimes, and after school, during the school year. A very good programme of additional educational visits is provided. The school's links with the local community are very good, pupils are closely involved in the annual May Day celebrations, learning maypole dances and taking part in the May Day parade, for example. A wide range of visitors bring their expertise to the school and work with the pupils. Taken together,

these additional curriculum activities greatly enrich the curriculum, providing pupils with a wide variety of interesting and exciting experiences.

51. The school makes satisfactory provision for pupils' personal, social and health education. Teachers have undergone suitable training in drugs' education. The governing body has made the decision that sex-education is provided for older pupils. The school is in the process of reviewing its personal, social and health education provision.
52. The school makes satisfactory provision for pupils with special educational needs, due to its policy of ensuring that such pupils are given equal opportunity to learn.
53. The school has effectively incorporated opportunities for pupils to practise their literacy and numeracy skills into all subjects across the curriculum and this supports pupils' learning well.
54. Provision for pupils' spiritual development is good and there has been significant improvement since the last inspection. This is achieved through assemblies, religious education lessons and planned opportunities within the curriculum to recognise and acknowledge the mysteries and wonders of the world. Assemblies play a particularly important part in spiritual development and pupils arrive in the hall clearly aware of the importance and significance of the whole school gathering. The school has worked very hard to develop this aspect of its provision. The considerable measure of its success was observed on the last day of the inspection, when the whole school gathered to celebrate the coming of Advent and discuss with meaning the preparation for Christmas. Candles in the Advent wreath were lit, time was given for pupils to reflect and then the whole school performed the first Christmas song with gusto. Close links with the local church and attendance at church services during the year, also make a substantial contribution to pupils' spiritual development.
55. Firm strategies, to include class and whole school 'golden rules', have impacted well on pupils' moral development. This is now good. Staff provide appropriate role models and pupils have a clear understanding of what is right and wrong. This is also reinforced by implementation of the behaviour and discipline policy. The developing programme for pupils' social and personal development also contributes well, by reinforcing and underpinning the moral code of the school community. They have a growing awareness of those less fortunate than themselves and raise funds for a number of charities during the school year.
56. Social development has also made good improvement. Pupils take part in a number of community events such as maypole dancing, singing carols in a local shopping arcade and performing their Christmas concert at the local nursing home for the elderly. This increases their self-confidence and develops their social and citizenship awareness. For the older pupils, the annual residential visit has a marked effect on their personal and social development and parents comment that they come home having 'grown up' in the few days they have been away.
57. The school's provision for pupils' cultural development is also good. There are good opportunities for pupils to listen to and appraise a wide range of music from their own recent experience and from other times. There is also a good range of work based on other artists. A wide range of exciting cultural and educational outings and trips are arranged during the school year. These include visits to the theatre, a sculpture park, a Victorian museum and a Viking village. Preparation for the multi-cultural world in which pupils will live is ensured through study of art and music of other cultures,

raising funds for an African charity and the inclusion in the religious education programme work of the study of many different faiths and cultures. For example, when Year 1 pupils were discussing preparation for Christmas in the Christian church, several were able to talk knowledgeably about the way in which other faiths celebrate their particular special festivals.

58. The improved dimension to pupils' spiritual, moral, social and cultural development since the last inspection has given the school a firm foundation on which to move forward, even further, in extending and promoting pupils' personal development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

59. The school offers a good standard of pastoral care to all its pupils in this important aspect of its work. Pupils work and play in a secure and comfortable environment. Since the last inspection, great strides have been made in undertaking and recording regular health and safety audits. Indeed, the school won a shield in a local competition for its work on health and safety. Regular fire drills are undertaken and there are comforting facilities for children who become unwell at school. Procedures for child protection are securely in place. The head-teacher is the designated officer for child protection and all staff in the school are fully aware of the adopted procedures. The only present weakness, in this aspect of the school's work, is that no member of staff has a current and up-dated certificate in first aid. Clear plans have been laid down to remedy this arrangement, as quickly possible, but in the meantime the situation remains unsatisfactory. Class teachers, in co-operation with the administrative staff and head-teacher, promote and monitor attendance and punctuality very well in a determined effort to sustain, and improve even further, the good attendance rate now enjoyed by the school.
60. Monitoring of pupils' behaviour and personal development is extremely well documented. The head teacher, in particular, has developed rigorous and sensitive methods of recording this aspect of the school's work in order to give effective support to pupils. Strong emphasis is placed on involving parents immediately, at all times, with the result that potential problems are solved instantly and pupils can move on. Staff know their pupils and families well and this knowledge is effective in guiding and supporting pupils throughout their time in the school. Staff implement the school's rules for discipline and behaviour consistently in a firm, but non-confrontational, manner that ensures all pupils are aware of the high expectations in regard to their behaviour. The personal, social and health education programme is in its early stages of development, but is beginning to make an impact on pupils' behaviour and personal development.
61. Pupils with special educational needs are well supported by school staff and a variety of visiting professionals from outside agencies. This ensures their full inclusion in the school curriculum and enables them to make satisfactory progress.
62. All pupils in the school are well cared for by teaching, support and ancillary staff, working as a close team, and motivated to do their very best for the children in their charge. They are, without doubt, successful.
63. The school has very good systems in place for assessing pupils' attainment and progress and the data obtained is used very well to guide planning. This comprises very good progress since the previous inspection, when day-to-day assessment was characterised as 'not helpful' and systems for assessment of pupils' work and progress were termed 'inconsistent'. The school provides very effective support and

advice for its pupils, informed by the careful monitoring of their academic progress and personal development.

64. Teachers know their pupils very well and much useful assessment is done on a short-term, day-to-day basis, during lessons. Teachers amend their plans on a daily basis, changing their weekly literacy and numeracy plans as the week progresses, for example, and teachers make written evaluations of all lessons. The school undertakes all statutorily required formal assessments of its pupils: baseline testing on entry to the school and the end of key stage standard assessment tests in English, mathematics and science at seven and eleven. The school also undertakes a range of additional non-statutory tests and assessments, including 'optional' mid-key stage tests at the end of Years 3, 4 and 5 and annual reading tests.
65. The information gained from testing is used effectively, for example, to identify and support pupils with special educational needs and to provide booster groups for English and mathematics. Pupils' progress is tracked very carefully on an individual basis and pupil profiles are kept of progress in all curriculum areas. The data obtained from testing is used very well to identify overall trends. The way pupils answer test questions is analysed carefully to identify any weaknesses that need to be addressed, for example. One result of this analysis is that a greater emphasis has been placed on writing within English and effective changes have been made to the curriculum. Teachers have received additional training in strategies to improve writing and spelling within the school and the school's 'literacy action plan' has been reviewed carefully in order to provide more opportunities for writing. Test results are used for individual pupil target-setting in English, numeracy and personal development. These targets are discussed with parents and pupils and reviewed regularly.
66. Procedures for monitoring and supporting academic progress are very good. Pupils are given, and made aware of, individual and group targets for their learning. A considerable amount of work has been undertaken on 'formative' assessment and on sharing learning intentions with pupils. This was seen clearly in most lessons during the inspection; learning objectives for the lesson are discussed at the beginning and during the lesson and progress towards these is discussed in 'plenary' sessions at the end of the lesson. Regular examples were seen of teachers marking pupils' books with clear comments on pupils' progress towards the learning intentions and on ways in which pupils could improve their work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

67. Whilst generally satisfactory at the time of the last inspection, this aspect of the school's work was no more than about adequate. In the short time that has passed since that inspection this is now a considerable strength of the school. A warm and genuine partnership exists between the school and parents where each values the work and support of the other.
68. Communication with parents and the quality of information they receive are very good. The number of communications on a variety of subjects that have been sent to parents, in this term, is considerable. It illustrates the school's wish, not only to keep parents fully informed, but to seek their views and ideas on various aspects of the school's work. Communication includes newsletters, letters from class teachers regarding forthcoming study topics and letters from governors and the School Parents' Group. This is backed up by a 'Meet the Teacher' open evening in the autumn, an open evening in February, when teachers, parents and pupils meet to

discuss progress and set targets. There is an optional individual interview in the summer term when annual reports have been received by parents. These reports are detailed and give parents good information on what their children know, understand and can do. The school has also organised curriculum sessions with specific focus on the literacy and numeracy strategies. A very helpful leaflet for parents on homework enables them to support their children's learning at home with confidence. Parents have been appropriately consulted about home-school contracts.

69. A small number of parents are able to give of their time and energy to support work in the classrooms and do so regularly. There is a hardworking Parents' Group who organise a variety of fund-raising and social events annually. The money raised by this group is spent for the benefit of the school and recent raised funds have paid for the decoration of a number of classrooms.
70. Parents' responses to the pre-inspection questionnaires and comments made at the pre-inspection meeting were extremely positive. Much emphasis is placed on the very considerable improvements made in the school in the last couple of years. That parents are welcomed and valued in the school is not in doubt. Every morning parents stream through the school door to settle their children into classrooms and talk to teachers, or other staff, if they need to. They feel comfortable and at ease in the school knowing that they can approach anyone at any time and that every effort will be made to deal with any worries or problems they may have in regard to their children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

71. The leadership and management of the school are good, with some very good features. This is a significant improvement since the last inspection, when the school was judged to have serious weaknesses in leadership and management. At that time the school was led by an acting headteacher, who had had very little time to make improvements.
72. The school has made very good improvement since the last inspection and this is largely due to the influence of the current headteacher. The school's evaluation of its own performance is accurate. It now has the capacity to build on this very promising start, and to address any further areas for development, such as developing information and communication technology.
73. The headteacher provides very effective leadership. There is very clear educational direction for the work of the school. The headteacher is a very good manager who has brought order to the school and put many new systems for 'keeping track' in place. There is a comprehensive timetable for monitoring all aspects of school life, for example, timetables, external courses and observations, scrutiny of pupils' work and classroom display. This timetable is very specific about who is monitoring, when it will occur and who will receive feedback as a result of monitoring. This has had a clear impact on raising standards throughout the school and is an unmistakable improvement since the last inspection.
74. The comprehensive school development plan is correctly regarded as a key tool to improve school life. It is fully discussed with staff and governors, which was not the case at the last inspection. It is a very effective tool to drive the school forward.
75. Providing new aims for the school and improving the ethos were the first improvements that the headteacher made. This was a wise decision. These

improvements are clearly visible in all aspects of school life. The school successfully fulfils its aims, especially with regard to providing a happy, stimulating environment combined with a rich, learning environment.

76. There is good delegation to key members of staff. The senior management team meets when it is essential, but mostly frequently the headteacher meets with those members who are necessary for any current issues. The deputy headteacher is the last member of the senior management team to be appointed, and her role is still evolving, but is effective. For instance, she has audited all the school's policies, co-ordinated long term planning for 2000 and trained the educational support assistants in the additional literacy support.
77. The two key stage co-ordinators have a wide ranging brief which makes a positive impact on the life of the school. They monitor teachers' planning checking the match between the school's long term planning and half-termly planning. But, unlike many schools, they also check teachers' weekly planning at the end of, for example the Christmas half term, to ensure it matches what was planned to be taught in November and December. This ensures that teachers keep firmly focussed on raising pupils' attainment and important elements are not missed from the curriculum.
78. Curriculum co-ordinators have a clearly identified role. Working in partnership with the headteacher, the co-ordinators for subjects such as English, mathematics and science, have had a clear impact on raising standards and improving the curriculum. All co-ordinators have action plans that determine what they will do in the forthcoming year, in accordance with the priorities of the school development plan.
79. Special educational needs are managed satisfactorily. There is a substantial policy, which offers appropriate guidance to members of staff. The special needs co-ordinator is based in the nursery and children who have special educational needs are identified from an early age. Individual education plans are in place for those who need them. The plans are regularly reviewed and evaluated to make sure they meet pupils' needs. The co-ordinator uses her time effectively, for instance holding review meetings after school when all teachers are available. Parents are properly involved in such meetings.
80. The school is at a satisfactory stage in implementing performance management. It is awaiting a visit from an external adviser to assist the governing body to set suitable targets for the headteacher.
81. The governing body has changed greatly since the last inspection. The governors have a good grasp of the school's strengths and weaknesses. They recognise the improvements, which the headteacher has made, and the need to address any further areas for development. They are also aware of their own strengths and weaknesses, as they too are required to fill in evaluation forms and this has identified their training needs. Effective strategies are in place to manage meetings, to ensure that the agenda is completed efficiently and that the focus is on improving the school. The governors are seen as a key part of the school, and for that reason, newly appointed members of staff observe governors' meetings at an early opportunity. This reinforces the 'community feel' of the school.
82. The governors meet all statutory requirements, except that the curriculum for information and communication technology does not meet requirements at Key Stage 2. The school has good plans to address this issue when they receive the funds from the National Grid for Learning.

83. The school makes its financial decisions with good advice and information from governors and external services. All available funds are put to good use to improve the quality of education for the pupils. Funds are well managed by the headteacher and school administrative assistant, who prepare the budget for analysis by the financial group of governors. Financial planning is very good and decisions for spending are closely related to the educational priorities identified in the development plan. The budget deficit is being very well managed and is likely to be in surplus one year before the planned date. Although the financial management is effective, there has not been an audit by the local authority for six years.
84. By applying the principles of value for money, the governors have been successful in ensuring their decisions represent best value for the pupils. Funds allocated for pupils with special educational needs and additional literacy support are having a positive impact on their progress. Day-to-day administration is well handled by a very good administrative assistant, who provides a good service to the school and governing body. The measures taken to re-organise the financial decision making process, represent very good improvement since the previous inspection.
85. There are sufficient teachers who are appropriately trained and have primary school experience. Support staff are enthusiastic and they make an effective contribution to the pupils' progress, for example, in providing additional literacy support and help for those with special educational needs. There is very good monitoring of teaching by the senior staff, which has led to a significant improvement in the effectiveness of the teaching since the previous inspection. This is shown by improved attainment in national tests. Training for the introduction of literacy and numeracy initiatives has been effective, with science as the next major subject as the focus for further improvement. Pupils' achievements in extra-curricular activities are celebrated in displays around the school. The classroom displays reflect well on the teamwork between staff, who are keen to make a success of the school. All teachers and other adults in the school are good role models for pupils. There is a well-established support system for newly qualified teachers, which is making an effective contribution to the improvements in the quality of teaching. The school benefits from the generous support, of a small number of parent helpers, in classrooms throughout the school. Measures taken since the previous inspection are having a very good impact on improving the effectiveness and quality of teaching and support staff in the classroom.
86. The school building, which was originally a separate infant and junior school, is spacious and has adequate accommodation to deliver the National Curriculum. It has two good-sized halls, adequate classrooms, a library and several resource and storage areas. Displays in classrooms provide a stimulating learning environment as well as celebrating pupils' achievements. Many of these are of high quality with some examples of good artwork and poetry. There are plans to make the current library into a computer suite and for a new library to be developed in what is known as the 'garden room' sited in the courtyard around which the school is built.
87. The nursery building, which is just offsite down the road, is spacious and very well laid out for the large number of activities offered to the children. It has a particularly large 'porch' that enables children to use the outdoor play equipment in a safe and warm environment when the weather does not permit them to use it outdoors.
88. The caretaker and his staff keep all the school accommodation in a clean and well-maintained condition. Considerable improvements are taking place, on a rolling programme basis, to redecorate classrooms and other areas in fresh and attractive

colours.

89. Outside play areas provide plenty of space for pupils to run about and let off steam. An area at the front of the school has been used to create flowerbeds and there are plans to develop a gardening club for pupils in the near future.
90. Resources are satisfactory overall and accessible to both pupils and staff. The school benefits from housing a stock of artefacts for their cluster group. It makes good use of such artefacts in displays around the school and this broadens pupils' learning. Consequently resources in history and geography are judged to be good. In English, resources are good overall, but the books in the library still need auditing and organising. In science, while resources are satisfactory, the school does not have a wild life area to raise pupils' awareness of the natural world. However, the school uses other areas for pond dipping and mini beast study. In design and technology, resources are limited, but resources for food technology are good. In music, resources are satisfactory, including instruments from other cultures, but there are insufficient tuned instruments. Resources for information communication technology are unsatisfactory. However, the school has good plans to use the imminent NfGL funding to address this issue.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

91. The headteacher, staff and governors should raise standards and improve pupils' progress by: -

(1) Improving the provision of resources and raising pupils' attainment in information and communication technology at Key Stage 2 by;

Paragraphs 15, 47, 48, 164

- Taking full advantage of all the opportunities provided by the school's involvement in the National Grid for Learning project.

Paragraphs 15, 167

- Putting into place sufficient computers and software for all pupils to have regular 'hands on' access.

Paragraph 90

- Amending curriculum planning to ensure that pupils use their information and communication technology skills to support their learning, in all subjects.

Paragraphs 137, 156, 166

(2) Improve the organisation of the library, so that it supports pupils' learning effectively by;

Paragraphs 86, 90, 121

- Discarding any obsolete books.
- Reorganising subject sections.
- Re-labelling books, shelves and the library, so that pupils can find the books that they need easily and independently.

(3) Improve the training for staff in first aid and ensure that training is kept up-to-date.

Paragraph 59

The school's plan for information and communication technology is already in the school development plan. The school is aware of issues 2 and 3 and one member of staff is already booked on a training course.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	41

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	30	48	22	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	58	188
Number of full-time pupils eligible for free school meals		37

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	9	43

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	10	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	17	15	20
Percentage of pupils at NC level 2 or above	School	81 (77)	71 (71)	95 (86)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	19	19
Percentage of pupils at NC level 2 or above	School	67 (74)	90 (91)	90 (77)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year. The figures for boys are not reported because there are only 10 boys in the class.

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	14	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	14
	Girls	14	14	17
	Total	26	28	31
Percentage of pupils at NC level 4 or above	School	79 (85)	85 (82)	94 (88)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	14
	Girls	16	13	12
	Total	27	26	26
Percentage of pupils at NC level 4 or above	School	82 (82)	79 (82)	79 (79)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	178
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	1
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	23.5:1
Average class size	26.9

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	48

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	29:1

Total number of education support staff	1.5
Total aggregate hours worked per week	111

Number of pupils per FTE adult	11.6:1
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	410023
Total expenditure	391341
Expenditure per pupil	1523
Balance brought forward from previous year	-26650
Balance carried forward to next year	-7968

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	246
Number of questionnaires returned	68

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	32	2	0	0
My child is making good progress in school.	60	35	3	0	2
Behaviour in the school is good.	31	57	6	0	6
My child gets the right amount of work to do at home.	26	56	12	6	0
The teaching is good.	60	34	3	0	3
I am kept well informed about how my child is getting on.	56	32	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	75	22	0	1	2
The school expects my child to work hard and achieve his or her best.	75	24	0	0	1
The school works closely with parents.	56	35	6	1	2
The school is well led and managed.	66	28	0	3	3
The school is helping my child become mature and responsible.	58	39	1	0	2
The school provides an interesting range of activities outside lessons.	28	47	9	4	12

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

92. Children enter nursery in the term after they are three. On entry to nursery, children's attainment is lower than is expected nationally. They make at least satisfactory progress while they are in nursery, but not all children transfer to the main school. Those who enter main school, do so in the term in which they are five. At the time of the inspection there were seven children in the reception class. They make good progress. By the time they are due to enter Key Stage 1, all will achieve the early learning goals and a significant minority will exceed this level. This is an improvement since the last inspection.

Teaching

93. Teaching is never less than good throughout both nursery and the reception class. This is a clear improvement since the last inspection. Planning is clearly related to the early learning goals and in the reception class, learning objectives are shared with young children. This is effective in promoting children's learning. Day-to-day assessment is used well, to track what children know, understand and can do. For instance, both teachers use questioning skilfully to establish what children know and to move learning on. The nursery team ensures that children are in a safe environment with lots of varied things to do. They are never too busy to respond to a child's request to come and look at their latest achievements. Children in the reception class have a gifted teacher who ensures that learning is an exciting and entertaining experience for young children

Personal and social development

94. Teaching is good in nursery. Children come into nursery at the beginning of the session and independently find their name cards and register themselves. They settle down to a range of interesting activities. Children independently select the materials they need for activities such as collage. This is because the nursery is laid out so that materials are well-organised and accessible to young children, which aids their learning well. Most children play alongside each other peacefully. Younger children are beginning to learn to take turns when playing games and older children can organise turn-taking for themselves. Once a week, most children in nursery are confident enough to join other pupils in assembly in main school.
95. Teaching is good in the reception class. This is built on the very good relationships this teacher has with her class and the trust, which the children have in her. They are confident learners who are generous with their praise for other children's accomplishments. The teacher uses her sessions on personal and social development effectively to reinforce this outlook. It is clear that children are beginning to develop the concept of 'teamwork' through activities such as using an indoor parachute. They pass 'a promise around the circle', as a guarantee they will be very careful, when the hot water is used to melt jelly. Children handle equipment carefully and move quietly around the school, for instance, when going to the hall.

Communication, language and literacy

96. Teaching in nursery is good. Children listen to the well-chosen story of Mrs Honey's Hat with attention, but the pictures are a greater source of interest. They make pertinent comments about the picture, for instance "She's not actually swimming," but they did not know the word 'paddling.' Later in the week, children were observed telling themselves the story and rearranging the objects on the doll wearing Mrs Honey's hat. They are able to make marks, and a few can write their names, on a card to send to the Reverend Paul, to thank him for their visit to the church.
97. Teaching in the reception class is good. Higher attaining children are beginning to write their name in cursive writing. They draw pictures to show, for instance, the beginning, middle and end of a story. Children have a growing awareness of rhyme and, for instance, can write 'I like the sun it is fun.' They easily sort themselves into groups of children, those whose names begin with the letter J and those who do not and this re-inforces their learning well. Very effective teaching builds on the knowledge which children already possess, such as drawing attention to the fact that James contains a word they are trying to remember. Children listen attentively to a really expressively read story for instance 'Worried Arthur'. All children are enthusiastic readers, because their teacher makes reading an enjoyable activity. All are praised and encouraged, with the result that even the least able is beginning to enjoy books and to make progress.

Mathematical development

98. Teaching in nursery is good. Children are beginning to count, for example, the spots on a dice, although some need adult support to do so. Occasionally, children can count to nine and move their counter correctly.
99. Teaching in the reception class is good, based on interesting activities, which promote learning well. Most children in the reception class can write numbers 1-20 and can count in 10s up to 30. They form a 'bus queue' using words like 'before' and 'after' appropriately. They can sequence accurately yesterday, today and tomorrow. They show interest in dealing with numbers and problems, and for instance, can take away random numbers from ten cotton reels and record their answer.

Knowledge and understanding of the world

100. Teaching is good in nursery. Children know what happens in the water tray if you energetically whisk a dish of soapsuds. Their knowledge and understanding of the world are developed steadily through activities, such as a visit to the nearby church. This was the focus for activities, during inspection week, and children showed how they remembered relevant features, for instance by making model churches. The computer is in constant use; children use it independently, moving the mouse accurately to select the correct picture that will move the story along. With adult guidance, children select photographs taken during their visit to the church and print them off.
101. Teaching is good in the reception class and builds effectively on practical activities. All children draw and comment on liquids, which they observed before and after whisking. For instance, 'It made fizz and turned into bubbles.' When considering how jelly melts, they make practical suggestions, such as "cut it into smaller pieces." They observe that the jelly doesn't melt in cold water despite vigorous stirring with a spoon and comment that it's hot water because "it's got smoke." They are quite clear

that it doesn't matter if you get the answer wrong and this is a very good introduction to investigate science when they get older. The teacher dressing up as the Gawthorpe Jelly maker and making jellies for the following day's party made this session very entertaining. This strategy, combined with her usual skilful questioning, promoted children's learning well.

102. Children in the reception class are confident operators of the computer. They write their names, using the delete and return keys. They draw spirals to support their work in art and can change the tools that they are using, for instance, the 'pencil', or the 'brush.' They can fill the screen with colour. Some can print their work independently, but other children need to ask another child for support.
103. A good opportunity for children to develop the 'awe and wonder' of Christmas was provided, when their teacher took them into a darkened hall, where the tree lights had just been lit and urged them to use their senses to capture the moment.

Physical development

104. Teaching in nursery is good. Children in nursery benefit from having a sheltered porch where they can play when the weather is too cold or wet for them to go outside. They use a very good range of equipment, such as the slide and bikes, to develop their skills of co-ordination. Children have good motor skills, for instance they hold a paintbrush steadily and carefully and use a pair of scissors with confidence. Staff provide good support and guidance but, for example, children develop their own brush strokes when painting.
105. Teaching in the reception class is good. Children in the reception class during PE lessons, use the space in the hall skilfully. They move in spirals around the floor and in the air. They are encouraged to evaluate which body part is leading them forward. They are aware of the benefit of exercise. Skilful use of demonstration by children and teacher aids learning and helps children to refine and improve their performance. Lots of praise is given for correct or imaginative movements and this encourages children to try even harder.

Creative development

106. Teaching in nursery is good and builds on themes developed in other areas. Children sing sweetly songs such as 'Five little candles burning bright'. Some children select musical instruments independently and experiment to establish which sounds they make. They make attractive camouflage patterns in orange and black to represent the coats of tigers and leopards. They make fireworks using glitter and foil. Under their teacher's careful guidance, children make stained glass windows using watercolours in 'jewel' tones. The teacher makes good use of this opportunity to reinforce mathematical vocabulary such as 'curved' and 'straight.'
107. Teaching in the reception class is good and makes a good impact on children's learning. Most children can select different musical instruments and respond to requests to play 'fast' or 'slow'. They are aware of artist such as 'Van Gogh' or 'Terry Frost'. Children are proud of the work they have produced and want to talk about it to interested visitors. Some use the 'flat' of pastels to produce a continuous swirl of colour that they edge with a blue crayon using short strokes skilfully. Children cut, fold, stick and join tissue paper to make clothes to fit a foam teddy bear shape. They successfully stick their clothes on the bear with sticky tape.

Parental involvement

108. In both the nursery and the reception class, parents are welcome to visit with their children. They look at what they are learning and talk about any problems that occur. It is clear from response to the parental questionnaires that parents are supportive of teaching and learning in the early years' classrooms.

Accommodation and resources

109. The nursery is housed in spacious accommodation. The porch is an extremely useful feature, which allows children to play indoors on the large equipment when it is too cold or wet for them to play outside. The reception class is based in a relatively small classroom, which is laid out effectively for young children. The room is bright and attractive and aids children's learning well.

ENGLISH

110. In 2000, results of the national assessment tests of pupils aged seven, showed that pupils were below average, when compared against all schools and similar schools, in reading and writing. Trends show that standards have remained below average over time due to changes in teachers. At Key Stage 2, standards were below average in English when compared to all schools and similar schools. Results have improved over time. Overall, improvement since the last inspection has been good.
111. Inspection findings suggest that by the end of Key Stage 1, pupils will achieve in line with the national average, in speaking and listening, reading and writing with a significant minority achieving above this level.
112. Pupils in Year 2 talk fluently about their work and ask visitors a suitable range of questions. They listen attentively to their teacher, who has some very good strategies, for instance lowering her voice, to ensure that they do so. They are beginning to read and spell a good number of common words that they read quickly from flashcards. Most pupils are aware of the differences between singular and plural words. Working together they are able to arrange the words they are holding in their hands into grammatical sentences. They read accurately the books, which they are given. Higher attaining pupils read with very good expression, phrases such as 'Its no good' or 'Come on'. Such pupils can express opinions about the parts of the book, which they like best, and some can express opinions about the story. All pupils write a careful list, giving instructions, for instance, to make soup. They are aware that you need a title, and ingredients and that you need to number what you have to do. The higher attaining pupils use effective words such as 'scoop' or 'chunk' to describe the amount of ingredients that they are going to add. Pupils' handwriting is of a high standard. It is neat and joined up. Spelling is usually correct and higher attaining pupils are beginning to attempt longer words, such as 'extremely.' Pupils use their individual targets effectively to support their writing.
113. Pupils at the end of Key Stage 2 have not successfully acquired good work habits and secure skills before they entered Year 6. Consequently, although they are making marked strides in what they can do this term, they are not in line to achieve the national average, in reading, writing, speaking and listening particularly the higher Level 5. The situation is further compounded by the fact that there are 30 per cent of pupils with special educational needs in the class.
114. Pupils in Year 6 listen to their teacher satisfactorily on the whole. They are not keen

on volunteering answers to questions and find it difficult to respond using the subject language, which their teacher is trying hard to teach them. When questioned, pupils do not know a reasonable number of authors. Most pupils are reading reasonably accurately, although one lower attaining pupil could not name correctly the 'speech bubble' she was reading. Pupils have made progress from the beginning of the year when they were writing short pieces about their first day at school. For example, they have written and redrafted a biography of Alan Shearer. During inspection week, pupils wrote an argument for and against vivisection. A few examples show that their skill is developing appropriately for instance ' Vivisection is wrong because animals suffer needlessly, after all most of the diseases are now cured by better housing conditions, clean water and a good diet.' On the whole pupils do not use a good range of punctuation in their independent writing. Pupils' handwriting is unsatisfactory. It is an uneven 'joined up' style and most still pupils write in pencil. The school has taken the decision to use pencil because pupils' skills are unsatisfactory when using ink.

115. Progress through the key stage is improving. Classes are large and there are a number of pupils with special educational needs. However, the higher attaining pupils in Year 5, write in properly constructed sentences, using words such as ' setting' and 'characters' correctly. Pupils in Year 5 generally have a more legible and fluent style of handwriting. Handwriting is slowly improving within the key stage, as for instance Year 3 pupils show clear improvement on Year 6 skills and this is built on the effective teaching they received in Key Stage 1.
116. Pupils with special educational needs attain in line with their ages and ability. When they are on the higher stages of the special educational register they benefit from the attentions of the educational support assistants. Teachers take good care to match work to their needs in class.
117. Teaching is good throughout the school. Nine out of ten lessons seen were good or better and half the lessons were very good. The good quality teaching is not yet having a really significant effect on pupils' attainment, because it has not been in place for a sufficient length of time. The vast majority of pupils respond to such positive teaching and try hard in lessons. These factors are aiding pupils' progress in individual lessons. Their progress is further assisted by the opportunities that their teachers provide for pupils to develop their literacy skills in other subjects.
118. In effective lessons, the teachers demonstrate very good subject knowledge and they challenge pupils with interesting activities. For instance, when Year 4 pupils were asked to develop the role of nuns and Vikings during the raid on Lindesfarne. This supports their speaking and listening skills well. Lessons are well prepared and lesson objectives are shared with pupils, so that they are quite clear that today, for instance, they are learning about 'word play'. Teachers use humour and praise effectively to draw pupils' attention to relevant points and this aids their learning well. Most teachers have a 'zero tolerance' of inattentiveness and this ensures that lessons proceed at a good pace. The quality of teachers' display supports pupils' learning well, for instance when 'story starters' are on the wall for any pupil who is unsure how to begin a story in a different way.
119. Teachers are beginning to use information and communication technology appropriately to support pupils' learning, for instance when two boys used the computer to write up words and phrases defining examples of 'word play'. Homework is used effectively to support pupils' learning, for example, when Year 2 pupils were asked to look for further examples of instructions at home.

120. The headteacher is the temporary co-ordinator for this term. Leadership of the subject has been effective, over time, in moving the subject forward. There is a clear policy that is being continually up-dated to reflect current practice. The school has assessed all pupils on a regular basis and has a very clear picture of the strengths and identified weaknesses of the subject. Teachers have benefited from observing good teachers in their own and other schools and this is clearly reflected in their current practice. Teachers' planning is monitored rigorously to ensure that this good practice continues and that effective links are made to other subjects. Teachers have reflected on what they are teaching. For instance, in order to address weaknesses in writing, there is now a slot on the timetables for teaching writing / drama and this is very helpful. Some teachers have also reserved extra time to teach reading to pupils, so that they can concentrate on improving writing in the literacy hour. The impact of this is that pupils are now writing in a good range of styles, in all classes and in a range of subjects.
121. Resources are of good quality and easily accessible to pupils and teachers alike. The school has reflected on the needs of boys, as part of its literacy and gender project and they have purchased specific texts that are designed to motivate boys. The library is now an attractive room with modern furniture. Most books contain helpful features such as a 'contents page', 'glossary' and 'index', to allow pupils to build on what they have learnt in the literacy hour and to research for information efficiently. However, about ten per cent do not. The books are organised by colour coding and this is not helpful for older pupils when they need to work independently on research projects.

MATHEMATICS

122. In the 2000 the national assessment tests of pupils aged seven, pupils were below average when compared to all schools and similar schools. In the results of the 2000 standard assessment tests at Key Stage 2, pupils were in line with the national average when compared to all schools and similar schools.
123. Year 2 pupils have made good progress and the majority are on course to attain standards at least equivalent to those expected nationally at the end of the key stage in mathematics. By the end of Key Stage 2, at age eleven, pupils' attainment is broadly satisfactory overall, but there is significantly less evidence of attainment working towards the higher Level 5, than would be expected nationally. This represents an improvement since the last inspection for pupils at Key Stage 1 and is a similar picture at Key Stage 2.
124. All pupils achieve as well as they should do. During the previous school year, the school adopted and implemented the National Numeracy Strategy very well. Under this new scheme of work, pupils undertake a wide range of work in all areas of mathematics. Samples of pupils' work demonstrate that pupils, in both key stages, undertake an appropriate variety of work on shape, space and measures, and tackle a range of problems involving handling data and investigation during the course of the school year. Lesson observations confirm that pupils make satisfactory use of their numeracy skills in other curriculum areas, such as science.
125. Most pupils in Year 1 count confidently up to and back again from 20. They estimate and measure, working in pairs with a metre measuring stick and understanding the related vocabulary, for instance, 'length', 'width', 'long', 'short', 'tall' and 'high'. Most pupils in Year 2 are extending simple number sequences and count independently on in 2's, 5's and 10's to 100. They know their number bonds to 10 and most are able to

provide number pairs to 20. They are developing their understanding of multiplication as repeated addition, understanding that 'four lots of five' is the same as 4×5 and are recording correctly simple number sentences using the \times and $=$ symbols.

126. In Key Stage 2, although most pupils in Year 3 know the number bonds to 20 and understand that multiples of 5 "always end in a 5 or a zero", a significant proportion of pupils in the class are working below expectations. The majority of pupils are able to add or subtract multiples of five and ten, to or from multiples of five, crossing the 100 barrier, for example, $75+35$ and $45+\square = 120$. A small group of pupils are able to add or subtract multiples of five from a multiple of 10 or 5 using a 100 number square only with significant teacher-guidance. Year 4 pupils are using different approaches to solve mathematical problems. Most 'round' numbers up or down to the nearest ten and hundred. They make 'fraction walls', in the best cases, identifying when two simple fractions have the same value. The majority of Year 5 pupils know their nine timetables and a minority are able to continue confidently the series into 'minus' numbers. They add or subtract 11 to or from a number by adding or subtracting 10 and adjusting. They develop and refine written methods for column subtraction of two three digit numbers. For example, $754-286$, using the 'complementary addition' method – counting up in units, then tens, then hundreds. They demonstrate an appropriate awareness of the need to ensure columns are 'lined up' accurately and of the relationship between addition and subtraction.
127. Although most Year 6 pupils are working at expected levels for their age, a lower proportion than found nationally are likely to achieve above national expectations for their age and a significant proportion of pupils in the current cohort have special educational needs. Most pupils understand co-ordinates and the positive and negative co-ordinates, they can name the x and y co-ordinates and their position. They describe and visualise properties of solid shapes, classifying quadrilaterals, using such criteria as 'parallel' sides, equal angles, equal sides and lines of symmetry. They use appropriate terminology, "a square has four vertices", for example, and are using measuring instruments appropriately, in most cases interpreting numbers on a protractor and measuring angles accurately.
128. Pupils with special educational needs are catered for appropriately in teachers' planning with suitable tasks and additional support, and they make satisfactory progress towards the targets set for them.
129. The quality of teaching in mathematics lessons at Key Stage 1 ranged from very good to good and is very good overall and promotes pupils' learning well. Teaching in Key Stage 2, ranges from very good to satisfactory and is good overall and promotes pupils' learning effectively. This is a significant improvement since the last inspection.
130. Teachers follow closely the recommended numeracy lesson format and programmes of study. They plan lessons very well, provide a good range of resources and use praise and questioning well. They utilise a good range of strategies to motivate and interest pupils. In most cases, pupils enjoy and are enthusiastic about their mathematics work, especially the mental and oral 'warm-up' activities. Pupils' attitudes and behaviour in mathematics lessons are generally good overall at both key stages. They respond well to their teachers and work together well, although teachers have to be very vigilant to ensure pupils maintain their concentration. Where behaviour was unsatisfactory, in one lesson, at Key Stage 2, this was because of a constant undercurrent of chatter during the lesson, whilst the teacher was speaking to the class and whilst pupils were supposed to be working independently.

131. In the best lessons, they are particularly adept at ensuring all pupils are paying appropriate attention at all times. They use correct mathematical vocabulary and terminology and provide good opportunities for pupils to explain their methods and practise what they know and this moves learning forward. Teachers provide appropriate activities and support for the wide range of ages and differing levels of ability in their classes, challenging higher-attaining pupils appropriately and supporting pupils needing additional support well.
132. There is good leadership and management of the subject. The co-ordinator, working in partnership with the headteacher, has made significant improvements in teaching and the curriculum. The resources for the subject are satisfactory overall and funding has been allocated appropriately to purchase additional resources to support the implementation of the numeracy curriculum.

SCIENCE

133. In the 2000 national assessments of pupils aged seven, teachers' assessment placed pupils in line with the national average. In the national assessments of pupils aged eleven pupils were above average when compared to all schools and similar schools.
134. Pupils' attainment by the age of eleven has improved greatly since the previous inspection. Currently, attainment is broadly in line with the national average. Attainment at the age of seven is also broadly in line with the expectations for their age, with the weakest areas of study being life processes and living things. Inspection evidence shows that more pupils are achieving the expectations for their age and in areas such as recording their findings and applying science to everyday life, they are making good progress towards reaching the higher level for their age. All pupils, including those with special educational needs, are making at least satisfactory progress.
135. Action taken to improve standards in science has been successful for the following reasons. There is a scheme of work that shows clearly what each teacher has to teach. There is a very good analysis of test results to set targets and identify weak areas. There is now a higher profile for experimental and investigative science from the earliest years. There is an improvement in the effectiveness of the teaching. 'Booster' classes have been effective in improving pupils' performance in the standard assessment tests.
136. Progress in knowing and using scientific vocabulary is good. As a result of increased opportunities to investigate and experiment for themselves, pupils are more secure with terms such as 'fair test' and 'prediction'. For example, Year 2 pupils show good understanding of how to change sounds and pupils in Year 5, when designing a fair test, for drying clothes, understood principles such as evaporation. When they apply scientific knowledge to everyday situations such, as a physical education lesson, pupils in Years 2 and 6 are aware of what is happening to their bodies during vigorous activity, but the older pupils are unsure in explaining why their heart is beating faster.
137. Links with other subjects are very effective and this improves pupils' general knowledge and enjoyment of lessons, but inspection evidence shows that with older pupils their depth of knowledge is restricted. Year 6 enjoyed baking buns, especially eating the results. However, the level of science they were using is lower than the expectation for their age. Words such as 'particles', 'permeable' and 'impermeable' are used correctly and Year 6 are making good progress towards understanding the importance of collecting evidence. Information and communication technology is not

used regularly and consistently enough to help pupils to present their data, for example, as graphs and charts.

138. Teaching is consistently good, with some very good practice in Years 2 and 5 and this leads to effective learning. This is an improvement since the last inspection and is a result of teachers having a good understanding of what they have to teach. Also significant is the way in which they organise and manage their classes, so that pupils always know why they are doing a particular activity. Most pupils behave well. They handle equipment carefully and safely, enjoying working independently when given the opportunity. Pupils usually begin their activity quickly, having understood what is expected of them and this aids their progress. Teachers' planning is good and the structure of the literacy sessions is having a good impact, because all science lessons have a 'plenary' session, at the end of the lesson, to summarise what has been achieved. Although few actual time limits, or set expectations of work, are set, lessons move along at a good pace. Pupils are kept involved in lessons by good question and answer sessions. These sessions check what has been learned and are effective in extending the lesson to the next stage. As a result, pupils generally work hard and have good attitudes to their work. There are good working relationships with support staff, by both pupils and teachers. Pupils in Year 6 benefited from good promotion of language and conversation skills when co-operating in a baking session. The classroom support assistant had a clear responsibility in the lesson plan and successfully achieved her objective.

139. Scrutiny of exercise books shows that standards of presentation vary considerably and guidance about setting out work and labelling diagrams is not consistent. The system of annotating books in Years 1 and 2 is very effective in plotting progress and showing pupils what they have achieved. There is no portfolio of assessed work at each level to show teachers what is expected, when they are marking, or assessing attainment levels.

140. The subject co-ordinator is well qualified and has a very good view of how the subject needs to develop. This is effective in promoting pupils' learning. Science is a priority in the development plan for 2001, including further training for teachers. As a member of the senior management team she assists in monitoring teaching. This has already had a good impact in successfully improving the effectiveness of teaching and raising attainment. Analysis of results and the monitoring of year groups, as they move through the school, are also well advanced. These are used well to direct planning for each year group. Considering the financial constraints, resources are adequate to carry out the current programme throughout the school. Science is well promoted in displays around the school, but there is no wild life or environmental areas on site to raise awareness of the natural world. However, the school uses other areas for pond dipping or mini beast studies.

ART AND DESIGN

141. Evidence provided by a limited number of lesson observations, a survey of current and previous work at both key stages, display in classrooms and around the school suggests that, a good range of work, in a variety of media, is planned at an appropriate level for each year group.

142. By the end of Key Stage 1, pupils have made good progress, especially in the area of observational drawing, due to the very good quality of teaching in Year 2. Pupils' attainment is above expectations for their age. Year 2 pupils, drawing musical instruments, choose and record from direct observation, extending their control of

tools and techniques well. In a previous lesson, pupils have produced designs on cloth, first tie-dyeing the cloth, then adding swirls, spirals and zigzags to represent fireworks. As a continuation activity, pupils add further decoration to their designs, for example, stitching gluing and tying. This produces collages of good quality. Examples of the wide range of work produced in Key Stage 1, include observational drawings of a high standard in chalk and oil pastel of teddy bears and a hobby horse, abstract designs produced in response to the music of Mozart, spirals produced after studying the work of the artist, Terry Frost, and observational drawings of the school. These were all of a good standard. This indicates that pupils in Key Stage 1 have the experience of working with a very good range of techniques and materials.

143. In Key Stage 2, however, although pupils' attainment is generally satisfactory, the standards of pupils' observational drawing skills are barely satisfactory. This indicates insufficient regular opportunities to develop these skills in previous years. Year 3 pupils work with clay, rolling, joining and decorating. They investigate the tactile qualities of materials, extending their control of tools and techniques well. They are contrasting their ideas with those of craftspeople. For example, in an effective link to their history topic and study of Celtic designs they use a range of techniques to add texture and decoration to their 'Celtic letter', producing work of a good standard. Work samples reveal that Year 4 pupils have experimented with printing, line and texture and patterns. Year 5 pupils have made observational drawings, of feathers, flowers and autumn leaves, of a broadly satisfactory standard. In the Year 6 lesson observed, pupils were using oil pastels, pencils and paint to make observational drawings and studies of 'Mexican' figurines. They extend their control of tools and techniques and employ a range of methods in their work appropriately. Pupils achieve as well as they should do, except in observational drawing.

144. A survey of work on display and in photographic evidence confirms that pupils have sufficient and appropriate opportunities at both key stages to develop an understanding of artists' work and apply it to their own. Work on display around the school was based on the work of Picasso, Van Gogh and Klimt.

145. The quality of teaching in the Key Stage 1 lesson observed was very good and this had a very positive effect on pupils' learning. Teaching in Key Stage 2 ranged from satisfactory to good and was satisfactory overall. Pupils enjoy their art activities and, in the majority of cases, they respond well to practical guidelines and show pride in their work. Most pupils work well, both together and individually, share resources appropriately and, in the best cases, work conscientiously without the need for constant teacher-intervention. Where teaching was very good, the teacher demonstrated very good subject knowledge, maintained a good pace throughout the lesson, resourced the lesson very well, motivated pupils well and, through good one-to-one support, encouraged them to evaluate their work in progress. This was effective in ensuring that pupils made good progress in their learning.

146. The well-informed art co-ordinator provides teachers with appropriate guidance and support, although she has not had the opportunity to monitor teaching in the subject throughout the school. The school has adopted the government-recommended scheme of work for the subject. This ensures that elements such as painting and drawing, colour and texture are regularly revisited and pupils are provided with experience of a range of artists from different cultures. Resources for art are generally of satisfactory quality, are well utilised and are readily accessible. In the previous inspection, standards and teaching were sound, both standards and teaching have improved at Key Stage 1.

DESIGN AND TECHNOLOGY

147. One design and technology lesson was observed at Key Stage 1 during the inspection and two lessons at Key Stage 2. Evidence from these lessons, from samples of work, from photographs of pupils' work provided, and from discussions with pupils indicates that pupils make generally satisfactory progress in design and technology, at both key stages. Attainment in design and technology at the end of both key stages is satisfactory. This is an improvement since the last inspection.
148. In Key Stage 1, Year 1 pupils 'planning a party' are engaged in focused practical tasks. They develop their ideas through shaping materials and assembling components. They design and make party hats, deciding on methods and materials and techniques for joining and adding decoration, testing their hats and deciding on improvements they could make, for instance, "I need a string" (to hold it on). This practical lesson aided their learning well. A scrutiny of work reveals Year 2 pupils have made musical instruments, of a satisfactory standard, in an earlier design and technology lesson.
149. Design and technology activities are planned over a two-year 'rolling programme' in Key Stage 2. Although no lessons were undertaken during the inspection in Year 3 and Year 4, a scrutiny of work reveals pupils have undertaken an appropriate range of 'design and make' activities. Year 3 pupils have disassembled boxes, creating a net for a Christmas gift box and explored mechanisms used in pop-up books, for example.
150. During the inspection, both Year 5 and Year 6 pupils were involved in an on-going topic on bread. In previous lessons pupils have surveyed preferences, made bread, tasted different sorts of bread and visited a local supermarket bakery. They plan work, considering, for instance, "What could we do?", "What do we need to know?", "What has the bread got to be like?" and communicate their ideas, considering aesthetic qualities as well as the intended uses. They develop, plan and communicate ideas and make realistic plans for achieving their intentions, understanding their designs have to meet a certain need and understanding procedures for food safety and hygiene. When working with the (very sticky!) dough provided by a local bakery, Year 6 pupils develop their knowledge and understanding of materials and their characteristics and, through kneading and shaping the dough as an aid to design, understanding how a material's working characteristics can influence its applications.
151. The quality of teaching in design and technology lessons ranges from very good to satisfactory and is good overall at both key stages and this leads to effective learning. Teachers demonstrate good subject knowledge, resource lessons well and provide clear explanations. They maintain a brisk pace to the lesson and, in the best cases, have very high expectations of work and behaviour. Pupils' attitudes and behaviour in lessons seen were good in the one lesson at Key Stage 1 and satisfactory at Key Stage 2. Most pupils are interested in the tasks and responded appropriately to their teachers' questions and directions. They offer their own ideas and generally appropriate suggestions and clearly enjoy what they are doing.
152. The co-ordinator has just taken up the role and has not yet had time to make an impact on the subject. Design and technology activities are planned using a government-recommended scheme of work for the subject and progression in the basic skills is built into the curriculum as pupils move through the school. Resources for the design and technology curriculum are currently limited, although facilities for 'food technology' activities are good.

GEOGRAPHY

- 153.No lessons were seen during the inspection, because of the way subjects rotate. Analysis of pupils' work, discussing some topics with them and checking teachers' planning, shows that the subject is secure in the curriculum.
- 154.Since the last inspection, attainment by the age of seven has improved and is now in line with what is expected for their age. Pupils in Year 1 make satisfactory progress in drawing the school buildings as a plan, to show a long and short route around school. In Year 2, pupils take this further and their plans are much more accurate and recognisable, they add a key and two colours for the route. This represents good progress over time and is responsible for the overall improvement since the last inspection.
- 155.By the age of eleven, pupils are achieving standards that are broadly in line with the national average in general knowledge of weather and climatic phenomena, such as flooding. This is the same as the previous inspection. Their use of such information to make comparisons and describe its effect on the people who live there is underdeveloped. Work lacks detail and this is preventing the pupils in Years 5 and 6 from reaching the higher standards, because the work is superficial. Discussion with pupils in Year 6, indicates that there are some higher attaining pupils, who can deal with reasoning, ideas and trends, but have few opportunities to do so. This does not aid their achievement satisfactorily.
- 156.The subject co-ordinator monitors lesson plans, but where two different age groups are doing the same work, it is not absolutely clear how the range of different experience and abilities are being catered for. Resources, such as aerial photographs, are good quality and have a good impact on promoting interest with pupils. There is little use of information and communication technology to present work and data and this does not support pupils' learning.

HISTORY

- 157.In Year 2, attainment is in line with the expectations for seven year-olds. Most pupils are making satisfactory progress, including pupils with special educational needs. Pupils cover a good quantity of work over one half term and history is clearly identifiable in the topic programme. Pupils are secure with simple time terms, such as 'past' and 'present', and are comparing famous people from different times by looking at pictures of their clothes and hairstyles to recognise changes over time. Some of the work on recording their findings, for instance, as 'flow diagrams' and 'columns for comparison,' achieves the higher-level expectation.
- 158.Year 6 has had several teachers recently, which has affected the smooth progress towards sustaining the above average attainment reported at the last inspection. Pupils' attainment is broadly in line with the national expectations for their age. Discussion on specific historical topics and artefacts shows one third of the pupils are capable of dealing with tasks involving general knowledge and giving reasons for events. These pupils produce detailed descriptive writing based on the experiences of child evacuees during World War Two, using appropriate historical vocabulary. All pupils are secure with time words such as 'decade' and 'century'.
- 159.Across the school, progress in pupils' learning is at least satisfactory and often good. Year 3 pupils make good progress using 'timelines' and collecting information about the Vikings. Literacy skills, such as alphabetical order and non-fiction key words, are used regularly in their activities and the folder of work has a cover produced using

information technology. The use of different writing styles and speaking skills is very well developed across the school in history. This is an important factor supporting the overall improvement since the previous inspection. Progress in observing changes in people and the consequences of actions, such as civil wars, is good in a significant minority of Year 6 pupils.

160. Teaching is consistently good and this is effective in supporting pupils' learning. The purpose of each lesson is explained to the pupils, so that they know what they are going to study and at the end of the lesson, is used to check what has been achieved. As result, pupils are keen to complete their tasks, showing enjoyment of their lessons and, in Year 2, a high level of well presented work. Lessons are managed effectively to include all pupils in question and answer sessions, especially when using pictures or video presentations. Pupils in the large Year 4 class benefit from having the lesson organised into units of time to suit their concentration and the activity. Clear expectations are set to complete before re-forming as a class group to discuss their ideas. Combined with an effective story-telling style from their teacher, they make good progress in working independently and remembering the storyline. All teachers consistently use spoken responses to improve pupils' ability to answer by expecting detail, and to check they are listening properly. Support staff are well deployed and effective in enabling special needs pupils to make satisfactory progress.
161. A significant strength of the successful teaching in Years 2 and 3 is the high quality of marking of pupils' work. Annotated work, after discussing it with their teacher, clearly shows the progress they are making. Year 3 pupils can see when they are achieving their literacy target by the system using double ticks.
162. The enthusiastic subject co-ordinator has made an audit of developments completed and a short-term plan for the immediate future. This gives a sense of direction to the subject, but does not include the development of information technology or the long-term need to introduce assessment. Pupils talk enthusiastically of the many visits to places such as Eden Camp, Danelaw and the Tudor day in school. The good displays of pupils' work and historical artefacts promote the subject very effectively and give it a high interest profile with pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

163. At the time of the inspection, pupils at the age of seven, at the end of Key Stage 1, are broadly achieving national expectations for their age in the subject. This is an improvement since the last inspection. Only one brief information technology lesson was observed, at Key Stage 1. Whilst the other half of the class read quietly, half the class of pupils were standing around the classroom computer as the teacher explained the use of the tools – spray-can, colour and size tools, for example – in a paint/draw program. Pupils know how to select the tools and demonstrate satisfactory control and response to the keyboard, mouse and monitor. Pupils' attitudes in this lesson were satisfactory and the quality of teaching was satisfactory. Consequently pupils achieved as well as they should do. The teacher demonstrated good subject knowledge, made good use of appropriate vocabulary and used questioning well.
164. However, in Key Stage 2 and particularly at the end of the key stage, overall attainment at the end of the key stage unsatisfactory. The very slim paragraph on information technology in the previous inspection report makes improvement difficult to measure. Pupils' attainment in the communicating and handling information attainment target is satisfactory, but very limited opportunities are currently provided for pupils to develop skills in controlling, monitoring and modelling making. This does not allow pupils to

achieve as well as they should do. Pupils' word-processing skills are broadly satisfactory at the end of the key stage.

165. During the previous school year, pupils have visited a local secondary special school on a weekly basis, to work in the school's computer suite. Year 5 and 6 pupils have been involved in information and communication technology activities on a residential visit during the last school year. They used sensor equipment to measure pulse rates after exercise and used a music program to mix and sequence sounds to make a dance track. However, these additional activities, although broadening pupils' experience do not provide the regular 'hands-on' experience necessary for pupils, to develop a range of information technology skills. Few examples of computers being used in lessons, in other curriculum areas, were observed during the inspection.

166. Although the range of work, in Key Stage 1, and in the Year 3 class, is satisfactory overall, the majority of examples of work in work samples provided consisted of word-processing. There is some evidence that Year 6 pupils have used a CD-Rom encyclopaedia for research purposes and Year 4 pupils have used a draw program to design letters. The range of work is very limited and, clearly, some of this work has been undertaken by pupils on their home computers.

167. On taking up the post, the new head teacher made a decision that the over-riding, immediate priority for the school was to improve pupils' attainment in literacy and numeracy. Despite acknowledged shortcomings in information and communication technology resources and staff competency in the subject, it was therefore decided to request that the school's share of the 'National Grid for Learning' (NGfL) funding should be delayed, until the end of the four-year cycle. During the week of inspection, the head teacher received confirmation that the school's NGfL grant funding for information and communication technology equipment would be made available in the near future. This will allow the school to resource and develop an 'ICT Suite', provide Internet access for pupils and enable the school to comply fully with Curriculum 2000 requirements for the information and communication technology curriculum. At the time of the inspection, however, resources for information and communication technology were unsatisfactory in both quality and quantity. A new co-ordinator has just taken up post and will oversee these improvements.

MUSIC

168. By the end of both key stages, the attainment of all pupils, including those with special educational needs, is in line with what might be expected for pupils of this age and they achieve as well as they should do. Improvement from the last inspection has been good, with particular improvement in the opportunities given to pupils to compose and appraise.

169. Pupils in Year 2, consider how best to represent the sound of fireworks. They experiment by producing musical patterns by tapping and scrapping a range of instruments. They develop their own appropriate notation to record the sound of fireworks. Finally, working in groups, they compose, perform and appraise a sequence of sounds to represent, for example, a rocket, followed by a catherine wheel and lastly a roman candle exploding. They carry these activities out successfully, because they work co-operatively together, without the constant need for teacher intervention.

170. Older pupils at the end of Key Stage 2, sing songs such as 'The Drunken Sailor' in two parts. They sing in a lively manner. They successfully manage to perform familiar

three part songs, using words such as 'One bottle of pop... fish and chips and vinegar.' They quickly learn the words to their new song 'Chatter with the angels' and sing them tunefully and harmoniously. Pupils are quick to make suggestions as to how they could enhance the song at their Christmas performance. For example, they use actions and then refine the use of percussion instruments to extend the song. It is clear that pupils enjoy these sessions, particularly when they explore the rhythm, and dynamics of a song.

171. Throughout the key stages, pupils sing tunefully, for example 'What an enormous star' as they efficiently learn new songs for their Christmas production. The quality of singing of 'Long Ago' during the final assembly in inspection week added considerably to the spiritual quality of the assembly.

172. Teaching ranges from satisfactory to very good at both key stages and is overall good. In the best lessons, the teachers' knowledge and enthusiasm for the subject drive the lesson forward and really motivate the pupils. They are enthusiastic about the lesson and this encourages them to learn how to play and sing accurately. Instructions are clear and pupils know what they have to do. Lessons are well managed and teachers have a variety of strategies for keeping the pupils motivated and on task, for example, using flashcards at a fast pace to see if pupils can clap rhythms accurately and singing instructions.

173. Where teaching is satisfactory, teachers follow their allocated programme appropriately, but teaching lacks the imagination and enthusiasm seen in better lessons. Very occasionally, a few pupils do not behave as well as they should.

174. Teachers make good cross-curricular links with other subjects. For example, in Key Stage 1, pupils studied Ludwig Van Beethoven in history and listened to firework music in dance and subsequently made attractive patterns in art "to show how we feel." Many classrooms and corridors had displays of instruments, which allowed the pupils to experiment with the differing sounds they could make. All these factors were effective in promoting pupils' learning and they added successfully to the schools' provision for pupils' spiritual and cultural development.

175. The subject is well led by an enthusiastic and knowledgeable co-ordinator, who monitors planning and makes practical suggestions to other teachers. The pupils' work is appropriately based on a scheme from the local education authority which teachers enjoy using. There are sufficient resources overall, including instruments from other cultures. The school has recently purchased a trolley to make a greater range of instruments more accessible to pupils in their classrooms. The co-ordinator is aware that there needs to be a greater range of tuned instruments, but is able to borrow a better range for important occasions.

PHYSICAL EDUCATION

176. At the last inspection, standards in physical education were in line with the national expectations for their age. Since then, standards have been maintained and in dance at Key Stage 1 there has been improvement. Progress in skills, movement and dance for all pupils is at least satisfactory, including pupils whose mobility is restricted.

177. In dance, Year 2 pupils are making very good progress in interpreting music as 'fireworks', showing a high level of control, change of direction and artistic interpretation of swirling movements. Very good teaching and high expectations of an improved performance have a positive effect on pupils' learning. They show

concentration and determination throughout the lesson, as well as pleasure at their success. Year 1 pupils co-operate well as pairs, concentrating on controlling their underarm throw over a short distance and they make good gains in skills within the lesson.

178. By the age of eleven, most pupils fulfil the swimming requirements of the National Curriculum and have experience of athletics and country-dance. Their games skills translate effectively to a small team game situation. The more skilful Year 6 soccer players show effective control of the ball when dribbling, the most skilful use the outside and inside of their foot. Pupils show good independence and responsibility when setting out and collecting equipment.

179. Pupils are well disposed towards physical activities and have good attitudes towards their lessons. Teachers set a good example by changing into tracksuits and pupils have a high standard of kit. Boys and girls participate in games together and there is mutual respect, not dominance by boys. The successful school team in a recent soccer tournament comprised boys and girls. Social skills associated with team play and competition, such as applauding success, are taught well. On Sports Day, pupils compete for individual achievement points across a range of activities.

180. Teaching is good, particularly at Key Stage 1, and never less than satisfactory. Teachers have good knowledge of their subject and skilfully adapt commercial dance and coaching schemes to suit their needs. Their expertise enables them to make appropriate observations and judgements of improved performance. Although enthusiastic and able to motivate their pupils well, they are sparing in the use of pupils to demonstrate skills and techniques as a means of encouragement. Lessons are well managed and continue to promote basic literacy skills effectively, especially listening to instructions and interpreting music. Good educational use is made of opportunities from business and community projects, such as the initiative with 'Dewsbury Rams' Rugby League club promoting reading.

181. The subject co-ordinator has a clear view for the development of physical education and its part in the whole curriculum strategy adopted by the school. Her expertise gained from in-service training and interests is helpful to colleagues. It is a significant factor in the successful developments so far. Photographic evidence shows the full range of curriculum in place.

RELIGIOUS EDUCATION

182. Attainment is in line with the expectations of the Agreed Syllabus for pupils aged seven and eleven. This is a good improvement since the last inspection. Aspects of the curriculum, which deal with the awareness of self and responsibility to other people, are taught effectively and pupils achieve as well as they should do. They form an important part of the success the school has achieved in having good behaviour and relationships throughout the school. The teaching of self respect and respect for the lives and views of others reflects a clear Christian ethos. Links with the local church and vicar are strong and include regular contact and taking assemblies.

183. Pupils in Years 1 and 2 are beginning to remember the details of the Christmas story, such as knowing that Mary is the mother of Jesus. Through lessons and the school assembly, they are taught that there is a special time called Advent and the symbolism of the Advent candle wreath. Work in their exercise books shows that they are aware of the customs and symbolism of other faiths, for example, Year 2 pupils know the 'meals customs' in Judaism and words such as 'Shabbat'. The more

able pupils make good progress in explaining what these customs represent.

184. The older pupils, in Years 3 to 6, have useful experiences with ceremonies from Christianity and other religions. They know some facts about the life of Buddha and of St. Paul. In Year 3 lessons and in assemblies pupils are introduced to ideas such as 'special laws' and of a 'supreme being'. The strongest and most effective feature of their work is in the expression of feelings and discussion of such themes as happiness, anger, jealousy and friendship. Year 5 pupils were engrossed in defining anger and why it was destructive. Very good teaching took them through moments of reflection and expression of thoughts through poetry.
185. Throughout the school, teaching and learning are good. A strength of the teaching is the good relationships, which exist between pupil and teacher. An atmosphere of trust has been established which enables pupils to participate in lessons, confident that they will not be laughed at or made to feel foolish. Consequently, discussions occur without self-consciousness and an expectation that their views will be taken seriously. Such an improvement in the quality of teaching is a significant improvement on the previous inspection. Now, teaching is at least satisfactory and often good or very good. Lessons are well planned for content and have an appropriate pace. Teachers explain the purpose of the lesson clearly and manage their classes well.
186. The subject co-ordinator is new to the role, but has a clear view of the subject as part of the promotion of good relationships. Planning is monitored, so that it complies with the expectation of the scheme of work. There is a realisation that, with the option of several classes doing the same work, there is a need for a way of checking that language level and expectation are appropriate to the age of the pupils. The role of the subject in promoting speaking and listening skills has been successful and remains important. Because there is variation in the amount of written work, especially with older pupils, its influence in improving writing is restricted.