

INSPECTION REPORT

TUEL LANE INFANT SCHOOL

West Yorkshire, Calderdale

LEA area: Calderdale

Unique reference number: 107519

Headteacher: Mr Alastair Forsyth

**Reporting inspector: Dr Brian Male
14906**

Dates of inspection: 14 – 17 January 2002

Inspection number: 225621

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant School
School category:	Community
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
School address:	Clay Street Sowerby Bridge West Yorkshire
Postcode:	HX6 2ND
Telephone number:	01422 - 831221
E-mail address:	head@tuellane.calderdale.sch.uk
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Phil Townend
Date of previous inspection:	27 March 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
14906	Brian Male	Registered inspector	Mathematics Science Information and communication technology Art and design Design and technology Music Special educational needs	What sort of school is it? The school's results and pupils' achievements? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9798	Vivienne Ashworth	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
2181	Beryl Thomas	Team inspector	English Geography History Physical education Religious education Foundation stage Equal opportunities	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

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33 Kingsway
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This infant and nursery school takes pupils from 3 to 7 years old, and is maintained by the Calderdale Local Education Authority. It occupies its original 1857 buildings, which have been recently improved, and it serves the Sowerby Bridge area. At the time of the inspection there were 114 full-time pupils in 4 classes, with a further 41 children attending the nursery part-time. Many pupils start school with standards of attainment below those usually found. The percentage of pupils known to be eligible for free school meals is generally in line with the national average. The percentage of pupils identified as having special educational needs is also in line with the national average. There are very few pupils from ethnic minorities and only one for whom English is an additional language. These proportions are much lower than in most schools.

HOW GOOD THE SCHOOL IS

This is a good school that has made significant improvement since the previous inspection. All the issues raised by the previous inspection have been addressed and the school no longer has any serious weakness. Pupils make good progress across the school and attain standards in line with the national average across the curriculum. This progress results from the good quality of the teaching and the pupils' very positive attitudes to their work. The headteacher has created a very positive ethos, and the good quality of the leadership and management has ensured the strong trend of improvement. The school gives good value for money. Its positive approach is typified by its strong programme of outdoor activities where children sustain their enjoyment whatever the weather conditions.

What the school does well

- **It provides a very positive ethos and ensures that pupils make good progress**
- **The quality of teaching is good**
- **Pupils behave very well and have very positive attitudes to their work**
- **It makes very good provision for pupils' personal development**
- **The headteacher provides very caring leadership and has ensured a strong trend of improvement**

What could be improved

- **The school needs to continue its work on curriculum planning to ensure a clear line of progression in subjects other than mathematics and English**
- **Arrangements for pupils of the same year group in different classes could be reviewed to ensure parity of provision**
- **The good use of assessment information in English could be extended to other subjects**

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 2000 when it was judged to have some serious weaknesses. It has made very good progress since then and no longer has any serious weakness. The school has improved significantly the quality of its educational provision: the quality of teaching has improved and is now good; the leadership and management of the school have also improved and are also now good; pupils' attitudes and behaviour are now very good. The school has addressed all the key issues raised by the previous inspection report: the quality of teaching has improved, the standards of writing have risen, monitoring and evaluation procedures have been successfully implemented, and there is an improved use of time through Years 1 and 2. These recent improvements in provision are now beginning to have a positive impact on standards of attainment. The school has a good capacity to continue this trend of improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests in 2001.

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1999	2000	2001	2001	
reading	C	C	C	C	well above average A
writing	D	C	C	C	above average B
mathematics	C	C	C	C	average C
					below average D
					well below average E

The school's scores in the 2001 national tests maintained a trend of standards broadly in line with the national average and with similar schools in all three aspects tested. Inspection evidence indicates that standards in these aspects continue to be broadly in line this year. This continues a trend of such standards. This represents good overall progress and achievement for these pupils as many children enter the nursery with standards of attainment below those usually found. By the end of the Foundation Stage, standards are in line with those usually found in all aspects except in language and literacy and mathematics where they are still below average. Pupils make good progress in the basic skills of literacy and numeracy. Standards of attainment in other subjects are broadly in line with those usually found except in physical education where they are higher.

The quality of learning is good across the school. Pupils, including those who have special education needs, try hard with their work and make good progress.

The targets set by the school in 2001 were realistic and the school was successful in achieving them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school and are keen to learn. They participate with enthusiasm in activities and often apply themselves to their tasks with great concentration.
Behaviour, in and out of classrooms	Pupils behave very well in class and around the school. They listen attentively to the teachers and are respectful of the school's rules. This stems from the school's very positive approach to behaviour management.
Personal development and relationships	Relationships are very good across the school. Pupils work and play very well together and have a caring concern for others. Teachers set a very good example in the way they relate to their pupils.
Attendance	The rate of attendance is above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Aged 4-5	Aged 5-7 years
Lessons seen overall	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.

The quality of teaching is good across the school, and this underpins the good progress that pupils make. Teachers have very good relationships with their pupils and have a positive, caring approach; these encourage the pupils' very good behaviour and attitudes to school. In the best lessons, there is a sense of excitement and a good pace to learning with pupils involved in a range of learning strategies. There is good teaching of the basic skills of literacy and numeracy, and good support for pupils with special educational needs. Teaching assistants give good support to learning across the school. There is some very good use of assessment information to set targets and focus teaching in English and this could valuably be extended to other subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school offers a broad curriculum with a particular emphasis on outdoor activities for younger pupils. They sustain their enjoyment of these activities through seemingly adverse weather conditions. The planning of the curriculum could make clearer the lines of progression across the school. This would help ensure that pupils in the same year group in different classes receive a similar curriculum.
Provision for pupils with special educational needs	The school provides good support for these pupils. Individual education plans are well written and have some helpful targets. There is some particularly good support for individual pupils from teaching assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' personal development. There is very good provision for social development, good provision for spiritual and moral development and satisfactory provision for cultural development, although the multi-cultural element needs extending.
How well the school cares for its pupils	The school has a very caring ethos and provides a secure community where children feel valued as individuals and are strongly supported. There has been significant development in the use of assessment to promote learning in English, but this is not yet being used so valuably in other subjects.

The school has a positive relationship with parents and provides a good range of information. Parents are generally supportive of the school and make a positive contribution to learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher sets a very good tone for the school through his thoughtful and caring approach, and has created a very positive ethos. With some good support from senior staff, he has ensured that the school has made very good progress since the previous inspection.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They are very supportive of the school and have developed a good overview of its work. They have been very successful in overseeing the improvements that have taken place since the previous inspection.
The school's evaluation of its performance	The school is now taking many valuable steps to monitor and evaluate its performance. A wide range of assessment and other data is analysed to monitor progress and consider effectiveness. This is building up a good picture of the school's performance.
The strategic use of resources	The budget is planned effectively and resources used well. The principles of best value are applied.

The level of teaching and support staff is sufficient for the school's needs. The school building is large and provides a good level of accommodation. The building is well maintained and has been successfully extended to provide very good new nursery accommodation. The level of teaching and learning resources is generally good across the school, with the recent development of the computer suite greatly enhancing learning opportunities.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children are expected to work hard • The quality of teaching is good • Pupils make good progress • The school is approachable • Children like coming to school 	<ul style="list-style-type: none"> • Some parents would like to be better informed about how their child is getting on

The inspection agrees with all the favourable comments made by parents. The arrangements made by the school to keep parents' informed about their children's progress are generally satisfactory and the school is always willing to make arrangements

to discuss things with individual parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1. In general terms, many pupils enter the nursery with standards of attainment below those expected for children of this age, they make good progress across the school, and standards of attainment are in line with national expectations by the time they leave at the age of seven. The standards attained represent good achievement for these pupils. The school sets realistic targets for its pupils, and has been successful in attaining them. The significant improvement in the quality of educational provision is too recent to have impacted fully on educational standards, but there are already signs of its impact, especially in English where the new assessment and target setting arrangements are allowing teaching to be focused much more directly on different groups.**

Children under five

- 2. Children make good progress through the nursery and reception classes, and by the time they move to Year 1 standards of attainment are in line with those usually found in the social, physical, creative, and knowledge and understanding aspects of their development. Standards in the areas of mathematics and communication skills, such as reading and writing, are generally still below expectations.**

Key Stage 1

- 3. The school's scores in the 2001 national tests for seven year olds in reading, writing and mathematics were in line with the national average, and slightly above the average of similar schools. This continued a three-year trend of slightly rising standards. A good proportion of pupils attained the higher level (Level 3) in both reading and mathematics, and this represents particularly good progress for these pupils.**
- 4. Inspection evidence shows that standards this year continue to be in line with the national average in all three aspects. Standards are also average in science. Standards in other subjects are generally in line with those usually found, except in physical education where standards are higher than those usually found. Insufficient lessons were seen in geography, music or design and technology for an overall judgement to be made.**

Progress of different groups

- 5. The school provides some good support for pupils with special educational needs and they make good progress. Pupils make good progress across the attainment range. No extra support is required for any pupil for whom English is an additional language. The progress of boys and girls is in line with the national trends.**

Pupils' attitudes, values and personal development

- 6. Pupils' attitudes, values and personal development are a strength of the school.**

Pupils' attitudes to school, which were praised by the previous inspection team, have improved still further and are now very good. The pupils are proud of their school and happy to come to it. They enjoy their work and each other's company. They get on well with their teachers and other adults who look after them. They invariably greet visitors with a friendly smile and a confident but polite offer of help.

- 7. Pupils' behaviour during lessons and their attitudes to learning are, with few exceptions, very good. In the overwhelming majority of lessons, pupils try hard to complete the work they are set on their own and with each other. For example, in the first sessions of the literacy lessons, featuring a story, all the pupils listen well, show real concentration over a long period of time and eagerly participate in all aspects of the lesson. Pupils take a pride in having their work on display, both in the classroom and around the school. Pupils with special educational needs share the positive attitudes that pervade the school. They show enthusiasm for their work and concentrate hard in lessons, helped by work that matches their needs well.**
- 8. Lunch times are orderly and the pupils happily sit down to eat and talk to each other. Play times are an exciting mixture of running, jumping, skipping and ball games with ample space for those who wish simply to chat and enjoy some peace and quiet. The standard of behaviour at these times is very good. Pupils know exactly what is expected of them and support the school's approach to discipline. They look after and encourage each other. No bullying was seen during the course of the inspection. Parents confirmed that instances of bullying are infrequent and that any bullying which does occur is dealt with promptly and fairly.**
- 9. Pupils respond very positively to responsibility. They work well in very small groups during lessons, especially with their talk partners and stay on task when not directly supervised by the teacher. They help to set out and tidy away the very good selection of equipment for the daily outdoor sessions and as classroom helpers or carer for the day, share responsibility in classroom routines like returning the register, tidying away books and equipment**

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 10. The quality of teaching is good across the school. This is a significant improvement since the previous inspection. Of the lessons seen during the inspection, approximately ten per cent were very good, 60 per cent good and 30 per cent satisfactory. One lesson was excellent, and none of the teaching was unsatisfactory. The good teaching underpins the good progress that pupils make.**
- 11. Teaching of children at the Foundation Stage (the nursery and reception classes) is good overall and ensures that children make a good start to their schooling. Children are involved in a good range of activities that stimulate their interest and extend their understanding. They are given good scope for independence in their**

learning and involved in a good range of interesting and stimulating activities. There is particularly good provision of outdoor activities in which children engage with an enjoyment that they sustain through some seemingly adverse weather conditions. The programme contributes to children's above average standards in physical education. Teachers are diligent in recording children's progress and ensuring that they engage in the full range of activities.

12. Teaching is also good across Key Stage 1 (Years 1 and 2) and enables pupils to continue their good progress. Teaching is particularly good in English where recent improvements in assessment procedures and the setting of targets has enabled teaching to be well focused on the needs of different groups. Teaching is also good in mathematics, information technology, history, art, physical education and religious education. Teaching is satisfactory in science, and too few lessons were seen in design and technology, geography or music for a judgement to be made.
13. Across the school, there is good teaching of the basic skills of numeracy and literacy and pupils make good progress.
14. Teachers across the school have very good relationships with pupils and these underpin the pupils' very good behaviour and attitudes to school which, in turn, help their progress. There is a very caring approach that builds pupils' self-esteem and their confidence and makes them more able to tackle new work successfully. Teachers manage their pupils very well, and the positive approach to behaviour management is particularly successful. The approach is to praise examples of good behaviour and this successfully encourages other pupils to comply; for example, a teacher praised two reception class children for sitting up with their 'number fans' neatly folded. On hearing the praise, the rest of the class folded theirs as well.
15. In the best lessons, there is a high degree of challenge, a good pace to learning and sense of excitement; for example, in an excellent Year 2 English lesson, the teacher managed to engender a great sense of excitement along with her high level of challenge that involved all pupils in exploring the meaning of words through suggesting synonyms and antonyms to such words as "shapeless". A Year 2 mathematics lesson looking at different ways of making the number 35 induced tremendous excitement in the pupils as they strove, collectively, to beat their previous record for variations. The challenge was also high as some pupils attained the higher level expected for pupils of this age (Level 3) by generalising patterns and solving problems. These lessons often engage pupils in a range of learning activities that maximise their progress; for example, a single Year 1/2 mathematics lesson used a wide range of learning strategies that involved the use of class-discussion, responses to teacher's questions on individual whiteboards, paired discussion, individual work from prepared cards, working with the teacher, and a whole-class evaluation. This brought variety and interest, and allowed the learning to proceed at a good pace.
16. The choice given to children within the good range of activities in the nursery and

reception classes also helps develop their independence in learning. What makes this so successful is the fact that nursery and reception class teachers work very hard to prepare such a wide range of activities, each of which will interest the children and promote learning. As well as learning from the activities themselves, the children also learn independence and develop self-confidence. The outdoor education sessions of an hour a day for reception children and almost continuously for nursery children are good examples of this in action. Many parents remarked on the way in which their children developed well through these activities.

17. Two of the classes have mixed age ranges (reception and Year 1, and Years 1 and 2) and teachers work hard to ensure that pupils engage in the learning that is appropriate to their age. For example, a routine allows reception children to be supervised by a teaching assistant for part of a lesson whilst the teacher concentrates on Year 1 pupils. Groups are formed and different work set appropriate to age. All of this requires hard work from teachers, and is generally successful in meeting pupils' needs in English and mathematics. In other subjects, the planning of the curriculum does not always make clear and explicit the expectations for each year group and so it is not so easy for teachers to ensure that work is consistently appropriate. The school arranges for reception children to be taught together for outdoor activities, but makes no arrangement for Year 1 or 2 pupils to be put together for lessons such as literacy or numeracy.
18. There is some very good recent use of assessment in English to target teaching more specifically to the needs of different groups. This is promoting some particularly good progress and helps ensure that work is appropriate for all year groups. The school intends to extend this practice to other subjects where work is not so well focused at the moment. This would be a very valuable development that would allow teaching to be more specific, pupils' progress to be tracked and the monitoring of subjects to be more focused.
19. There is good teaching of pupils with special educational needs. Individual education plans are well written and contain some very helpful targets. There is good liaison with, and support from, outside agencies such as educational psychologists and speech therapists. There is good support from teaching assistants and some particularly good support for some pupils with statements of special educational need. The good level of the support promotes the pupils' good progress.
20. Teaching assistants and non-teaching staff make a valuable contribution to learning across the school, and also contribute significantly to the caring ethos where pupils are so well supported and valued as individuals. This contribution involves mid-day supervisory staff (many of whom are also teaching assistants), cooks, the caretaker who does such a thorough job, and the school secretary who provides such a welcoming first point of contact for pupils and parents.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO

PUPILS?

- 21. The school provides a broad and balance curriculum and all statutory requirements are met. All children have access to the whole curriculum, and they are fully included in every aspect of the day-to-day life of the school. Since the previous inspection, there has been good improvement in the curriculum, good progress has been made in tackling the issues raised: the school day has been reorganised; teachers are fully aware of the time requirements of the National Numeracy and Literacy Strategies; the use of time is now managed effectively throughout the school.**
- 22. The curriculum offered to the pupils is interesting and exciting. The quality and range of learning opportunities is good at the Foundation Stage, and satisfactory in other years. There is a strong emphasis on the well-planned outdoor activities for the Foundation Stage, which children enjoy through sometimes seemingly adverse weather conditions. Provision for children in the same year group in different classes is not consistent, and they do not always have the same opportunities, particularly in the provision of outdoor activities for reception aged children.**
- 23. Schemes of work have been updated using recent national guidance in order to meet the needs of the new National Curriculum. This has greatly enhanced the coverage of the required programmes of study and the coherence of the planning. In subjects other than English and mathematics the planning does not always make clear the lines of progression across the school or the levels to be expected from different year groups.**
- 24. The effectiveness of the strategies for teaching the National Literacy and Numeracy Strategies are good and this has helped to address the weaknesses in teaching writing. The teachers use the national framework effectively, and good teaching means that standards are rising. There is not enough time to concentrate on writing and give the same time to reading. Teachers' planning takes good account of the needs of all pupils in different ability and age groups and this helps them to make good progress.**
- 25. Provision for extra-curricular activities in this small school is good. There is a computer club at lunchtime and after school and a variety of opportunities to learn to play musical instruments. During the summer months the pupils play cricket and learn the local folk dances.**
- 26. This is a fully inclusive school, which makes good provision for its pupils. The wide range of activities provided avoids racial or gender stereotyping. Teaching and non-teaching staff provide very positive role models and both boys and girls, including those pupils with special educational needs, are encouraged to be fully involved in a wide range of activities. The school has a very good ethos, which underpins pupils' attitudes, values and personal development. It successfully promotes a harmonious community, where everyone works together with respect**

and understanding.

27. The provision for personal, social and health education is good. The school encourages the development of positive attitudes and the growth of self-esteem through its very good planned programme, which is taught well. Pupils' personal development is promoted effectively through 'Circle Time' where pupils discuss issues of personal importance, the collective acts of worship, visiting speakers and groups, including the preparation and looking after the environment. Pupils rise to the high expectations in these activities. Pupils show respect for adults and one another.
28. The school has good links with the community, including the local parish church and Methodist churches. The school receives good support from social services by providing a gardener to look after the immediate environment of the school. Parents, grandparents and local companies have helped to provide a soft playground area for the children to play on. The school has also been involved with the information technology project run by the local supermarket.
29. There are good links with the other schools in the area. Liaison for Year 2 pupils is good and ensures that transfer at the end of the year is supportive to the pupils, their families and to the receiving school. The liaison for special educational needs pupils is also good. Good links with the local high school have enabled their information and communication technology suite to be used for teachers' in-service training.

Provision for pupils' personal development

30. The school makes very good provision for pupils' personal development through its very good relationships, strong and valuing ethos and through its programme of 'Circle Time' where pupils discuss issues of personal importance. The independence given to children from the earliest age in the nursery helps them to develop the skills of working together and taking responsibility. This is enhanced by the allocation of specific jobs to older pupils such as distributing resources or collecting the register. This is all part of the very good provision for pupils' social development.
31. There is good provision for spiritual development through a range of activities that awake pupils' excitement and sense of wonder. These range from treasuring small creatures to a sense of excitement at everyday objects; for example, Year 1 and 2 pupils were excited at a toy spider that moved when they clapped. The very good relationships that prevail, together with the explicit programme of personal development develop the sense of 'specialness' about other people. This was well underlined by an assembly on the topic.
32. There is good provision for moral development in which pupils are taught to understand the rules of the school rather than just obey them. This is done partly through the programme of 'Circle Time' where the reasons for rules and the consequences of actions are discussed, and through the respect that pupils have for

others. Teachers are very good role-models here in the respect they show for their pupils. The sense of right and wrong and how one should behave was well illustrated in the reception class when one child tried to use a sand tray that had been allocated to another child. “No, this is mine.” she told him, “You will have to choose something else to do.” He saw the force of this argument and went off to use the train track without argument or protest.

33. There is appropriate provision for cultural development through arts and music and though some familiarity with local traditions and history. Pupils are introduced to other faiths in the religious education programme, but the multi-cultural aspect is not so well developed in other areas.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school has a very caring ethos and provides a secure community where children feel valued as individuals and are strongly supported. There are effective procedures for child protection and ensuring pupils’ welfare. The headteacher receives regular updating training and the staff are aware of current practices. The school knows the pupils well and responds quickly to their needs. There are several members of staff qualified in first aid and training is offered to other schools. There is careful monitoring of all the pupils’ personal development. There is good support from outside agencies such as the school nurse, speech therapist and educational psychologist.
35. Procedures for monitoring and improving attendance continue to be effective, and the educational welfare service assists those families who need additional support. Procedures for monitoring and promoting behaviour are now good. The new draft behaviour policy is comprehensive and clear. Sanctions and rewards are explained and behaviour is monitored and recorded. The procedures for eliminating bullying and other oppressive behaviour are good. Any reported incidents are dealt with immediately and in line with well established procedures.
36. There are good, formal procedures for monitoring the personal, social and emotional development of children in the Foundation Stage. There are no formal systems for monitoring pupils’ personal development in Years 1 and 2, but teachers and support staff know their pupils very well. Pupils are praised for their good work, effort, behaviour and personal achievements. They are rewarded with certificates in assembly, their name goes into the school ‘Book for Achievement’, and they are awarded a special badge that they can wear for a week.
37. The school is working on a policy for assessment, recording and reporting as well as a marking policy. Since the previous inspection, the school has reviewed and developed its assessment procedures and changes have been made. The early nursery assessment has been modified to include number. There has been significant development in the use of assessment and target setting to promote learning in English but these are not yet being used so valuably in other subjects.

The monitoring of pupils' academic performance outside the core subjects is mainly informal and there is insufficient information to ensure that all pupils receive suitably challenging work that builds on prior attainment. This is even more important due to the mixed age classes.

38. Assessment and individual target setting have been introduced in English. These are allowing teaching to be focused more precisely on the needs of different groups of pupils, and are helping pupils to understand what they have to achieve. Assessment in mathematics and science is largely informal and less structured and so does not have the same impact on teaching and learning as in English. There are end of unit assessments for geography and history but these do not form part of an overall strategy. There are beginnings of a system in information and communication technology, but as yet there is very little for art and design, design and technology, physical education and religious education. Marking is usually positive and is often used to encourage greater effort
39. The provision for pupils with special educational needs is good, their work is regularly marked, with corrections identified and monitored. Pupils' individual education plans set clear targets.
40. Results from the national tests and other assessment information are thoroughly analysed and carefully recorded to give an on-going record of how each pupil is progressing. Test results are monitored by gender so the school is aware that there are no significant differences.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The school has a positive relationship with parents and provides a good range of information. Parents are generally supportive of the school and make a positive contribution to learning.
42. Parents are very appreciative of the school's supportive ethos and the standard of care it provides. They are particularly pleased at the improvements which have taken place over the last two years. They approve of the building work, and praise the increased morale amongst the staff. They report that their children like school, are expected to work hard and that they make good progress. Parents appreciate the continued "open door" policy and are generally confident that any problems which arise during the school day will be brought to their attention.
43. Some parents would like to be better informed about how their child is getting on, but the arrangements made by the school are well in line with those usually found, and the great majority of parents are satisfied with them. There are two parents' meetings a year and the school is happy to provide further information on curriculum or progress any time. Written reports vary in quality but continue to provide at least satisfactory information.
44. Literacy and numeracy meetings together with the presentation of the Governors'

Annual Report to parents were not well supported, but parents' meetings are well attended. Parents receive good quality information from the school prospectus with half-termly newsletters, and each class has an information board. Some parents are involved with the work of the school either helping in the classrooms or on educational visits. There are home/school books to record reading which are generally used well by parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The overall quality of the leadership and management is good and has improved significantly since the previous inspection. The good quality of the leadership has brought about the recent significant improvements in educational provision.

The headteacher and senior staff

46. The headteacher sets a very good tone for the school through his thoughtful and caring approach and has created a very positive ethos. With some good support from senior staff, he has ensured that the school has made very good progress since the previous inspection. He has a good overview of the performance of the school and a clear vision for its development. He takes an active part in teaching, particularly in information technology and the outdoor education programme. He has been particularly successful in bidding for extra funding which has greatly enhanced educational opportunities.

47. Senior staff are making a significant contribution, particularly in the area of curriculum planning. The management of subjects has improved significantly since the previous inspection and is at least satisfactory in all subjects and is good in physical education, religious education and the Foundation Stage. The leadership of English and information technology have been particularly successful and have introduced the new developments in assessment and targeting in English that are impacting so positively on attainment, and the extensive use of information technology across the curriculum.

The governors

48. The governors fulfil their responsibilities well. They are very supportive of the school and are committed to seeing it succeed. They have been very successful in overseeing and promoting the significant improvements that have taken place since the previous inspection. They are kept well informed about the school's performance by the headteacher and have developed a good overview of its work.

Monitoring, evaluation and targets

49. The school is now taking many valuable steps to monitor and evaluate its performance. A wide range of assessment and other data is analysed to monitor progress and to consider effectiveness. This is allowing the school to build up a good picture of its performance. The targets of the school's development plan have been largely dictated by the previous inspection report and the school has taken some very effective action to attain these targets and has been very successful in

doing so. The targets set for pupils have been realistic, and the school has been successful in achieving them.

The budget and best value

50. The school's budget is planned effectively and good use is made of specific grants. The school has been particularly successful in bidding for additional grants such as the funding of the computer suite and the development of software. This valuable development has greatly enhanced the learning opportunities for the school's own pupils, but also enabled it to contribute to the work of other schools. The school's finances are well managed by the headteacher and school secretary, and the systems of financial control are sound.
51. The school's basic income per pupil is generally in line with the national average for nursery and infant schools. Pupils make good progress across the school and there have been significant recent improvement. The school, therefore offers good value for money.

Staffing, accommodation and learning resources

52. The level of teaching and support staff is sufficient for the school's needs. The school building is large and provides a good level of accommodation. The building is well maintained and has recently been redecorated throughout, giving a good quality of accommodation. The building has been successfully extended to provide very good new nursery accommodation which in turn has allowed the development of the computer suite. The level of teaching and learning resources is generally good across the school, with the recent development of the computer suite greatly enhancing learning opportunities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to build on its trend of improvements, the school needs to:

- (1) Extend its good work on curriculum planning to subjects other than English and mathematics so that:**

 - **lines of progression in concepts and skills are clarified across the school**
 - **standards expected from each year group are made explicit**

(see paragraph 22)
- (2) Review arrangements for pupils of the same year group in different classes to ensure parity of provision**

(see paragraph 17)
- (3) Extend to other subjects the good use of assessment information in English**

(see paragraph 18)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	4	19	10	0	0	0
Percentage	3	11	54	29	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	R – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	21	114
Number of full-time pupils known to be eligible for free school meals	N/A	17

FTE means full-time equivalent.

Special educational needs	Nursery	R – Y2
Number of pupils with statements of special educational needs	1	2
Number of pupils on the school's special educational needs register	4	16

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
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 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	18	16	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	12	15	14
	Total	27	30	30
Percentage of pupils at NC level 2 or above	School	79 (98)	88 (88)	88 (90)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	14	16
	Girls	13	13	14
	Total	28	27	30
Percentage of pupils at NC level 2 or above	School	82 (93)	79 (90)	88 (93)
	National	85 (84)	89 (88)	89 (88)

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	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	71
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: R – Y2

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	23.0
Average class size	28.75

Education support staff: R – Y2

Total number of education support staff	9
Total aggregate hours worked per week	112.5

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	1	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000/2001
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	£
Total income	348,632
Total expenditure	323,434
Expenditure per pupil	2469
Balance brought forward from previous year	5883
Balance carried forward to next year	31,081

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	21.0
Total number of education support staff	2
Total aggregate hours worked per week	40
Number of pupils per FTE adult	10.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4.0
Number of teachers appointed to the school during the last two years	4.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	135
Number of questionnaires returned	20

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	12	7	0	0	1
My child is making good progress in school.	11	9	0	0	0
Behaviour in the school is good.	8	9	1	0	2
My child gets the right amount of work to do at home.	5	12	1	1	1
The teaching is good.	11	9	0	0	0
I am kept well informed about how my child is getting on.	7	8	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	10	9	1	0	0
The school expects my child to work hard and achieve his or her best.	13	5	1	0	1
The school works closely with parents.	4	13	2	0	1
The school is well led and managed.	7	9	1	0	3
The school is helping my child become mature and responsible.	9	10	0	0	1
The school provides an interesting range of activities outside lessons.	2	6	2	3	7

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

54. Provision for children at the Foundation Stage is good. Children make good progress through the nursery and reception classes, and by the time they enter Year 1 standards are in line with those usually found in the four Early Learning Goals of: personal development, physical development, creative development, and knowledge and understanding of the world. Standards of attainment are still below those usually found in the two Early Learning Goals of communication, language and literacy and mathematical development, however, a significant number of children are well on their way to attaining these goals by the end of their reception year. This represents good achievement for these children, as many enter the nursery with standards of attainment below those usually found. Children with special educational needs are well provided for and take part in all aspects of the curriculum. The curriculum for all children is exciting, and includes a strong programme of outdoor activities where children sustain their enjoyment whatever the weather conditions.
55. The nursery unit provides education for forty-two children on a part-time basis, either in the morning or afternoon session. The reception children are divided into one full class with the older children in a split reception/Year 1 class. The provision for children in the two classes differs, particularly in terms of outdoor opportunities.
56. Good provision is made for children when they start school. Home visits take place and good opportunities are provided for children and their parents to visit the nursery before they start school. In September, the children are introduced in small groups for half a day, and all children are in school by the end of the first half-term. During the autumn term teachers informally assess the children in personal and physical development, as well as in number and language. Since the previous inspection, there is a more formal assessment in place linked effectively to the steps in the Early Learning Goals.
57. The accommodation for the Foundation Stage, and in particular the new nursery, is good. Rooms are colourful and bright and divided into areas where the children can learn quickly. The outdoor area available for the nursery and the playground for the reception class is good. Resources in the Foundation Stage are good for all areas of learning.

Personal, social and emotional development

58. Children's personal, social and emotional development in the nursery and reception classes is given high priority and children make very good progress. Many children enter the school with immature skills in this area, and by the time they leave the reception classes most are achieving the Early Learning Goals because of the good teaching they receive. This shows very good achievement and reflects

the skilful teaching in which children are constantly encouraged to feel confident about what they can achieve. The teachers' relationship with the children and care of them is very good.

59. Children quickly learn the teachers' structured routines, and gain quickly in confidence. Children quickly learn to work and have respect for each other. 'Circle Time' in the reception classes builds on this good work. Children concentrate and persevere with their learning and seek help when required. All staff have very high expectations of children's behaviour, and most respond well, learning to know what is right and wrong quickly and why they should behave in particular ways.

Communication, language and literacy

60. On entry to the nursery, many children's communication, language and literacy skills are below those usually found. The quality of teaching and learning in some aspects of this area is good. This helps the children to make good progress and although many do not achieve the Early Learning Goals by the end of the Foundation Stage, a significant number are close to achieving them by then. Teachers and support staff plan their main activities well taking into account the needs of the pupils, particularly those with special educational needs. This is having a positive impact on learning. Good opportunities are taken to increase all children's knowledge and use of a wider vocabulary in every area of development in both years.
61. Good clear notices, labels, instructions and poems related to the themes in their classrooms and out on the playground help children to recognise and appreciate the need for reading and writing. Taking a bear home to share is particularly effective in developing the need to write 'bear's diary' at home with their family, and gives an excellent start to the day in developing good listening and speaking skills. This is very exciting for children, and is reinforced with a smaller bear in the classroom, which can also be used by them. Good use is made of name cards in the nursery to help children initially recognise their name, and then write it correctly and independently in the reception classes. In the nursery, there are good examples of children's initial attempts to write, and these efforts are built on in a clear systematic way in the reception classes.
62. Children have been introduced to, and are beginning to recall, the stories of a few books. Children learn about the cover, title and how to read and handle a book. In the nursery, they take a book home to read to the bear when it is their turn to look after him. As a result, children learn to enjoy books and to handle them well. They learn how to predict what might happen next as they read, 'I looked through my window and what did I see?' In their attempts at writing and preparing a book, children learn to predict what would happen; for example, 'If I were a nasty dragon,' or a dolphin or other animal of their choice. There is a library and book corner in both classrooms with a good selection of books. Children in the reception classes are encouraged to write about their favourite book and paint pictures of their favourite characters; for instance, Kipper, Biff and Spot.

63. Speaking and listening skills are developed in all aspects of work. Children in the nursery learn to listen very well indeed. These children are learning a wide variety of nursery rhymes such as ‘Polly put the kettle on’, and ‘I’m a little teapot’. Children in the reception classes are able to find the sounds in their names and say initial and final sounds in words and are beginning to link sounds to letters. In the listening areas children get many opportunities to listen to the tapes.

Mathematical development

64. When children enter the nursery class, many have standards of attainment in mathematics that are below those usually found. Provision for the development and awareness of mathematical language and teaching is good, and helps children learn and make good progress. By the end of the Foundation Stage, a few children are on course to achieve the Early Learning Goals in mathematics, but a majority will still be working to achieve these.
65. Most children in the nursery can count rhythmically to ten, but few have a firm concept of the value of numbers. Some children are beginning to recognise some of the basic numerals, sort and match objects and have some knowledge of a few basic shapes and colours. This knowledge is built on and extended in the reception classes. Children have good opportunities to be involved with number games, which helps them to count correctly, and recognise the numbers they throw on the dice. Planned outdoor activities encourage counting effectively; for example, ‘How many penguins are sliding down the ice?’
66. Children soon learn to recognise a circle, square, triangle and rectangle and this is supported effectively by the shape table in the mathematics areas where the children can play and choose shapes, and decide for themselves which ones they are going to use. They are beginning to understand the difference between big and little. In the reception classes, children use simple mathematical language when positioning the animals in front of, below, at the side of, and are able to recognise and recreate simple patterns. As yet, they are unable to solve practical problems understand the concept of addition and subtraction, or talk about two-dimensional shapes and their properties with understanding.
67. Displays encourage understanding of number and reflect the work in this area. Activities provide experiences for learning during free time from sequencing numbers, counting on number charts, counting penguins, first number books, number jigsaws, boxes of shapes.

Knowledge and understanding of the world

68. Provision and teaching in this area are very good and promote the very good progress made by the children. By the end of the Foundation Stage, many children achieve the Early Learning Goals although a majority enter school with very little general knowledge. Teachers build well on their natural curiosity and help them to understand the world in which they live very well indeed. The daily recording and singing of the days of the week, the months of the year and the weather helps to

reinforce the differences on a daily basis. Displays and well-planned group activities help children develop an understanding of their local environment and other areas such as Antarctica. There were good opportunities during structured outside play for children to use their understanding of where penguins live to create a frieze of an icy landscape and see what happened when they put the penguins on a rather large block of ice.

69. Scientific concepts are well developed through the very good opportunities in both the nursery and reception classes to explore and investigate. Children enjoy experimenting with objects to see if they float or sink, and are beginning to understand pushing and pulling as they experiment with toys to see how they move. For example, in the nursery, children investigated what happens when water was added to soap flakes and how it changed colour when a substance was added. They had great fun handling cornflour and seeing what happened to it when water was added. They were fascinated when they touched it and closed and opened their hands. The children in the reception classes had the opportunity to see what happens to cream when it is whisked and then when icing sugar was added. They developed an understanding of change through finding out what happened when this is placed in the freezer, and enjoyed tasting the vanilla when they ate it later that day.
70. Children are given good opportunities to develop their skills in information and communication technology. In all classes, children use a cassette player independently to listen to stories and rhymes. They gain knowledge of the computer and confidently control the mouse to create patterns on the screen and identify the characters in the nursery rhymes. Skills are extended in the reception classes, and they confidently use the mouse to drag and drop and scroll down to identify either the whole word or the initial letter of words to support the work in literacy.
71. Children have developed an understanding about other cultures and beliefs through listening to stories, celebrating festivals such as Diwali.

Physical development

72. Teaching is good, and children of all abilities make very good progress. Before entering the nursery many children have had little opportunity to develop their physical skills. By the time they move into Year 1 most pupils attain the Early Learning Goals in this area and many attain beyond this.
73. The large well-maintained, secure outside play areas are a good feature, and help children to be aware of themselves as individuals. Nursery children can ride the very good selection of wheeled vehicles well trying to follow each other around the areas on their playground. They are beginning to show awareness of space and play safely avoiding crashes.
74. Physical education lessons in the reception classes are good. All the children can dress themselves, carefully putting their clothes in a pile on their chair or table.

Children learn to jump and land correctly, concentrate well and improve their performance through evaluating theirs and others work. They are well able to run, hop, skip and jump and have a good understanding of space. They are able to roll a ball up their arm along their shoulders and down the other arm and dribble using the inside of their foot very well. This is helped by the teacher providing a suitably sized ball for each child to gain confidence and develop their performance. Children become aware of their bodies and the need to have a healthy heart. Children in the mixed reception and Year 1 class do not receive the same opportunities for outdoor play as those in the reception class.

75. Dexterity is developed through the handling of objects such as threading, working in sand and water, rolling and cutting. The children in the nursery learn to work things out for themselves as they piece together jigsaws from the good selection provided. They have the opportunity to use a hammer and nails to create their own objects. Good progress is made as the children move through the reception class and develop skills they need to play and work with construction kits. The many activities provided, increase confidence and develop the children's use of paint brushes, pencils, crayons, scissors, wax crayons, chalks, pastels, paste spreaders and collage materials.

Creative development

76. This area of learning is well taught and the majority of children achieve the Early Learning Goals by the end of the Foundation Stage. Many children enter school with limited skills and some of the pictures of themselves show their immaturity when using paint. Staff provide children with a rich environment for creative development and the attractive displays in the entrance to the nursery, and in the classrooms reflect the broader range of their work showing how far children have progressed since starting school. Displays on the wall in reception classes and in the corridors show how children have experimented with colour and used a variety of materials to make models. These show respect for their efforts and helps to stimulate further learning.
77. All the children enjoy singing nursery rhymes and a range of other songs joining in enthusiastically and responding to actions. Particularly good is the skilful way the children are introduced to singing in the reception classes. During the inspection, a visiting teacher helped the children to build up their confidence to find their singing voice and experience other voices, for example, quick, whispering, buzzing, loud, quiet and talking voice. This was done in a fun way using puppets and helped them to recognise a steady beat, repeated rhythm and an awareness of sounds. The children expressed their sadness when the lesson ended and look forward eagerly to their next lesson.
78. Staff create good role-play opportunities for children in and outside the classrooms. In the nursery, the children acted out the role of painters and decorators as they cut strips and pasted them up, and painted the wallpaper choosing the design themselves. In the reception area they link their role-play to their understanding of the character, *Fireman Sam*, and to the text from the book, *Firefighters*. This

helps the children to develop their speaking and listening skills as well as use their imagination as fire fighters. The opportunities for the children based on the books *A Dark, Dark Night*, and *Can't You Sleep Little Bear*, were developed particularly well. These gave an opportunity to use lanterns and image beamers to project into the dark and develop a whole range of language, as well as overcoming a fear of the dark.

79. Children have many opportunities to create their own cards and make models from junk materials. This they do very well, and this particular activity shows some pupils working beyond the Early Learning Goals. Children can explain what they have created and why they have made a particular object.

ENGLISH

80. Pupils make good progress across the school and by the end of Key Stage 1, standards of attainment are in line with national average. This is a significant improvement since the previous inspection, particularly in writing where below average standards were considered to be a serious weakness. The good progress results from the good quality of the teaching and the pupils' good attitudes to the subject. Recent improvements in the use of assessment and target setting are already having a further positive impact on standards.
81. At the time of the previous inspection, the school was finding difficulty in implementing the National Literacy Strategy in a satisfactory way because lessons were too long and the activities were not sufficiently structured to ensure intended learning targets were met. This has been addressed very well indeed with the help of the new co-ordinator and the local education authority's literacy consultant. The National Literacy Strategy is now successfully in place throughout the school. The very good focus on teaching basic skills, and the emphasis on writing, guided reading and shared text work is contributing very effectively to the continuing improvement in writing in a variety of forms. The strategy has helped the school considerably to improve the standards of the pupils' work. The strategy and its additional support materials have led to a deeper understanding, much more monitoring, a higher profile for resources, assisted learning groups, accurate detailed assessment of pupils who do not meet the required standard and more regular and intense training for all staff. The quality of planning has improved significantly throughout the school and it is now good.
82. Knowledge and understanding of fiction and non-fiction texts has been extended through the literacy strategy but also through the love of books acquired from the teachers. There are many new books for the pupils to choose from in the library and in the book corners in the classrooms. As a result, pupils by the age of seven really enjoy books and want to read. They are able to choose the book they want and are familiar with the contents. Pupils in Year 1 know the title, author and what the words on the back of the book are for. They are aware of fiction and non-fiction books. Pupils in Year 2 are introduced to a wide range of the work of the authors; for example, books written by Colin McNaughton and Martin Waddell. Teachers

use text to very good effect to link many aspects of the curriculum. For example, pupils read the beautifully illustrated pictures and words of Martin Waddell's *Owl Babies*, sequenced the story, predicted what happens next, and explored feelings and thoughts of the baby owls.

83. Although there is no written policy for the teaching of reading at the moment, the co-ordinator knows how well it is being taught, and is aware that the focus on improving writing was beginning to have a negative effect on reading. There are now two timetable slots for extra reading. Pupils who have difficulties with reading are well supported individually and achieve well. Reading books are well matched to the ability of the pupils. Home reading is the main element of homework for the pupils. This is of great benefit to many pupils, as well as to parents who enjoy sharing the books with their children and recording in their books.
84. Standards in listening are good; standards in speaking are improving. Pupils make very good progress given their attainment on entry to school. The teachers encourage the use of Standard English through guiding learning sensitively across all areas of the curriculum. Pupils listen attentively to their teachers and to each other, and answer questions well. In discussions with other pupils, they were able to put forward their own points of view and share with the inspector their likes and dislikes about many topics.
85. The whole-school target to improve pupils' writing has been successful. The major issue of finding time for writing was solved, the school took on board all the new recent curriculum guidance, tests were carefully analysed, marking was addressed and good practice has been highlighted across the school. There are now very good individual targets being used to help pupils understand what they need to do to improve. As a result, writing across the school has improved, and pupils are now attaining the standards for their age. If this trend continues more pupils should achieve higher levels this year.
86. Grammar is well taught across the school. The understanding the pupils have enhances both reading and writing skills. Pupils' work shows how well each aspect of the literacy strategy is covered and understood by Year 2. Each pupil has a separate writing book that shows development, and clear targets are set. There is a variety and range of writing. Punctuation is understood and used well from Year 1. The recently adopted handwriting scheme is being taught consistently and is beginning to have a positive impact. Pupils are now almost always correctly forming their letters. This is helping to improve the presentation of their work. Standards in spelling are good across the school. In each class there is a good emphasis on the context in which words might be used and all use the 'Look, say, cover, write, check' approach. Pupils' knowledge of letter sounds is successfully developed.
87. The quality of teaching and learning in the lessons observed was good overall, with one lesson being excellent. In this lesson, there was very high challenge for Year 2

pupils in looking at synonyms and antonyms. There was very good pace and a high level of excitement in looking for the meaning and opposites of words such as “shapeless”. The secure knowledge and understanding of the literacy strategy has been in part responsible for this standard. Teachers have great enthusiasm for the teaching of English. Their relationships with pupils are very good. Pupils with special educational needs are well taught and make good progress. Teachers have very good support from the classroom assistants who help with all aspects of their work.

88. There is a new library in the school for pupils to access the new high quality books. There was evidence to show that reference books are being used to develop research skills in some areas of the curriculum. Links with information and communication technology have improved greatly. The school is making good use of a computer program, linked to the reading scheme, that enables them to select words and phrases as a tool for the teaching of reading and writing.
89. There is a very good, hard working co-ordinator for English. She is very secure in her understanding and knowledge of the curriculum and is aware of what a monitoring role is. She is extremely aware of the standards required to achieve the highest grades and seeks to ensure that every child meets their potential. Resources acquired to promote the introduction of the literacy hour are of good quality and have been carefully chosen.

MATHEMATICS

90. The good teaching ensures that pupils make good progress though Key Stage 1, and that standards of attainment are in line with the national average by the end of the key stage. The National Numeracy Strategy has been introduced well, and provides a firm structure for the learning of mathematics through the key stage. Standards of attainment are broadly in line with those found by the previous inspection.
91. Standards of attainment, as measured by national tests for seven year olds, have been generally in line with the national average for the last three years. In 2001, these overall average standards were made up of a lower than average proportion of pupils attaining the expected level (Level 2) but a higher than usual proportion of pupils attaining the higher level (Level 3). The higher than average proportion of pupils attaining the higher level is mainly due to the good quality of the teaching, and the lower than average proportion attaining the expected level is partly due to the presence in the year group of a significant proportion of pupils with special educational needs.
92. Inspection findings indicate that standards this year are similar to previous years. Most pupils attain the expected level in number work, where they are able to use addition and subtraction with ease and accuracy and can use these skills to handle money. A good proportion attain the higher level where they are also able to use

multiplication and division and begin to use simple fractions. A number of pupils with special educational needs do not attain the expected level. In the 'shape and space' aspect of the subject, most pupils meet the expected level by being able to use appropriate measures of length and weight and know about the properties of simple shapes. A good number attain the higher level of classifying shapes in different ways and understanding aspects of symmetry. There is a similar pattern in the data-handling aspect where most pupils can record information in simple tables and block graphs, whilst a good number are able to extract and interpret information and to present it in bar charts. Progress is not so quick, nor attainment so high, in the 'using and applying' aspect of the subject, mainly because, whilst there is a good balance of activities in the first three aspects mentioned, the fourth is not so frequently taught directly.

93. The good teaching of mathematics across the key stage has ensured that pupils make this good progress and that higher attaining pupils are able to reach the higher level. Progress is assisted by the pupils' very good attitudes to the subject and the way in which they apply themselves to their work.
94. Lessons often have high challenge for pupils which extends their thinking well. For example, a very good Year 2 lesson challenged pupils to suggest as many ways as possible of making the number 35 (5×7 , $40 - 5$ etc). The pace to this lesson, and the excitement engendered by the collective competition to beat the previous record, greatly enhanced pupils' mental recall and understanding of the patterns involved. Some pupils soon spotted that an endless number of variations could be obtained by increasing both sides of a subtraction sum ($36 - 1$, $37 - 2$, $38 - 3$ etc).
95. The good use of a wide variety of teaching and learning techniques helps develop pupils' understanding in a range of contexts. For example, a good Year 1/2 lesson used individual whiteboards for pupils to respond to the teacher's questions so that each pupil was involved and the teacher could check the accuracy of all the responses. In this lesson individual pupils also worked on the class whiteboard, explaining their methods to others. They also worked in pairs, counting and sorting, and individually performing calculations, and as a group with the teacher. This was a very valuable mix of practical and recording work where discussion with the teacher and explanation of methods enhanced learning. Good use is also made of other equipment such as number fans for pupils to give individual responses to teachers' questions.
96. There are many occasions where teaching is focused successfully on the needs of different groups. For example, a good reception/Year 1 lesson focused on the Year 1 pupils whilst reception children were engaged in practical activities supervised by a teaching assistant, and within the Year 1 group the teacher asked different questions and set different tasks to two groups depending on their level of understanding. At the same time a teaching assistant was working with two pupils who had special educational needs. This differentiated provision enabled all pupils to make maximum progress.

97. The recent development of the computer room and the provision of computers in the classrooms enables information technology to be used effectively to assist the understanding of mathematics. There is a good range of software available to help pupils with basic number work that can be used individually in class. There is also good information technology support for pupils with special educational needs. The programme of teaching in the new computer room includes valuable elements of data handling that contribute significantly to learning in mathematics.
98. The subject management has ensured that the National Numeracy Strategy has been implemented effectively and that there is an appropriate level of resources across the school. There are plans to extend to mathematics the very good assessment and target setting procedures implemented in English. This should enable teaching to be targeted more precisely to different groups. This, in turn, will help ensure that work is always appropriate and sufficiently challenging for pupils of the same age group in different classes.

SCIENCE

99. The satisfactory quality of teaching across the key stage ensures that pupils make appropriate progress. By the end of the key stage, standards of attainment are broadly in line with those usually found although pupils' knowledge base is somewhat restricted. This is generally in line with the findings of the previous inspection.
100. The recent reorganisation of the curriculum in line with the national Qualifications and Curriculum Authority's (QCA) guidance has ensured that pupils are now covering the full programmes of study of the National Curriculum for science in a systematic way. This has not always been the case in the past and so some pupils at the end of Key Stage 1 have some gaps in their knowledge and experience. Their level of understanding of those areas they have studied is broadly in line with the standards usually expected from pupils of this age.
101. During the inspection, pupils in all three classes with Year 1 and 2 pupils were studying forces in a unit of study that looked at the effect of pushes and pulls on movement, speed and direction. This was approached in all three classes by looking at the ways in which various toys could be moved. This was successful in that it interested the pupils, was well within their experience, and made the basic concepts clear. The presence in the sample of battery operated toys and those controlled by remote devices complicated learning in some cases with some pupils suggesting it was the battery that made things move or that it was clapping that made the spider vibrate. There were some very clear explanations to older pupils about gravity that enabled them to grasp important aspects of this somewhat difficult area. As a result of the clear explanations, they were able to relate the theory to experiences they had, such as the difficulty of pushing things uphill, and the fact that they roll down again if you let go. This enabled the pupils to attain the

expected levels. There was some good questioning of the youngest Year 1 pupils that raised the level of the challenge significantly and required them to consider the relationship of the strength of their push to the speed of movement. This enabled them to attain the higher level (Level 2) for pupils of this age.

102. Overall, the three lessons illustrate the issues inherent in the school's two year rolling programme for the curriculum. Such a programme is necessary where there are mixed age-range classes, but there is always an issue of how to ensure progression and appropriate levels of challenge for all pupils. This was a new topic for all pupils and so it was appropriate in many ways for them to start at a similar level. However, Year 2 pupils have already had a year's experience of studying science and so might be capable of starting at a higher conceptual level. There were clear differences between the work and level of challenge offered to the youngest and oldest pupils, but there was not a similar level of challenge for pupils of the same year group in different classes.
103. The management of the subject has ensured an appropriate level of resources and has recently set out a structure for the curriculum that ensures that there is adequate emphasis on the subject and coverage of the required National Curriculum programmes of study. This has not yet had time to impact on standards. This planning now needs to make clear the expectations for each year group to ensure progress across the key stage and appropriate challenge for pupils in the same year group in different classes. The extension of the good assessment practices recently introduced in English would assist in targeting teaching more specifically.

ART AND DESIGN

104. Pupils make satisfactory progress through the school, and standards of attainment are in line with those usually found by the end of Key Stage 1. Standards of attainment are similar to those found by the previous inspection.
105. Good teaching during the inspection involved pupils in some good creative ideas and ranges of materials, and also required them to evaluate and amend their work. This produced work of a good standard. A review of past work shows standards that are usually in line with those usually found. Few pupils are used to commenting on other people's work and suggesting ways of improving their own. Very few attain the higher level where designs are based upon investigations and they can comment on similarities and differences in pieces of work.
106. In a good Year 2 lesson, pupils were given a wide variety of materials to design and construct a three-dimensional collage picture of a woodland or seaside scene. They responded well to this challenge and most produced some very effective designs. Some helpful support from teaching assistants extended pupils' ideas without taking over the creative process. There was a good evaluative session where pupils were invited to review other pupils' work and comment on its effectiveness.

There was very good use of information technology in this lesson as pupils used the school's digital camera to record their work. Lessons with Year 1 and 2 pupils in both classes gave good opportunities to explore a range of materials and techniques including collage, clay and the use of malleable materials. Some pupils responded well to photographs of sculpture that were available as starting points.

- 107. There are some good examples of pupils' work around the school including some good observational drawings of musical instruments in the hall. A sculpture table in the hall invites pupils to make their own designs with a collection of driftwood, and the picture above gives good inspiration for this. The co-ordinator has ensured that a good range of materials and techniques are in use, and that a good range of materials is available.**

DESIGN AND TECHNOLOGY

- 108. It was not possible to see sufficient lessons during the inspection for any overall judgement to be made about standards of attainment or the quality of teaching. There is some evidence of past work in terms of some glove puppets and photographs of other artefacts that indicates that pupils are involved with an appropriate range of materials and techniques.**

GEOGRAPHY

- 109. It was not possible to see sufficient lessons in the subject for any overall judgement to be made about the standards of attainment or the quality of teaching. This was also the case the last time the school was inspected.**
- 110. However, there is evidence that there has been considerable improvement in the subject. The school has taken on board the new curriculum guidance, a new scheme of work and policy has been written and the leadership of the subject is no longer unsatisfactory. The co-ordinator is working hard to address the issues.**
- 111. By the age of seven, pupils have some understanding of the local area, and there is evidence that they are beginning to draw simple maps of the routes around the school. The pupils are enjoying travelling around the world with 'Barnaby Bear', and the display in the hall using the world map and globe helps to identify the different places that Barnaby visits. Pupils are finding out about places in an enjoyable way, and teaching has been so vivid that some seem to believe that this bear is real.**

HISTORY

- 112. Pupils make good progress across the school, and by the end of Key Stage 1 standards of attainment are in line with those usually found. There has been good improvement in the quality of provision since the previous inspection.**

113. By the age of seven, pupils have an appropriate understanding of some important events from the past such as the life of Florence Nightingale. This is through good planning and good teaching, which effectively addresses knowledge, chronology interpretation and enquiry. A wide range of sources gave pupils studying Florence Nightingale the opportunity to identify the changes in conditions between when she was working and today. This developed their understanding well.
114. During the week of the inspection, the quality of teaching was good. All Key Stage 1 classes were studying the unit on 'Toys'. The pupils in Year 1 had a good introduction to modern toys from the wide selection of their own toys they brought in to study. The older pupils were successful in finding out about the past from a range of sources of information beginning to realise that some things that they played with were similar but different to the ones their great-grandparents had; for example, a yoyo, a skipping rope and books.
115. The leadership of the subject has improved significantly since the previous inspection when it was considered to be unsatisfactory. The school has taken on board the new National Curriculum guidance from which it plans the units of work. At the end of each of these units there is a planned assessment to see whether the pupils have a better understanding of that particular topic. However, this is not yet part of an overall system to ensure that those pupils who do not have the relevant knowledge, understanding, concepts or skills will gain these in the future. Written work produced is no longer unsatisfactory and teachers now have high expectations of the work that is presented.

INFORMATION AND COMMUNICATION TECHNOLOGY

116. By the end of Key Stage 1, standards of attainment are broadly in line with those usually found. The recently introduced computer suite and extra provision of computers has greatly enhanced the educational opportunities the school can offer to its pupils. This, together with the good quality of the teaching, is already beginning to impact significantly on standards.
117. By the end of the key stage, most pupils are already able to enter, save and retrieve their work. They are able to use the mouse effectively and know about the various icons relevant to the programs they use. They can print out from the computer and use programs to generate and amend pictures. In one good lesson in the computer suite for Year 2, pupils were taught to use the highlight facility to select and delete items of text and to substitute others. Younger pupils are already familiar with the mouse and the operation of the keyboard. Some good teaching by teaching assistants makes a significant contribution to pupils' progress. For example, some very clear explanations helped a group of Year 1 pupils understand how to operate a word building program, and they were given good time to experiment and develop their own skills within the program.
118. The school was very successful in its bid for national funding for extra computers

and the development of software. The software is linked to the school's reading schemes and allows the pupils to click on words and phrases from the books they know to build their own sentences. They can also add their own words to extend and amend the ideas of the books. The computer then reads aloud the words and sentences written. This was still very new at the time of the inspection, but pupils were already enjoying using the software and were building complex sentences with ease. This was contributing very positively to their progress in reading and writing as well as to their ability to use information technology.

119. There is some good use of information technology to support work in other subjects in addition to reading and writing. Pupils use programs to extend knowledge and understanding in mathematics and there is particularly good use of the school's digital camera to record work in art and design and technology.
120. The subject has been very well managed, particularly in terms of obtaining the equipment and developing the software. A good timetable for use of the equipment has been developed that balances use in the computer suite with use in classrooms. This also ensures that the suite is used effectively.

MUSIC

121. It was not possible to see sufficient lessons during the inspection to make any overall judgement about standards of attainment or the quality of teaching. Pupils sang tunefully and with enjoyment in assembly. They were so enthusiastic about a song they learned in an assembly taken by the chair of governors that they could not resist singing it as they returned to their classrooms and then insisted on singing it to their teachers. This was a good example of their enthusiasm, and the effectiveness of the assembly. It is also typical of the teachers' valuing of the pupils that they wanted to share the song with them in this way. There was opportunity to see part of the programme of music linked to numeracy taken with each Year 1 and 2 class by a visiting teacher. This very successfully involves pupils in a good range of singing and actions and makes a significant contribution to their progress in music. Its popularity with the pupils was clear from the cheer that went up when they were reminded that the visiting teacher was coming that day.

PHYSICAL EDUCATION

122. Good teaching and the school's strong programme of outdoor education ensure that standards are above national expectations and that pupils make good progress. This is an improvement since the previous inspection.
123. A great deal of time is spent outdoors where pupils sustain their enjoyment whatever the weather conditions, using the tarmac playground as well as the very spacious hall that is suitable for a variety of physical education activities. Pupils

are aware of the need for sensible and safe behaviour during lessons and respond positively to the teachers' instructions. They work enthusiastically and exhibit an awareness of space, using this appropriately to link a variety of warm-up activities, including skipping, hopping and jogging sequences. They invariably enjoy all their work and co-operate well with each other. Pupils exhibited increasing control and co-ordination when developing skills of sending, rolling, retrieving, kicking and passing a ball. They improved their dribbling skills and enjoyed working around the quoits. They apply these skills learned to small team games. Teachers make use of individual and group demonstrations to highlight quality in performance and to provide pupils with improved or refined skills and techniques. Pupils were involved in appraising each others' performance, which helped to improve their own skills.

124. Support from the Yorkshire Cricket Club in the summer develops cricket techniques and local folk dance groups help pupils to understand some of their local culture. The school takes part in the Festival of Dance and the pupils look forward with great enthusiasm to the annual sports day.
125. The leadership of the subject is good. The school has been involved in national programmes, and has taken on board some of the new national guidance to complement its own planning. Monitoring of the quality of teaching takes place and there are strong links with the science curriculum especially with the unit 'Healthy Bodies.'

RELIGIOUS EDUCATION

126. Pupils make good progress across the school and by the end of Key Stage 1 standards of attainment are in line with the expectations of the locally agreed syllabus for the subject. There has been good improvement since the last inspection due to the increased confidence of the staff, improved leadership and good teaching.
127. Year 1 pupils have an understanding of some of the stories in the Old and New Testament and they are very familiar with the story of the birth of Jesus and the meaning of Christmas. In their study of the Hindu religion, the pupils are learning about the festival of Dassehra and are keenly interested in the story of Rama and Sita. This understanding is to be further developed through drama. Year 2 pupils, in their study of 'Special people,' know that some people at home are special to them and they spend some time in quiet reflection thinking of someone special. They are becoming familiar with the concept of religious leaders and are beginning to understand why some of these are special people for example, Jesus and the Prophet Muhammad.
128. Teaching seen was good. Pupils listened avidly to a teacher giving a very good account of her special friend. They listened intently to the CD that she had given to her, which reflected friendship and love and the message that, 'I'll be there for you in winter, spring, summer and the fall'. Pupils began to realise that a variety of sources including, old or recent photographs, might help them to remember their

special friend. Discussion in pairs about their special people was particularly good and explored a range of feelings. This was particularly well handled by the teacher. Some pupils talked about their baby brother or sister, and some reflected on the death of a very special relative. In discussion, pupils were able to talk about Muslim and Christian stories and celebrations including Ramadan.

129. Religious education is planned and taught appropriately in accordance with the locally agreed syllabus. The new co-ordinator has a good action plan and is aware that no procedures for assessment are in place and no formal records show pupils progress in learning, but she is beginning to develop a portfolio of pupils' work that will help address these issues.