

INSPECTION REPORT

OLDFIELD PRIMARY SCHOOL

Oldfield, Keighley

LEA area: Bradford

Unique reference number: 107266

Headteacher: Ms Maggie Redpath

Reporting inspector: Ms B Matusiak-Varley
19938

Dates of inspection: 7th – 8th May 2002

Inspection number: 244986

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 and junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Oldfield Keighley West Yorkshire
Postcode:	BD22 0HZ
Telephone number:	(01535) 642394
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mark Curtis
Date of previous inspection:	9 th May 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19938	Ms B Matusiak-Varley	Registered inspector	English Art and design Foundation Stage History Equal opportunities	Information about the school How good the school is What the school does well What could be improved? How the school has improved since its last inspection Standards Other aspects of the school How well the school is led and managed What the school should do to improve further
11084	J Hughes	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? Pupils' attitudes and values
331963	M Padmore	Team inspector	Special educational needs Mathematics Science Information and communication technology Physical education Religious education Geography Design and technology	Curriculum

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Oldfield Primary School is a very small rural school situated in the hamlet of Oldfield at the western edge of Upper Worth Valley near Keighley. There are 47 pupils on roll, the majority of whom are of white United Kingdom heritage. Two per cent are of black Caribbean origin. Two per cent of pupils are eligible for free school meals; this is below average. Twenty-five per cent of pupils are on the special educational needs register; slightly above average for a school of this size. Five pupils have statements of special educational needs, which is high. Attainment on entry is broadly average, as are pupils' socio economic backgrounds.

Pupils are taught in two mixed age classes. The previous inspection took place in 1995 when the school was a first school. Two years ago the school became a primary school catering for pupils aged four to 11. Since the previous inspection the number of pupils with special educational needs has increased significantly.

HOW GOOD THE SCHOOL IS

This is a very good school which gives a good quality education and is inclusive in all of its practices. Standards are very variable over time due to the very small cohort of pupils in Year 2 and Year 6. This year standards are broadly in line with the national average at the end of Year 2 and Year 6.

The academic profile of these pupils is very variable due to the high percentage of pupils who have special educational needs. Pupils achieve well in relation to their prior attainment. Pupils who have special educational needs achieve very well in relation to their capabilities.

The quality of teaching is good with examples of very good teaching seen during the week of inspection; as a result pupils have very good attitudes to learning and behaviour is good. The leadership and management of the headteacher are very good and all staff are very hard working and dedicated to the pupils in their care. Pupils are provided with interesting learning opportunities and are generally well prepared for life in a multicultural society. The school provides good value for money.

What the school does well

- Pupils achieve high standards in speaking and listening, reading and music.
- The school provides very well for pupils with special educational needs and, they make very good gains in learning.
- Teaching is good, with examples of very good practice.
- Provision for children in the Foundation Stage is good and they make good gains in learning.
- All pupils have very good attitudes to learning; behaviour is good and is managed very well by all staff.
- Learning opportunities are well planned as staff consistently use assessment data to plan the next steps of learning.
- Provision for pupils' spiritual, moral, social and cultural development is good overall and pupils are well prepared for life in a multicultural society.
- Partnership with parents is good and parents are supportive of the school.
- The school is very well led and managed by a very caring headteacher who cares passionately about the school and the immediate community it serves.

What could be improved

- Standards in writing and presentation of written work throughout the school.
- The quality of teachers' marking.
- The use of support staff in the introductory part of lessons.
- Aspects of school development planning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since the last inspection as well as adapting from being a first school to a primary school. The quality of teaching has improved from being satisfactory to good, provision for the Foundation Stage is now good and all pupils learn appropriately through structured play. The school has maintained its above average standards in speaking and listening and reading and standards have improved in physical education and in music. In all other subjects average standards have been maintained. All pupils now have good opportunities to develop their skills of research and independence. There has been satisfactory improvement in school development planning, but several aspects still need to be addressed. Accommodation has improved and the school prospectus and governors' annual report to parents now meet requirements. Provision for special educational needs is now judged as very good and the quality of leadership has improved from being sound to very good. Pupils' attitudes have improved from being satisfactory to good. Due to the positive outcomes achieved by pupils, the school now gives good value for money.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	N/a	N/a	D	D
mathematics	N/a	N/a	A	A
science	N/a	N/a	D	D

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

Less than 10 pupils took the test, therefore the table showing standards attained is not included. National test results and teacher assessments show that, in 2001, pupils at the end of Year 2 achieved well above average standards in reading and writing in comparison with all schools and with similar schools. In reading pupils attained standards that were in the top five per cent nationally in comparison with similar schools. In mathematics, pupils attained standards that were in line with national averages both for all schools and for similar schools. In science, teacher assessments indicate that standards were very high in comparison with the national average. Over time the performance of pupils exceeded the national average in reading, writing and mathematics. There was no significant difference in attainment by gender.

By the end of Year 6 national test results show that, in comparison with all schools and similar schools, pupils attained below average standards in English and science and standards in mathematics were well above the national average.

Comparison over time cannot be made at the end of Key Stage 2 because the school did not become a full primary school until 2001. Pupils enter the Foundation Stage with broadly average levels of attainment in all areas of learning. On entry to Year 1 they have attained the early learning goals in all areas of learning and achieve well in relation to their capabilities. By the end of Year 2 and Year 6 they attain above average levels in speaking and listening, reading and music and their achievements are very good. In all other subjects they attain average standards and achieve well in relation to their capabilities. However, in writing they do not attain the levels expected and, whilst their achievements are satisfactory overall, they could be better. Pupils in both key stages do not write as well as they speak and read. Standards in information and communication technology are in line with national expectations at the end

of both key stages. In religious education, pupils attain the expectations of the locally agreed syllabus at the end of both key stages.

Due to the very small number of pupils in Year 2 and Year 6 interpretation of national standards must be treated with caution. The variance between inspection findings and pupils' test results is largely attributable to the very small cohort of pupils who took the test.

Pupils with special educational needs achieve very well in relation to their prior attainment. Overall, standards are high enough for these pupils. Booster classes and additional literacy support have contributed greatly to pupils' good achievements.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and make the most of their time in lessons.
Behaviour, in and out of classrooms	Good. Pupils are polite and understand the expectations of staff.
Personal development and relationships	Very good. Pupils handle responsibility well, make the most of opportunities presented to them and treat each other with respect.
Attendance	Good. There is no unauthorised absence and most pupils arrive on time.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

During the week of inspection 20 lessons were seen; half were very good, a third were good and a seventh were satisfactory; there was no unsatisfactory teaching. Teaching and learning is good overall, with examples of very good practice throughout the school. Teachers have high expectations of their pupils and, pupils make good gains in learning. The teaching of literacy, numeracy and information and communication technology is good; the teaching of music is very good. However, the teaching of writing needs to be more rigorous in linking the conventions found in text level work to sentence level work. Marking also needs to improve to help pupils improve the quality of their written work. The teaching of pupils in the Foundation Stage is good; good learning opportunities are provided through structured play.

The teaching of pupils with special educational needs is very good and these pupils make very good gains in learning because their individual education plans are consistently used in planning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is well planned and meets the needs of all pupils in mixed age classes. Learning is linked to real life experience and the locality is used well to develop pupils' understanding of their local environment.
Provision for pupils with special educational needs	Very good. These pupils are very well cared for and the school is fully inclusive in all of its practices.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is good. Provision for spiritual and moral development is very good. Pupils are encouraged to reflect upon the beauty of nature and marvel at God's creation. They have plenty of opportunities for work in groups due to the good provision made for their social development. Provision for cultural development is good and pupils are well prepared for life in a cultural society.
How well the school cares for its pupils	Very good pastoral care. Staff show sensitive concern for the individual needs of the children in their care.

Partnership with parents is good. Parents are seen as true partners in their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher works exceptionally hard to give her pupils the very best start in life. She co-ordinates the curriculum well and is very well supported by the other two teachers.
How well the governors fulfil their responsibilities	Good. The governors know what is happening in school through their discussions with the headteacher and staff. They know where improvements need to be made and support the headteacher in bringing these about.
The school's evaluation of its performance	Good. The headteacher monitors teaching and learning and knows the school very well. Performance management is firmly established and the school now needs to make better links with target setting and long-term school development planning. As yet the headteacher has not undertaken an in-service headteacher's qualification in school self-evaluation.
The strategic use of resources	Good. The headteacher and governing body manage finances well. They apply the principles of best value to all of their purchases. Financial planning is good.

The school has an appropriate match of staff to the curriculum. Resources are good and are used well. Accommodation is satisfactory and is used well to support learning. The school makes very good use of its links with other schools, especially in promoting sport.

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 enjoy school and make good progress.• Teaching is good.• The school is well led and managed.• Good support is offered to children with special educational needs.• Children show high levels of maturity and relate well to one another.	<ul style="list-style-type: none">• A few parents are unhappy with the school's response to poor behaviour.• Some parents would like more frequent information about the progress their children make.

Parents have positive views of the school and inspection findings confirm these. A small minority of parents are particularly concerned about behaviour management and how progress is reported to parents. Inspection findings show that effective systems are in place for monitoring pupils' behaviour, pupils reports are very detailed, the school has an open door policy to discuss any issues parents might have and staff do as much as can be expected to meet parents' expectations.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' attainment on entry to the school is very variable and ranges from being average to below average. Overall attainment on entry is average. The number of pupils in each year group is very small and this has a significant effect on end of key stage national test results, as each pupil represents a high number of percentage points. Therefore results, at the end of Year 2 and Year 6, must be treated with caution. For the past two years the school has had more pupils with special educational needs and this has affected the overall standards attained at the end of Year 2 and Year 6. This year the school has a high percentage of pupils who have special educational needs at the end of both key stages.
2. The 2001 test results and teacher assessments show that, by the end of Year 2, standards in reading and writing with all schools and in comparison with similar schools were well above average. Pupils attained standards that were in the top five per cent nationally in reading in comparison with similar schools. In mathematics, pupils attained standards that were in line with national averages both in comparison with all schools and in comparison with similar schools.
3. In science, teacher assessments indicate that standards were very high in comparison with the national average at Level 2 but well below national average at Level 3. Over time the performance of pupils exceeded the national average in reading, writing and mathematics. There was no significant difference in attainment by gender.
4. By the end of Year 6 national test results for 2001 show that pupils' attainment was better in mathematics than in English and science. In mathematics, standards were well above the national average both in comparison with all schools and similar schools and in English and science standards were below the national average. Comparisons over time cannot be made at the end of Key Stage 2 because the school has only one years set of data because it has only recently become a full primary school.
5. Inspection findings show that due to the academic profile of this year's group of pupils in Year 2 and Year 6, many of whom have special educational needs, standards are not as high as last year's test results indicate at the end of Year 2 but there has been improvement in standards at the end of Year 6 in English and science. By the end of Year 2 and Year 6 pupils achieve standards that are in line with national averages in the core subjects of English, mathematics, science and information and communication technology; however standards in writing are below the national average at the end of both key stages. Pupils' presentation of recorded work is untidy. The school is aware of this and is working very hard at raising standards in writing and pupils, in both key stages, are making sound gains in learning and their short-term achievements are satisfactory. As yet staff have not fully identified opportunities for writing skills to be developed in other subjects. Furthermore the quality of teachers' marking does not offer sufficient pointers for improvement and, too often, pupils' mistakes are not used as teaching points. This is an area which has been identified for improvement on the school development plan, but at present these factors prevent pupils from making faster gains in learning.
6. Pupils attain above average standards in speaking and listening, reading and in music at the end of both key stages. In religious education, pupils attain the expectations of the locally agreed syllabus. Pupils' achievements are good in relation to their capabilities and pupils with special educational needs achieve very well in relation to their prior attainment. This is because all teachers are aware of their needs and use the targets identified in their individual education plans well when planning lessons. In information and communication technology, pupils attainment is in line with national expectations by the end of both key stages and since the recent installation of the information and communication technology suite, standards are rising quickly. All groups of pupils are achieving well in relation to their prior attainment. In all other foundation subjects,

standards are in line with the national expectations of seven and 11 year olds and pupils' achievements are good.

7. By the end of the Foundation Stage, all children attain the early learning goals in all areas of learning. Higher attaining children make particularly quick progress in reading, because they are exposed to a very literate classroom environment where plenty of opportunities are provided for language development. Provision for the children in the Foundation Stage of learning is good and they learn quickly and enthusiastically through well structured play activities.
8. The school sets appropriately challenging targets for Year 6 pupils in English and mathematics and is successful in achieving them. In 2001 the school exceeded its targets in literacy and numeracy at Key Stage 2. Test results are carefully analysed and, as a result curriculum plans are altered to meet the needs of the pupils. Booster classes and the additional literacy strategy are effectively implemented and these help raise pupils' achievements. Opportunities for pupils to use their skills of literacy, numeracy and information and communication technology across the curriculum are generally good with the exception of writing which needs to be developed further.
9. By the end of both key stages pupils' achievements in music exceed the national expectations of seven and 11 year olds and instrumentalists make very good gains in learning. This is because the school buys in expertise from the local education authority support teachers who teach the pupils very well; pupils are keen to learn and achieve very well in relation to their capabilities.
10. The school is very successful in promoting the progress of lower attaining pupils. Pupils with special educational needs (SEN) are identified at an early stage. They have detailed individual education plans (IEPs) that clearly set out areas for improvement and targets to be achieved. Teachers and classroom assistants provide pupils with very good support that enables them to make good progress in relation to their individual needs.
11. Since the previous inspection the school has maintained its high standards in speaking and listening and reading. Standards have improved in physical education and are now in line with the national average due to the hard work of the co-ordinator who has tried very hard for the pupils to have full access to the curriculum in spite of the many constraints. In music, standards have risen and are now above national expectations at the end of Year 2 and Year 6.

Pupils' attitudes, values and personal development

12. Pupils' very good attitudes to school, coupled with their good behaviour and the high quality of relationships between all members of the school community, combine to strengthen the very strong moral ethos of this school.
13. Children who are in the Foundation Stage develop very secure learning routines and as a result persevere on tasks and love learning. Pupils' very good attitudes to their learning allow most of them to enjoy school a great deal. They are eager to participate in lessons and usually work diligently on tasks until they are finished. During an information and communication technology lesson, for example, Year 4 pupils worked independently in the hall using laptop computers. They were able to access the correct program and complete copies of paintings by Seurat, building on previous skills and showing a mature response to the teacher's instructions. Even the youngest pupils in the school work industriously and manage to finish a good volume of work in the allocated time. Pupils are so responsive because adults set them interesting and varied tasks that stimulate them to consolidate their learning very effectively.
14. Standards of behaviour are good and enable staff and pupils to work in a purposeful learning environment. Parents expressed concern over the behaviour of pupils but during the week of inspection all pupils including those with behavioural difficulties were well behaved. Pupils accept that rules and routines are necessary for a community to function in an orderly way. Classrooms are generally happy and productive places and pupils work well together, sharing resources and offering mutual help. Pupils accept that poor behaviour will not go unnoticed and have a clear understanding of the code of conduct. With the exception of one or two pupils, there is a general

acceptance of the rewards and sanctions implemented by staff. No incidents of unacceptable behaviour were seen during the inspection although there have been two fixed period exclusions during this academic year, both relating to one pupil. Pupils behave well in the dining hall, showing courtesy and due regard for social conventions when eating.

15. Relationships in the school are very good and ensure that it is an extremely happy and lively community. Strong role models among the staff enable pupils to become tolerant and compassionate members of society. Almost all of the pupils already accept people for the way they are and take responsibility for the well-being of others. For example, during an art lesson in the infant class, pupils cut out and added detail to a paper copy of their school sweatshirt. One little girl finished hers and, looking around, saw a boy who was struggling to draw the school logo. Unprompted, she picked up her own sweatshirt, held it up close to him, saying "I'll hold this up so that you can see it clearly". Other pupils show a startlingly clear awareness of the needs and feelings of others as they patiently play 'throw and catch' in the playground with a child who has special needs. Many are mature enough to volunteer to help in a variety of social situations – asking if visitors need a chair or telling people to 'take their time' when eating their meal. Parents also comment on the way the school is helping their children to become increasingly mature and they value this aspect of its provision.
16. Pupils are very willing to carry out any responsibilities allocated to them by staff. They are independent and remember to complete their homework and to bring it back to school. They also remember to bring special equipment, such as swimming and physical education kit, to school on the right day. Many really like to help tidy classrooms, deliver messages and clear away their trays at lunchtime. They are well placed to gain the maximum advantages from the new School Council once it is fully constituted. Pupils also benefit from the school's programme of personal, social and health education (PSHE). They particularly enjoy circle time and are clear about the rules and the topics they discuss. Many pupils are keen to participate in the educational visits and residential trips organised by staff and these are helping them to face new situations with increasing self-confidence.
17. Levels of attendance are well above the national average and no unauthorised absence was recorded during the last school year. Pupils are punctual and there is a prompt start to the school day. Attendance figures for the current school year will show an increase in the number of authorised absences because of the long-term impact of the two fixed period exclusions.
18. The school has a very inclusive approach to special educational needs pupils. They are fully part of the school community. Pupils take a very positive approach to all their subject activities and work with real enthusiasm. Special educational needs pupils are capable of working independently as well as with others. They have very good relationships with teachers, classroom assistants and their classmates. Since the last inspection pupils' attitudes to learning have improved and are now judged as very good.

HOW WELL ARE PUPILS TAUGHT?

19. Both in the Foundation Stage and the rest of the school the quality of teaching is good, with examples of very good practice seen; as a result pupils learn well and achieve well in relation to their prior attainment. Teachers are dedicated professionals, keen to improve on their previous performance and go to great lengths to make their lessons interesting and linked to real life experiences. For example in Key Stage 1 pupils study geography through the context of designing 'Sunny Village'. The teacher used a variety of methods to bring learning about the use of land alive. Role-play, drama, letter writing and designing pamphlets were just a few of the ways in which she helped pupils access the curriculum. This resulted in all groups of pupils wanting to find out more because their emotions were fired up and they wanted the best for the village.
20. In Key Stage 2, the teacher used the computer suite and lap top computers to help pupils understand how to set up a spread sheet, she gave very good explanations, checked pupils' understanding, by skilfully asking them to apply what they had learnt and, as a result all pupils made very good gains in learning.

21. Staff use humour effectively. In most of the lessons seen teachers interact playfully with their pupils, they laugh with one another and an atmosphere of trust is prevalent. Pupils are not afraid to ask questions if they do not understand and teachers are very gifted in explaining learning objectives in a variety of ways so that eventually knowledge clicks into place and pupils achieve the learning intentions of the lesson.
22. Teachers have secure subject knowledge; they know the subjects of the National Curriculum well and give good explanations. In a very good music lesson, the teacher used subject specific vocabulary: piano, forte, ostinato and gave pupils cards to identify the various dynamics of South American music. All pupils listened attentively and made very good gains in their learning.
23. Literacy, numeracy and information and communication technology are taught well. Teachers give good explanations, share learning objectives with their pupils, consistently checking their understanding and, pupils make good gains in learning. For example, in a literacy lesson in the oldest class pupils struggled with finding suitable adjectives to describe their characters. The teacher gave very good assistance and asked pupils to play around with words that they had previously read. This reminded pupils of their prior learning and they were able to use descriptive vocabulary.
24. Staff use plenaries (the last minutes of lessons) to bring pupils together to discuss their learning. Pupils listen carefully, they learn from one another as they each describe what they found both easy and difficult in their learning. Teachers skilfully reinforce the main teaching points and pupils make good gains in learning. In mental mathematics sessions teachers ask pupils to explain how they arrive at their answers, helping them to clarify their thinking.
25. Teachers are very eager for their pupils not to be discouraged when writing their responses to questions asked in lessons; this results in insufficient emphasis placed on pupils forming their letters correctly and presenting their work neatly. This is an area that the school has recognised as needing improvement.
26. Teachers plan their lessons very well. This is really skilfully undertaken, considering the wide variety of age groups and capability levels in each class. Work is clearly matched to pupils' needs and classroom support staff know what is expected of them. However, whilst they make a significant contribution to pupils' learning when they are working with groups of pupils, they are less effectively involved when teachers are giving whole-class explanations. Valuable opportunities are lost to conduct evaluations of how pupils respond to teachers' explanations.
27. Teachers have high expectations of their pupils; they set them challenging tasks such as researching information on CD ROMs about the Aztec way of life. Pupils really enjoy having opportunities to become independent learners. Overall, teaching is good in all subjects, but it is very good in music because a specialist teacher conducts these lessons. Staff see this as an opportunity to develop their own practice and support her readily, thereby learning with their pupils.
28. A full range of teaching methods are used, such as direct teaching of skills, group work, individual work, independent research and the use of drama as a tool for learning. As a result, pupils are alert, lively, enthusiastic and keen to learn. Teachers manage their pupils very well and pupils behave well in lessons. Very occasionally, some pupils do not follow the school behaviour code but they are promptly brought back into line.
29. Some pupils with special educational needs do have behaviour problems, but staff work expertly with them and their behaviour is not detrimental to other pupils' learning. The school fosters a harmonious learning environment where each pupil's needs are expertly met.
30. Pupils who are higher attainers are given extension activities and the staff recognise those pupils who are gifted and talented by extending their learning. These pupils make good progress.

31. Teachers use time, support staff and resources well. Good quality worksheets are provided which consistently challenge pupils into new ways of thinking. For example the use of writing frames in English, gives pupils the security to plan their writing in a logical and coherent manner. Homework is used well to support pupils' learning and in the younger class, parents write useful comments about how well their children have coped with the work set for them.
32. The quality and use of ongoing assessment is satisfactory but nevertheless has weaknesses. Verbal interaction between pupils and staff is good, but there is a weakness in the quality of teachers' marking as the school's marking policy is not consistently applied and, on occasions there is use of unrealistic praise when pupils have not clearly produced their best work. Insufficient emphasis is placed on using pupils' mistakes as teaching points and, as yet, the staff have not fully identified opportunities for pupils to develop their writing in other curriculum areas.
33. The teaching of pupils with special educational needs is very good. Teachers are fully involved in the process of drawing up individual education plans. These clearly identify ways in which the curriculum is to be adapted to meet needs. The headteacher, who is the special needs co-ordinator, briefs teachers and classroom assistants well. The very good support provided by classroom assistants makes a significant contribution to pupils' learning and progress.
34. The teaching of the youngest pupils in the Foundation Stage of learning is good with examples of very good practice. Teachers know their pupils well and use the right balance of learning through play and using their senses to explore their environment. All staff uses computers well to support their pupils' learning and pupils make good progress. Staff identify opportunities for pupils to develop their skills of speaking and listening, reading and mathematics in other subjects.
35. The quality of teaching has improved considerably since the last inspection, when it was judged as satisfactory; there are now many more examples of very good teaching throughout the school.

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

36. The curriculum for children in the Foundation Stage is good. It is very well planned and complies with the national guidelines. The curriculum takes full account of learning through structured play (an issue identified in the previous inspection report) and pupils learn, using all the senses. The curriculum takes full account of the literacy and numeracy strategies and pupils are well prepared to start all National curriculum subjects in Year 1.
37. The curriculum for pupils aged five to 11 is good. It is broad and balanced and is enriched by the teaching of French and by the provision of a good range of extra-curricular activities. The appropriate statutory curriculum is in place and meets the requirements of all pupils including those with special educational needs. The demands of the National Curriculum are fully met.
38. The time allocated to the teaching is satisfactory and broadly average compared to national figures. The time allocated to the teaching and learning of individual subjects is also roughly average, ensuring full coverage of the National Curriculum.
39. Teachers' planning of the curriculum for children of all ages is very good and this is an improvement on the situation cited in the last inspection report. All subjects have policies and schemes of work that clearly guide the planning of teaching and learning. Since the last inspection the school has effectively introduced the National Literacy and Numeracy Strategies and teachers' planning for all the core subjects is very good.
40. Teachers plan very well for the demands of the mixed year groups. There is detailed planning which caters very well for the needs of pupils across the range of capabilities.
41. Pupils with special educational needs have equal access to all areas of the curriculum, including the extra-curricular activities. The school is very successful in the way it adapts the curriculum to

help special educational needs pupils make maximum progress towards their targets. Very good planning and effective use of resources contribute well to pupils' progress.

42. The school works hard to give pupils equality of access and opportunity. It is an inclusive school. The provision of extra-curricular activities is very good and makes a significant contribution to pupils' social and creative development. There are a good number of activities that cater for a wide range of interest. Pupils visit museums, art galleries, their local area and join in activities with other schools. A broad range of visitors come into school including the nurse, parents who have lived abroad, Japanese visitors and clergy from different religious denominations. There is an annual residential visit to Robin Wood, during which pupils in Years 5 and 6 participate in a good range of activities, including canoeing and archery and this has a very positive effect on their social skills of collaboration.
43. Though the National Literacy and Numeracy Strategies have been successfully introduced by the school, there is, at present, no whole school policy to guide teachers' planning to make the most of opportunities to promote pupils' skills of literacy and numeracy across the range of subjects. This is especially needed to broaden the range of opportunities for the development of writing.
44. The religious education syllabus complies with the locally agreed syllabus and national requirements.
45. The personal, social and health education programme (PSHE) is well planned and comprehensive. The school deals with some PSHE issues through the promotion of circle time, a forum in which pupils are gathered in a circle to give their personal responses for example to questions of feelings or to considerations of their responsibilities in school and in the community. The school makes good use of visitors such as the school nurse to teach health and sex education and the local police and other emergency service personnel who visit the school to promote for example drugs education. Some of these matters are also taught, where appropriate, through other subjects in the curriculum such as science.
46. The school has established good links with its local partners in education. Links with the local comprehensive school promote aspects of physical education especially in team games and skills development in which pupils participate.
47. Provision for the spiritual development of pupils is very good. Assemblies are special occasions that are often joyful and celebratory. The well planned programme of assemblies follows the Christian calendar but also celebrates the holy days and festivals of other faiths. The school fulfils all requirements for a daily act of collective worship. Good opportunities are provided for pupils to contribute in various ways to assemblies. The playing of classical and multicultural music during assembly time creates an atmosphere in which pupils can reflect on their responses to the messages offered by the act of worship. Pupils' singing in assembly is very good and makes its own unique contribution to a sense of the spiritual. The headteacher, who often leads, brings to assemblies a unique contribution that affirms belief in a greater spirituality. Local ministers regularly contribute to the spiritual life of the school and often contribute to assemblies that celebrate the main Christian festivals. Pupils are given opportunities to reflect on many spiritual matters.
48. There is very good provision for moral development. Teachers and the other adults who look after children in the school share with their charges their clear understanding of right and wrong. For example when there is a falling out (which is very rare), children are reminded of the consequences of their actions on others. Teachers and other staff act as good role models for pupils. They show very good care and concern for the children and do what they can to promote good relationships. This has an impact on pupils' behaviour in class as well as around the school. Wider moral issues, such as care for the world around them or for people in difficult circumstances in developing countries are explored in assemblies and in subjects such as English, religious education and geography. As part of this caring for others, pupils are often involved in raising money for people in need.

49. Pupils' social development is good. Teachers and other staff work hard to create good relationships in the school based on openness, kindness and concern for others. An example of the way in which staff develop good relationships is to be found in the way the lunchtime assistants involve themselves in the play that children enjoy at break and at lunchtimes. The school provides a good range of equipment to encourage play. Teachers plan opportunities for pupils to work together collaboratively in various subjects and this helps to promote good social skills. Pupils with special educational needs are fully involved in the life of the school. Children are also encouraged to keep up contacts with their friends who move away and there are plans to develop various email links with former classmates.
50. The provision for pupils' cultural development is good. The pupils in the school mostly share a common cultural background. They are given opportunities to appreciate the local heritage through cultural activities for example trips to Haworth. They work with local artists. They find out more about a range of different lifestyles in different countries around the world through their geography lessons. In history they learn about a range of dominant and distinctive cultures such as that of the Aztecs. A number of visits have been made by actors who bring alive our Viking and Tudor heritage. English provides pupils with an insight into their own literary inheritance while religious education and the programme of assemblies help pupils to explore the cultural statements transmitted by the major religions. In music pupils experience the rhythms, melody and words of the rich cultural heritage of places such as Africa and Scotland. Pupils learn about the festivals and celebrations of other faiths and are well prepared for life in a multicultural society.
51. The learning opportunities provided for pupils with special educational needs are good. Pupils with special educational needs have equal access to all areas of the curriculum including the extra-curricular activities. The school is very successful in the way it adapts the curriculum to help special educational needs pupils make maximum progress towards their targets. Good planning and effective use of resources contribute well to pupils' progress.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

52. Standards of pastoral care are consistently very good and are even better than when the school was last inspected. The headteacher and staff show very high levels of commitment to the well-being of pupils and show great sensitivity to their individual and sometimes complex, needs.
53. Induction procedures are good both into the Reception class and into the secondary school. Parents are very pleased with the way in which pupils get used to the educational changes in their lives. Procedures for child protection are very good; the headteacher is the designated person responsible for child protection issues and has received appropriate and ongoing training. All the relevant documentation is in place and staff are provided with appropriate guidelines. The headteacher is particularly sensitive to the needs of the most vulnerable children in the school; she spends a considerable amount of time and determined effort in her negotiations with the relevant outside agencies to ensure these children receive the best possible support. In spite of her heavy workload, she views this as one of the most important aspects of her job.
54. Equally good systems assure pupils' health, safety and general well-being. All adults working in the school establish a strong rapport with pupils and much easy going banter accompanies most areas of school life and helps to underline the family-oriented nature of this school. Pupils feel secure and valued in this lively, good-natured environment and their personalities blossom as a result.
55. The school adopts a successful approach to its monitoring of attendance. The majority of pupils attend regularly and are brought to school on time. A noteworthy service provided by the school's efficient administrator is that she contacts parents first thing in the morning if a child is absent without reason. Attendance figures have been high for the past few years but are expected to dip this year because of the impact of exclusions and some subsequent part-time attendance.
56. Effective procedures are in place to monitor and promote good behaviour among pupils. The school functions as a very orderly community yet the code of conduct is not oppressive and staff

encourage pupils' individuality to shine through. A few parents expressed concern about how the school deals with behaviour problems but inspection scrutiny finds evidence of careful consideration of extremely well documented histories by the headteacher. She logs all incidents meticulously and tries very hard, along with the governing body, to seek the best solution for the pupils involved. Staff try hard to motivate all pupils and to minimise any risk of disaffection. All adults working in the school are excellent role models for pupils; they are calm and consistent in approach and offer very good guidance for pupils' personal development and behaviour. Staff organise weekly achievement assemblies, when pupils gain recognition for outstanding effort – with the ultimate goal to amass enough merits for a 'non-uniform day'.

57. There are good procedures overall for assessing pupils' attainment and progress and very good procedures for pupils with special educational needs who have clear learning objectives set at regular intervals. The school uses a range of tests to evaluate the progress of individual pupils in English, mathematics and science. The ongoing, half-termly assessment of pupils' literacy and numeracy work is particularly useful as these produce the next set of targets for pupils to work towards. Teachers use the result of their evaluations to amend curriculum planning so that pupils are offered tasks well-matched to their abilities; clearly evident during lessons. The staff would now benefit from using the very good practice of individual learning plans for pupils with special educational needs to be translated into whole school individual pupil targets. This would ensure even greater rates of progress.
58. Procedures for monitoring and supporting pupils' personal development are very good. The school is small, teachers know pupils very well and offer them appropriate levels of support and guidance. Staff have just finalised a set of criteria against which they can track pupils' personal development, attitudes to learning and relationships. This detailed analysis will improve the already very effective provision still further.
59. The school has very effective systems to identify and assess pupils with special educational needs. It uses a very good software program to develop guidelines for teaching to meet needs, whether they be presented as physical, behavioural or learning difficulties. Well-matched support is given to pupils. The school meets all the aims of its special educational needs policy and fully implements the requirements of the code of practice. The school has maintained its high level of pastoral care identified at the previous inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

60. Parents express positive views about the school although a few are still adjusting to its larger size since it became a primary school. Parents are particularly appreciative of the leadership and management of the school, the progress their children make and the support offered to children with special educational needs. They also believe staff are very approachable and they feel welcome in school.
61. The school establishes good links with parents and carers. Day to day communication is effective; parents have open access to staff at the beginning and end of the day and notice boards provide additional information. The detailed monthly newsletter is useful and helps parents to be more closely involved in their children's daily experiences in school. The school prospectus and governors' annual report to parents are well written and provide parents with a clear insight into the school's routines and strong inclusion policy. Over half of the parents attend the annual meeting of the governing body, which is a far higher percentage than usual. Although a small number of parents expressed concern that they do not have enough formal opportunities to speak to teachers about their children's progress, the school does organise regular parents' meetings that are well attended. In addition, the school produces very detailed end of year reports that contain much evaluative comment on each subject. They tell parents what their children can do and what they need to do next to improve. However, reports of children who are in the Foundation Stage of learning, whilst detailed, do not reflect the progress children make in relation to the early learning goals.

62. Parents make a good contribution to their children's learning and to the life of the school. They support the home school agreement and ensure pupils complete their homework assignments. Most parents reinforce the school's code of conduct to their children outside school. Parents are also keen to attend curriculum evenings and there was a healthy level of interest in a numeracy skills session held recently. Many help to raise funds for the school and some also help to run extra-curricular activities such as five-a-side football. Parents also run the school library. Parent governors adopt quite a high profile and provide an effective link between staff and the parent body.
63. Key workers meet regularly with the parents of children with special educational needs and these parents are also involved in any review meeting about their children. Daily home school liaison books are used effectively by parents and the school, to offer consistent support to children's learning. Good systems are in place to ensure that local authority representatives receive all the appropriate information about children in their care and relevant support plans are drawn up.
64. Parents of pupils with special educational needs are regularly informed of their child's progress and are fully involved in any review of needs. The headteacher organizes day trips during the holidays with parents and pupils. These are appreciated by all parents and pupils and, as a result there are very harmonious relationships with staff and parents.
65. Since the previous inspection the school has maintained its effective links with parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

66. The leadership and management of the school are very good. The headteacher provides strong and determined leadership, has a clear vision, sets an excellent example through her teaching and encourages a very positive climate for learning where pupils' natural curiosity is effectively built upon. The headteacher manages the school effectively. She is very ably supported by her dedicated staff, who are consistently keen on improving on their previous best performance and are very open to suggestions on how to give their pupils the best start in life. The curriculum is very well planned and managed to meet the demands of mixed age classes. All staff fulfil their co-ordinators' duties well and make it their business to find out what is new in their subject and how best pupils can profit from any new learning experiences. This is particularly the case in physical education where staff have gone to great lengths to build up very effective partnerships with the local secondary school in an attempt to raise standards in physical education identified as an issue in the last inspection.
67. The very efficient administrative support given to the headteacher ensures that the school runs smoothly and allows her to focus on the provision made for the pupils. The use of new technology is good. The school uses information and communication technology well to track pupils' progress and this has a positive effect on pupils' learning. The governors guide the school very effectively, recognize its many strengths and are alert to opportunities to develop its provision further. The governors meet their responsibilities in full and provide the school with a good level of support. Collectively they have a wide range of skills that are used to the benefit of the school. They tirelessly campaigned to keep the school open and were very supportive of the headteacher and staff during an extremely difficult period. They are well informed and frequently visit the school to assess for themselves the quality of the school's provision.
68. The school evaluates its performance well. The monitoring of the school's performance data is comprehensive and incisive. The results of the national tests are analysed to evaluate the school's performance in comparison to other schools and to set challenging targets for the future. In all core subjects, individual pupil's answers were analysed to identify potential areas of weaknesses in their knowledge and understanding and, as a result, the teaching programmes have been strengthened. However, the headteacher would benefit from attending an in-service course for headteachers on further developing her skills of school self-evaluation.
69. The school development plan is a comprehensive document but it only spans one year. To develop longer-term strategic planning the governors and headteacher need to develop a longer-term overview. This will enable governors to have further involvement in judging cost effectiveness

of spending. Despite the absence of formal evaluation procedures the governors are implementing many aspects of 'best value' policy. They are, for example using available data to make comparisons with small schools. They use competition to ensure they get value for money in their spending decisions. Through the performance management committee of the governing body the headteacher is appraised and set targets. The school is outward looking. It has very good links with the local cluster of schools. The headteacher makes good use of national initiatives to ensure staff are appropriately trained in using computers and this is helping raise standards.

70. The evaluation of teaching and learning throughout the school is good. The headteacher uses this information to set performance management targets for the staff and also to identify issues for the school development plan. A detailed action plan relating to how these targets are to be achieved is drawn up and all staff are totally committed to succeed and improve on their previous performance. They attend a variety of in-service training and share their knowledge with one another. However, these subjects now need to be brought together with a tighter link between performance management, school development planning, continuous staff professional development and the budget. This would allow the governing body to even be more actively involved in judging cost effectiveness of spending.
71. The school's financial systems are good and educational priorities are supported through the school's financial planning. The current carry over figure is earmarked to develop the outside accommodation further. Accommodation is satisfactory overall and is well maintained and the school makes the best possible use of the secondary school's facilities to support the teaching of physical education, as hall space is extremely limited. Computers are sufficient and the information and communication technology suite and laptop computers are used well to support learning. In spite of the limited space for a library, pupils develop their research skills appropriately through the library books purchased by the school.
72. The school has recognised that more outside play equipment is needed for the pupils in the Foundation Stage. Learning resources are good in quantity and generally of high quality. Staffing arrangements meet the needs of the school and all staff are appropriately trained. Expenditure per pupil is high, but pupils' achievements are good due to the good educational provision made for them. The school uses its available resources judiciously to provide pupils with a very effective education. As a result, it gives good value for money.
73. The provision for pupils with special educational needs is very well managed. Relationships between the special educational needs co-ordinator (the headteacher) and other members of staff are very good. The procedures to identify, support, monitor and review pupils' needs and their progress against the targets that are set are very good.
74. Since the last inspection very good improvements have been made in the leadership and management of the school, but the headteacher would now benefit from more in-service training to develop her knowledge of carrying out school self-evaluation.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. In order to improve further the headteacher and governors in conjunction with the local education authority now need to:-

(1) Raise standards in writing across the whole school by:

- ensuring that handwriting is rigorously taught everyday;
- using text read in literacy hour as a stimulus for writing and ensuring that pupils have further opportunities to use the authors' conventions in their writing;
- identifying opportunities for writing across the curriculum so that the skills learnt in literacy can be consolidated in other areas of the curriculum;
- ensuring that teachers place a high emphasis on pupils presenting their written work neatly; and

- ensuring that emphasis is placed on correct letter formation by children in the Foundation Stage of learning.

(Paragraphs 5, 8, 43, 91, 93, 95)

(2) Improve the quality of teachers' marking by:

- ensuring that praise is used realistically and pupils' work is regularly marked;
- ensuring that pupils are informed as to what to do to improve the quality of their work;
- ensuring that the school's marking policy is consistently applied;
- ensuring that individual targets are set for pupils which they clearly understand; and
- ensuring that teachers place sufficient emphasis on guiding pupils to present their recorded work neatly.

(Paragraphs 5, 32, 100)

(3) Ensure that support staff are purposefully involved in the introductory sessions of lessons by:

- intervening more in pupils' learning by ensuring that they understand instructions and explanations; and
- undertaking regular targeted observations of pupils in helping the class teacher understand what impact her teaching has on pupils' learning.

(Paragraphs 26, 96)

(4) Improve the school development plan by:

- ensuring that it spans three years; and
- ensuring that the headteacher undertakes an in-service headteachers' qualification in school self evaluation.

(Paragraphs 69, 70)

Minor issues

- Ensure that reports to parents, who have children in the Foundation Stage, reflect progress that children make in relation to the early learning goals.
- Improve the range of outdoor equipment for pupils in the Foundation Stage.
- Ensure that the headteacher develops a whole-school overview in relation to how information and communication technology can support pupils' learning.

(Paragraphs 61, 72, 87, 126, 129)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	7	3	0	0	0
Percentage	0	50	35	15	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 five percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	47
Number of full-time pupils known to be eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	11

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	100 (71)	100 (71)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	100 (71)	100 (100)	100 (100)
	National	85 (84)	898 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year. As fewer than 10 pupils took the national tests results are not reported.

Attainment at the end of Key Stage 2 (Year 6)

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

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	75 (n/a)	88 (n/a)	100 (n/a)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	88 (n/a)	75 (n/a)	100 (n/a)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year. As fewer than 10 pupils took the national tests results are not reported.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	46
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.9
Number of pupils per qualified teacher	16.2
Average class size	23.5

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	149

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0.6
Number of teachers appointed to the school during the last two years	1.0
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.

Exclusions in the last school year

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

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

Financial information

Financial year	2001
	£
Total income	152,024
Total expenditure	137,104
Expenditure per pupil	2,868
Balance brought forward from previous year	13,016

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	47
Number of questionnaires returned	30

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	37	7	0	0
My child is making good progress in school.	47	47	3	0	3
Behaviour in the school is good.	40	23	17	10	10
My child gets the right amount of work to do at home.	33	57	10	0	0
The teaching is good.	43	47	0	0	10
I am kept well informed about how my child is getting on.	40	33	23	3	0
I would feel comfortable about approaching the school with questions or a problem.	60	37	3	0	0
The school expects my child to work hard and achieve his or her best.	47	40	0	0	13
The school works closely with parents.	50	23	7	3	17
The school is well led and managed.	47	43	0	0	10
The school is helping my child become mature and responsible.	40	47	3	3	7
The school provides an interesting range of activities outside lessons.	50	37	7	0	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

76. Most of the children enter the reception class with the expected levels of attainment for their age. There are currently four children aged between four and five years in the Reception class. All entered school in September 2001. Provision for these children has improved since the last inspection because the planning, based on national guidance for the Foundation Stage, is being fully implemented. In planning their activities, careful account is taken of the needs of the youngest as well as of the oldest children. The teacher plans a very good range of interesting, first hand experiences that provide the children with increasingly demanding tasks as their confidence develops. Taken overall, the teaching in the Foundation Stage in all areas of learning is good, with examples of very good practice. The class teacher and support staff know the pupils well and help them become increasingly independent. The curriculum is very well planned with plenty of opportunities for children to learn through their senses. Good observations and assessments are carried out but as yet reports to parents are not fully reflecting progress made against the early learning goals. This is an area which needs to be addressed. Teachers know how these young children learn and they are made to feel safe and secure in their learning. Teaching is purposeful in all areas of learning. There is an appropriate balance between learning through discovery and learning through structured play. Planning is very good and learning objectives are clearly presented, pupils are given opportunities to review how well they have done in relation to the tasks set for them and this enables them to develop their thinking skills. Support staff make a valuable contribution to these young children's learning. They make sure that they encourage their learning by offering suggestions and by using praise effectively. Good, stimulating resources are used such as a variety of paint and different kinds of paper textured materials, to encourage children to learn to use their senses. For example, when writing books, children are encouraged to use a variety of illustrations using the computer, paints, crayons and pastels. However, there is a lack of outdoor play equipment such as climbing frames and wheeled toys. Teacher and support staff work very well together. They carry out detailed assessments of their pupils and intervene well in their learning. However, further attention needs to be paid to helping children form their letters and numbers correctly. Staff's subject knowledge is secure and management of pupils is very good. There has been very good improvement since the last inspection and the quality of teaching and curriculum planning has improved considerably.

Personal, social and emotional development

77. From the earliest stage, the school places social development high on its list of priorities. The children's records show that they settled quickly and confidently into school. They understand most of the basic requirements, such as how to sit still and listen and have developed considerable confidence to speak in front of the class. A few are still struggling with the temptation to call out remarks and responses and have to be reminded by the adults that they need to put up their hands and await their turn. They understand the importance of sharing, for example, when they use the role-play areas or look at books.
78. Almost all children move confidently from one area to another and collaborate and work well, because adults are vigilant and ensure that the children know what they are meant to be doing. Opportunities, for exercising independence in their choice of activities, are very good. Children behave well, they are clear about what they need to do and are very respectful of one another.
79. The older children in class help the younger ones, for instance, by ensuring that they can put on their aprons and that they clear away equipment. On a number of occasions, children were heard to thank each other either for help received or for handing over equipment. All the children will have achieved the learning goals identified for this stage by the time they end Year 1.

Communication, language and literacy

80. A significant number of the children begin school with an average vocabulary and the ability to articulate their thinking clearly and logically. Their speaking skills continue to develop well because the adults are careful to provide many opportunities for them to talk. A good example was seen when an adult engaged in the vets role-play area and joined in the dialogue with the pets' owners. On another occasion, the teacher worked with individual four-year-olds to investigate initial sounds. She effectively provided sound models for children to copy and, as a result, children made good gains in learning.
81. The children clearly enjoy listening to stories and enthusiastically sing out repetitive sentences. This was seen, for example, during a story about the snake and its habitat. The teacher's expressive reading provided a good role model for the children and allowed them to enter fully into the spirit of the story. Some of the older children have now developed sufficient self-confidence to make spontaneous remarks about stories they hear and to ask questions about the text. The adults also use the reading sessions to begin to develop the children's awareness of the sounds made by various printed letters.
82. There is good provision for developing the children's early writing skills, especially in developing positive attitudes to writing. Many items in the classroom are labelled and role-play often includes opportunities to make lists and to record messages. A few children can now write their names while others are making marks on paper where the shapes are beginning to resemble letters in their name. Some still need more opportunities to use a range of equipment to develop the flow necessary to write legible letter shapes. This would be easier to provide if the 'writing' activity, for example, could continue easily outside so that the children could trace large letters in sand and use large pieces of paper to paint basic letters. All the children are well on course to achieve the early learning goals in their speaking and reading skills on entry to Year 1, but further emphasis needs to be placed on developing their writing skills.

Mathematical development

83. The children are making good progress in developing a range of mathematical skills and understanding. This is because mathematical activities are not only provided in their own right, but are also woven into other experiences. For example, the youngest children were able to count accurately the snails in a pot on the science table and the number of pupils in class when the register is being called out. Some of the children successfully count up to 50. They are making good progress in recognising various shapes because the language of shape, such as cuboid and pyramid, is an integral part of the use of construction material for model making. Children sort items into variously numbered trays to match the written numerals either from 1 to 10 or from 1 to 20. They know language of position well, they can programme a roamer to move in different directions and thoroughly enjoy singing number rhymes.
84. Although the children are currently at different stages of their mathematical development, all are making good progress towards achieving the targets identified for them. On entry to Year 1 all pupils will have attained the early learning goals in mathematical development.

Knowledge and understanding of the world

85. The provision for this aspect of the children's learning is good. They develop an awareness of their environment and are observant about what happens around them. Children were able to comment on pictures of landscapes in winter and relate them to views from the classroom windows. They know that there are people, such as postmen and policemen, who provide essential services to their community. They have noticed the special features of their immediate locality and know what features are unattractive in Sunny Village. The many construction activities in which they engage provide good opportunities for handling a variety of materials and using different methods of joining them. These activities enhance the children's social development and foster the skills of negotiation and collaboration, especially when the children are active in the role-play area, writing telephone numbers of clients. Children love examining minibeasts, watch the changes in growing

plants and know that animals need to be looked after. They use the computer for various activities, including drawing. They are all able to perform simple functions using the keyboard and the mouse. The children are also learning how to be sensitive and responsive to the feelings of people around them during lessons in religious education. They enjoy the variety of work they undertake to further this aspect of their learning. On entry to Year 1 they have attained the early learning goals in knowledge and understanding of the world.

Physical development

86. All children achieve the expected targets by the end of the Foundation Stage. They move around the classroom quite confidently and with proper regard for safety within such a confined area. Some of the older children are developing good manual control; this was evident as they set up and handled a variety of cubes in their mathematical lessons. They hold and use pencils and brushes with ease and facility of control. By the end of the Reception class, most have increasing control of their clothes and fastenings because of their many opportunities for dressing themselves independently.
87. The designated play area for the reception children is not entirely adequate. Whilst it is satisfactory it could be better as it does not contain sufficient, suitable climbing, tunnelling and balancing equipment to develop the co-ordination of the youngest children. Nevertheless, the children show a good awareness of space and regard for safety in the main playground. Through activities in the hall, most children learn to slither, roll, crawl, skip, slide and jump to the standard expected at this stage. By the end of the Reception Year all pupils will have attained the early learning goals in physical education.

Creative development

88. All children achieve the expected levels at the end of the Foundation Stage and their achievements are good. The planning for this aspect of the children's learning is very imaginative. The use of instruments, painting activities, collage and role-play encourages the children to respond imaginatively. The older children are already able to link imaginative ideas to marks they make on paper. They talk convincingly about the 'letters' they are writing and the various lists they are making, for example, about their likes and dislikes of Sunny Village. Much of the artwork is very creative. The children are acquiring an appreciation of how different media can be effectively combined in collage work of the snake with shiny scales. They draw detailed portraits and they know that Francis Bacon painted distorted images.
89. The planning of work and record keeping in the Foundation Stage is very detailed. This ensures that activities are well matched to the children's needs at any given stage. The teachers assess the children's progress regularly and in detail. They are now poised to ensure that the records will provide information about the children's progress that is more closely linked to the different stages of achievement of the early learning goals.

ENGLISH

90. By the end of Year 2 the national tests and teacher assessments of 2001 showed that pupils attained very high standards in reading and writing in comparison with all schools and in comparison with similar schools standards were in the top five per cent nationally in reading and well above average in writing. Results must be treated with caution as a very small number of pupils took the tests.
91. Inspection findings show that by the end of both key stages pupils attain above average standards in speaking and listening and reading and their achievements are good. Standards in writing by the end of Year 2 and Year 6 are below national average and pupils' achievements over time are satisfactory, although during the week of inspection several examples of good achievement were seen during lessons. The school has identified writing as a key priority of the school development plan. The quality of teaching is good with examples of very good practice. Teachers have high expectations of their pupils and consequently pupils achieve well. Pupils with special educational

needs achieve very well in relation to their prior attainment because of the very good support and very perceptive assessment of their needs. Lessons are well planned and work is appropriately challenging. The objectives outlined in the National Literacy Strategy provide a very sound foundation for all aspects of teaching English but, as yet, teachers have not identified opportunities for writing in other subjects of the curriculum through which pupils can both consolidate and extend what they have learnt in literacy hour. Good opportunities are provided for pupils to develop their skills of speaking and listening and reading in other subjects and older pupils undertake research activities well. Furthermore, there is a weakness in the teaching of handwriting; it needs to be taught at more regular intervals than once a week. Teachers need to be more rigorous in their marking. Insufficient emphasis is placed on both lay out and presentation of pupils' work; teachers are so keen for pupils to write down their thoughts that they do not always remind them to present their work neatly. This is an area which needs to be addressed. It would be helpful for teachers to ensure that pupils write down the objectives they are working on, then marking could be more focused.

92. Pupils' speaking skills are average when they enter school, however, their vocabulary is skilfully developed so that many rapidly become fluent and articulate speakers. The younger pupils confidently refer to fiction, non-fiction, author and illustrator when talking about books. Their listening skills are well developed so that they quickly pick up the technical language that the teachers unhesitatingly use. Older pupils confidently refer to features of text such as alliteration, simile, metaphor and onomatopoeia. When discussing the qualities of 'The Borrowers', they give detailed explanation of why characters behave the way they do.
93. Reading is given a high priority. Teachers use a variety of fiction and non-fiction text to develop pupils' reading skills, but do not sufficiently link pupils' writing tasks to the structure of the text read. This results in missed learning opportunities to develop writing skills further. This missing link between the types of books made available for reading and the subsequent styles of writing introduced to the pupils is one of the reasons why standards in writing are not as high as they could be.
94. Teachers provide good models for reading. In Key Stage 1 the class text about 'The Snake' was read expressively and resulted in pupils being very interested in the conditions needed for snakes to survive. Pupils quickly spotted phrases that gave information. Occasionally higher attaining pupils in Key Stage 1 could be even more challenged with more difficult texts. Some pupils, especially with special educational needs have previously struggled with their reading, but are now making very good progress because of the regular and thorough teaching of phonics and the high level of involvement of their parents in hearing them read.
95. By the end of both key stages pupils' writing is below national expectations; it lacks punctuation. Spelling, though improving, is not always correct and plot is insufficiently developed. However, pupils are making sound gains in their descriptive writing. Pupils in the oldest class use a good choice of vocabulary in their writing. For example, in their writing on 'Ruins' one pupil wrote 'The amber moon was hovering over me like the eye of a golden eagle, waiting to pounce on its prey'. Pupils are encouraged to plan, draft and then critically edit their work. They are becoming increasingly familiar with many different styles of writing. Young pupils are developing a sound grasp of the basic skills of writing such as the use of full stops, but they still struggle with forming basic letter shapes correctly and now need more opportunities to write at greater length using cursive script more consistently.
96. Time is used effectively and support staff intervene appropriately in learning. They help pupils develop their research skills appropriately and develop a love of reading. However, at times when introductory sessions are led by the teachers they could be more purposefully involved in undertaking observations of pupils.
97. The assessment of pupils' work in relation to National Curriculum level descriptors is good and staff are keeping good records of pupils' progress. Assessments with the exception of teachers' marking, are regular, helpful and informative. As a result of the good teaching pupils develop very positive attitudes to learning and behave well in lessons.

98. Resources are of good quality. This includes computers which all pupils use to retrieve information and to record their work. The subject is well led and managed and the implementation of the government's strategies to raise standards is effectively co-ordinated. Since the previous inspection the school has maintained its high standards in speaking and listening and reading.

MATHEMATICS

99. In the 2001 national tests for mathematics, pupils aged seven gained results that were average for their age. Pupils aged 11 attained well above average results. Due to the variations inevitably found in the small cohorts typical of the school and the fact that the school has only recently operated as a full primary school, it is not possible to detect trends over time in results. These vary enormously from year to year. In the classroom this year pupils aged seven and 11 are attaining average standards and are making good progress in relation to their prior attainment. Pupils with special educational needs make very good gains in learning because their individual education plans are appropriately used in lessons.
100. The school has introduced the National Numeracy Strategy well and has created a very good structure within which teachers can plan learning objectives for pupils and assess their skills, knowledge and understanding. This makes a very good contribution to pupils' progress. In order to improve on teachers' marking, which at present does not inform pupils how to improve the presentation and content of their work, teachers might usefully consider sharing the objectives of each lesson with individuals and groups and set achievable targets. Pupils' progress could then be assessed against the targets set. In this way pupils would be aware of exactly what they need to do to improve performance.
101. By the end of Year 2 pupils are attaining average standards when they estimate and calculate the capacities of containers. They use mental addition appropriately to check findings and are using both standard and non-standard measures. They use recording methods satisfactorily to record the results of their calculations. They are acquiring the appropriate terminology to discuss mathematics problems and can explain their working out of problems well. They can count sets of objects beyond ten and are using appropriate methods to tackle addition and subtraction problems. By age seven they know about number sequences such as odd and even. They understand and use time lines in a number of contexts including historical study. They learn from their use of a programmable robotic vehicle, measures of turn, particularly right angles. This is an appropriate use of information and communication technology to develop learning in mathematics. Pupils have to devise a logical sequence of commands for the robot, estimating the distance to be travelled by the vehicle and the angle of turns to be made. Throughout their learning the skilful questioning by the teacher gives pupils the opportunity to discuss their work and to offer reasoned explanations for the ways in which they arrive at solutions.
102. By the end of Year 6 pupils attain average standards in mathematics. Their understanding of place value allows them to multiply and divide whole numbers beyond 100 using a variety of methods including times tables to reach solutions. They have a fair understanding of the measurement of time and can calculate the length of bus journeys from timetables or programme duration from TV guides. Higher attaining pupils are given the opportunity to try out their own ideas to solve problems and are recording their results in an organised way. However, the layout of their written work is untidy and this is an area which needs to be addressed. They add and subtract decimals to at least two places and use a range of strategies to check the reasonableness of their results. They have a sound understanding of ratio, proportion and percentage that they demonstrate in solving a series of word problems set by the teacher. Pupils can construct simple line graphs and interpret them. They learn about x and y axes from creating spreadsheets and converting them into charts using a computer program. Teachers often use practical approaches to develop deeper understanding of concepts. Thus pupils learn about reflective symmetry by folding paper into shapes. Higher attaining pupils then classify these shapes and record the results in an organised form. In a booster group comprising the Year 6 pupils preparing for the national tests pupils successfully develop their own strategies for problem solving when tackling problems involving hours and minutes.

103. Pupils' attitudes are very good. They work very well together in pairs and groups. The older children stick to what they are doing even when there is the potential distraction of noise from other groups in the shared main area of the school. Pupils respond very well to all the adults who work with them. They listen well to instruction and generally keep their concentration throughout lessons.
104. Teaching is good. Teachers have good subject knowledge, evident in planning which is very thorough and which caters for the needs of individuals and of groups very well. In a lesson for children in Reception and Years 1 and 2, about estimating and measuring capacities, pupils of all capabilities were very effectively included in the planning. The younger pupils engaged in mainly practical activity and were able to use words such as more and less, bigger and smaller. The older pupils were able to work independently, estimating, measuring and recording results on paper. The structure of lessons is well established and follows national guidelines closely. The mental mathematics at the start of each lesson reinforces the use of number skills very well and teachers' skilful questioning ensures that all pupils are included in the lesson at an appropriate level. This promotes very good individual learning. The questioning is well used to check on pupils' understanding and to assess whether learning objectives are being met. Teachers will then revisit or move on. This promotes good learning. Teachers make sure that learning objectives are explained, helping pupils to develop an understanding of their own learning. There is good pace to lessons and this promotes good concentration on the tasks in hand which has a positive impact on learning. Teachers make sure that younger pupils become familiar with the terminology used in mathematics and that this is constantly reinforced. This encourages pupils to grow in confidence in their use of language and to understand its application. In some lessons teachers do not ensure that pupils write full sentences to record their solutions to word problems. This misses out on an opportunity to help develop writing skills. Learning is rarely interrupted by inappropriate behaviour. Teachers maintain purposeful and mutually respectful relations with pupils. Teachers and assistants prepare well for lessons and so no time is lost for learning. They identify good opportunities for pupils to develop their skills of information and communication technology, for example when studying databases and spread sheets.
105. The subject is well co-ordinated and this contributes very well to pupils' progress. Pupils use their skills of numeracy well in other subjects such as design and technology and geography. There is planning and target setting that supports the teaching of mathematics and structures learning well. Resources are good and are used well to promote learning. There is good analysis of examination results and of the other assessment information that teachers gather from pupils and this is used well to help develop learning opportunities that are matched to pupils' needs. The teaching of mathematics has been appropriately monitored and evaluated. The school has maintained its sound standards, but the quality of teaching has improved considerably.

SCIENCE

106. In the 2001 teacher assessments for seven year olds, a very high proportion of pupils were assessed as attaining national expectations. Results in the national tests for 11-year-olds show that, in comparison with national benchmarks for all schools, the results were below the national average. With cohorts of the size typical of the school any attempt to predict trends from either set of figures would be insecure. Inspection findings show that based upon this year's group of pupils in Year 2 and Year 6 standards in science are in line with national expectations and pupils' achievements in relation to their prior attainment are good.
107. It was not possible during the inspection to observe science in the younger age group but from planning, discussion with teachers and analysis of work it is clear that pupils aged seven are reaching national averages. They learn some basic facts about how to keep fit and how to maintain healthy bodies. They know that exercise is good for the body and this message is regularly reinforced in physical education lessons. This term they are investigating the creatures they will find in their local environment. They learn that there is a range of habitats to be found in the world around them and that these support different animals. They carefully observe and record the number and types of creatures they discover in their 'animal hunt'. From these observations, with

the help of their teachers, they classify creatures and produce the results of their findings in table form. Higher attaining pupils make predictions about which creatures will be found where. Lower attainers name some of the animals they find and identify two types of habitat. They observe changes in animals as they mature. They understand the concept of life cycles, that animals reproduce and change as they grow older. They record their findings using drawings. In this way they are being introduced to the process of scientific investigation and the importance of collecting and recording evidence to back up findings. However, the range of writing used is limited and teachers would benefit from providing opportunities for pupils to both consolidate and extend what they have learnt in literacy hour.

108. By age 11 pupils are attaining standards in line with national averages. They are making satisfactory use of information and communication technology to research a topic on micro-organisms. In groups they find out about the scientists who helped to develop our modern understanding of how micro-organisms work. Through their studies they understand that scientific ideas are based on investigation and the collection and interpretation of evidence. They understand the concept of fair testing and can suggest ways of achieving this in the variety of experiments they conduct. In one investigation pupils were encouraged to learn about evaporation by observing, predicting and recording the changing state of washing on a line. They gain a satisfactory knowledge and understanding of evaporation, condensation and other changes in water. Pupils are capable of devising their own experiments and record their results appropriately. Their knowledge and understanding is in line with national expectations. They know about aspects of the life cycle of plants, including seed dispersal. They learn as well about the conditions the human body needs to thrive, particularly the effects on the body of a healthy diet. The writing they use in the recording of investigations is satisfactory, though this is an area that could be further developed by the provision of writing frames that support and guide pupils through the task.
109. Teaching is good. Teachers have good subject knowledge and use this to plan very well for science. Plans are detailed and cater well for the spread of age and capability found in classes. In this way individual and group learning is provided for and all pupils have the chance to make good progress. Planning also gives good structure to lessons. Teachers recap on what has previously been covered to make sure that pupils' learning builds on their previous knowledge. The main part of the lesson will often be an investigation and will normally conclude with a question and answer session that identifies what has been learnt and draws general conclusions. The questioning is skilfully handled and makes a good contribution to literacy in the school. In the closing session teachers make sure that all pupils are aware of the progress they have made during the lesson. Teachers put a good emphasis on the investigational aspects of science and there is plenty of practical exploration that interests and involves pupils. Pupils of all ages are expected to record their observations, though teachers encourage them to do so in ways that best suit their levels of attainment. Thus young pupils will make use of drawings with short annotations and older pupils will record findings, for example using a range of charts, sometimes generated by computer. Teachers set clear learning objectives for lessons and share these with pupils. In this way pupils are treated as partners in their learning. Teachers work well with classroom assistants who are well prepared for lessons and who make a good contribution to learning through well judged guidance and support of individuals and groups. Relationships are very good between adults and pupils in classes. They know their pupils well and are very skilful at managing behaviour. Thus little time is lost for learning.
110. The subject is well led. There is generally good use made of information and communication technology in lessons though this could be improved by greater use of the Internet for research. The school has a microscope linked to a computer and does acquire some magnified images using it. Resources for science are good. They are attractive, easily stored and well used. The school is part of a cluster of local schools that are looking together at ways of developing information and communication technology in the curriculum.
111. Since the previous inspection the quality of teaching has improved from being satisfactory to good.

FOUNDATION STAGE

112. Due to the short time inspectors were in school, it was not possible to see every foundation subject being taught. Therefore, an overall statement on the quality of teaching, learning and pupils' attitudes is made. Generally since the last inspection average standards have been maintained at the end of Year 2 and Year 6., but the quality of teaching has improved because the school has worked very hard at developing schemes of work to meet the needs of the pupils and staff have undertaken many courses to improve their practice. The good teaching meets the needs of all groups of pupils and, as a result their achievements are good.
113. Pupils have very good attitudes to learning. They listen attentively, behave well and are keen to improve on their previous best performance. They behave well, use resources with care and work well in groups. This is because lessons are well planned and the quality of teaching is good with very good teaching seen in music. Teachers are enthusiastic about their work; they present information in a lively and interesting manner, checking pupils' understanding, planning very good opportunities for learning, using good questioning techniques. In order to improve teaching even further teachers need to concentrate more on developing informative marking, setting targets for pupils for improvement and developing further opportunities for pupils to develop their skills of literacy, numeracy and information and communication technology.
114. Subject leaders execute their duties well and ensure that good resources are used. Assessments are satisfactory overall in the foundation subjects. Since the previous inspection there has been good improvement in the quality of teaching and the school has made an effective transition from being a first school to being a full primary school.
115. The quality of teaching in all foundation subjects is good with the exception of music where it is very good. Teachers know the national guidelines well and assess their pupils' learning appropriately. They give clear explanations, use support staff well and use good quality resources. Time is used effectively and pupils are given an appropriate amount of time to listen, research, become actively involved in problem solving and write up their findings. As a result, they all make good gains in learning. Pupils with special educational needs make very good gains in learning because their individual education plans are consistently well used in planning the next steps in pupils' learning. Teachers place learning in a context and, as a result, pupils are interested. This was the case in history and geography, where pupils made comparisons with the Aztec way of farming and the methods used today and in geography when they designed their ideal surroundings for Sunny Village. The foundation subjects are co-ordinated mostly by the headteacher and she carries out her duties well in light of all the other duties she undertakes.
116. The quality of teaching in music is very good. Specialist teachers know their subjects well and make learning fun. This results in pupils wanting to find out more about composers, music from different genres and they love using the range of multicultural resources brought in by the teachers.

ART AND DESIGN

117. Standards by the end of Year 2 and Year 6 are in line with national expectations and all groups of pupils achieve well in relation to their prior attainment.
118. By the end of Year 2, pupils are developing sound observational skills and have been trained to observe the effects produced by various tones and colours. They have used a wide range of materials to execute effective collage work and when painting portraits they know how to look at shapes and tones of colour. Using an information and communication technology paint program they can use a spray can and draw simple shapes. They have a good understanding of the work of Van Gogh and use colour effectively. They are developing good knowledge of perspective and pay attention to detail when painting self-portraits. They know that Francis Bacon used distortion and that Leonard da Vinci painted human form. When studying Modigliani's 'Girl in Blue' they are able to present observations, ideas and feelings associated in producing a painting.
119. By the end of Year 6, pupils have developed a range of detailed effects through using different media. By using a range of different brushes they can produce thin and thick lines, smudge

charcoals and pastels and know which colours create warm and cold effects. Using viewfinders they are making good gains in paying attention to detail and sketching what they see. They have made painted portrait tiles with an artist in residence and they have ample opportunities to encounter art from different countries and from different periods. Pupils print well and they know how to tessellate shapes on the computers. Sketchbooks are used effectively and provide a good record of the way in which pupils' skills have progressed over time.

DESIGN AND TECHNOLOGY

120. By the end of both key stages standards are in line with national expectations and pupils achieve well in relation to their prior attainment. By the end of Year 2 pupils are working with a satisfactory range of materials and processes including wood and food. They are taught to work safely with a suitable range of tools. As a matter of course they are taught to use plans and sketches to design their artefacts. They are taught to make choices about which materials are suitable for which tasks. They are using construction kits purposefully to design and make models. They are expected to talk about what they have done and identify what they have done well and what can be improved.
121. By the end of Year 6 pupils gain a deeper knowledge and understanding of the properties of the materials they work with. Their accuracy in making is improved and they are working with a suitable range and variety of tools and equipment. They are producing labelled drawings that communicate their design intentions. They use prototypes to test their designs and templates to ensure accuracy in construction. Examples of past work on display, such as models of stone walls, show that teachers creatively use topics that will interest pupils and promote good learning. Pupils closely observe the techniques used to build the walls and apply the same methods in making their models. They learn about industrial practice when they produce their own repeated patterns using a variety of printing techniques such as block printing and using paint applied to leaves which are then pressed on paper. The school has maintained the average standards identified in the previous inspection, but good use is made of information and communication technology to support this subject.

GEOGRAPHY

122. Standards by the end of Year 2 and Year 6 are in line with national expectations and pupils' achievements are good. By the end of Year 2 pupils have made studies of the local environment and have gained a sound knowledge of relevant aspects of the demography of the area. They can point out relevant features of the local area and can describe some of the effects humans have had on it. They are starting to use appropriate geographical terminology to talk about what they see. In an innovative and exciting topic they respond well to the threats facing an imaginary valley by a range of characters. These include a vandal and a developer. The teacher plays the parts and handles the dialogue between her characters and the class very well. This is a good example of the use of role-play to bring a topic alive and promotes good learning by engaging pupils directly in the sort of discourse that might take place in real life between the interested parties.
123. By the end of Year 6 pupils are studying the local area in more depth. They know about local features such as dry stone walls and understand what they exist for, why stone is used as a material in their construction and how they are constructed. They recognise the main human and physical processes that have shaped and which continue to shape the valley in which the school is situated. They consider ways in which they can alter the environment to create, for example, an environment trail that features a range of native flora and fauna. They learn at first hand some of the effects of the tourist industry on Haworth. They demonstrate suitable map skills and have acquired a sound knowledge and understanding of a range of features found in mountain environments.

HISTORY

124. Standards by the end of Year 2 and Year 6 are broadly in line with national expectations and pupils' achievements are good in relation to their prior attainment. By the end of Year 2 pupils

have sound chronology skills, they know how transport and fashion has changed over the years and that being in school is nicer now than it was in Victorian times. They have good knowledge of the local history and can identify prominent features of buildings and how they have changed over the years. They can describe changes over a period of time and all agreed that it was better being rich than poor during Victorian times.

125. By the end of Year 6, pupils have good knowledge of the Aztecs, Greeks, Egyptians and Victorians. They are fascinated by the opulence of the Aztec gods by Greek myths and legends. They know the names of various Egyptian gods and their burial rites. Pupils in both key stages are adequately developing their research skills using CD ROMs. They present their findings in a variety of ways and show a developing understanding of the impact of historical episodes on life today. They systematically develop their enquiry skills as they use the Internet to search for information and use a range of historical sources to find out about the past. Several examples of detailed research were seen where pupils in Year 6 clearly showed that they could scan texts to produce a detailed account of historical events such as schooling recreation and leisure in ancient Greece. Nevertheless, there is a lack of opportunity for pupils to write in a range of styles and forms. Pupils' verbal response is better than their written response.

INFORMATION AND COMMUNICATION TECHNOLOGY

126. During the inspection it was not possible to observe more than a few instances of the use of information and communication technology. From discussion with teachers and pupils, the analysis of work samples and from planning it is clear that standards in information and communication technology are in line with national expectations at the end of both key stages. Pupils make good progress in relation to their capabilities and cover the National Curriculum Programmes of Study in information and communication technology. Teacher's short-term planning does identify where information and communication technology is to be used to support learning and there is no whole-school overview to identifying how information and communication technology can be incorporated into all subjects. Teachers recognise the need to develop the use of databases with older pupils and the use of data logging with all pupils.
127. By the end of Year 2 pupils communicate information successfully when they combine text with graphics in a variety of forms. They model information when they dress a teddy on the screen or explore weather patterns on an on-screen map of the British Isles. They model the style of artists, using a graphics pad that simulates the action of brush strokes. They learn about the different parts in an orchestra using a program that simulates the sounds of the individual instruments. They gain a satisfactory knowledge of databases when, with the help of their teacher, they construct a database of their pets. In an exercise that helps develop awareness of angles and thus makes a good contribution to numeracy, pupils programme the movements of a robotic vehicle around a course.
128. By the end of Year 6 pupils are developing their use of databases for research, for example when they search for information on Mexico in a geography topic. They continue to make progress in communicating information, achieved when they assemble reports using images obtained from the school digital camera that they insert into documents. Using digital images they create 'Wanted' posters that model the style of wild west posters. They also use the computer to help develop literacy skills in an exercise where they draft and redraft their poetry. Pupils are successfully exploring the use of spreadsheets when they create graphs and charts or when in a topic about Mexico, they model the taxes Montezuma might have imposed on his citizens. Modelling is a strength of information and communication technology in the school. Pupils model sound using a music compositional software package. They model the development of a city, using simulation software, or the brush strokes of Seurat using a graphics program. This gives them a good awareness of the power of information and communication technology to allow them to participate in and learn from the world of art, city politics or the court of Montezuma without leaving the classroom. By the end of this term pupils will have learnt to use a programming language to control the movement of a cursor around the computer screen. Higher attainers will be able to create geometrical shapes on screen. Pupils will also communicate with peers in Japan using email.

129. The quality of teaching is good. Teachers have secure subject knowledge and have all completed a national training programme, though they recognise that there is a need for continuing professional development. The school is part of a group of local schools that has as one of its aims the development of teaching using information and communication technology. Learning resources for information and communication technology are good. From one of the instances of direct teaching observed it is clear that good use is made of the information and communication technology room. Teachers teach information and communication technology skills to whole groups at the same time and then intervene appropriately in pupils' learning, giving them the quality individual support and guidance that promotes good individual learning. Teachers effectively promote information and communication technology as a tool for learning that supports study across the curriculum. Pupils in an art lesson visited a virtual art gallery to download a picture to be used in a lesson that taught them about the individual styles of artists. Pupils successfully acquired an image that they then closely studied. They were then able to produce quality modelled images of their own. Standards have been maintained since the previous inspection, but pupils are now using a greater variety of software such as musical compositions, spread sheets and databases. However, further opportunities for pupils to develop their information and communication technology skills across the curriculum are needed so that pupils can both consolidate and extend their learning of skills acquired in the computer suite.

MUSIC

130. Standards in music are above expectations at the end of Year 2 and Year 6 and all groups of pupils achieve very well in relation to their prior attainment. This is because they are taught by a specialist teacher and very good emphasis is placed upon the teaching of subject specific skills. By the end of both key stages instrumentalists (guitar, violin) make very good gains in reading music. Pupils sing in tune and with confidence. They can keep a tune even if they are unaccompanied by instruments. Older pupils use information and communication technology well to support their learning especially when composing their own tunes well. Younger pupils enjoy using percussion instruments, they can identify beats in a bar and pupils in both key stages have good skills of appraisal. This is an improvement on previous inspection findings. They readily identify harmony in opera, North's rendering of 'Iona'. At all levels pupils control their voices well and vary the pitch and dynamics. Boys are enthusiastic participants in all aspects of performance. Pupils in Key Stage 2 have good knowledge of pentatonic scales and pupils in both key stages are fascinated by a South American instrument made of goats' hooves!
131. Very good links are made with literacy, with pupils reading 'Busy Town' and discussing the appropriate use of instruments to accompany contrasting verses. All pupils know the meaning of musical terms such as ostinato, dynamics, pitch, timbre, piano and forte. They take part in end of term productions and entertain the community by singing at Christmas.

PHYSICAL EDUCATION

132. It was not possible to observe any physical education during the inspection. From analysis of planning, from discussion with staff and pupils and from teachers' records it is clear that standards are in line with national expectations at the end of both key stages. All pupils aged 11 attain national expectations in swimming and most exceed them, due to the regular opportunities pupils have to visit the swimming pool and to be coached by experts. Pupils are introduced to a sound range of aspects of National Curriculum physical education, including dance. In the latter they compose and perform sequences that express and communicate ideas, moods and feelings. Teachers' planning shows that pupils are taught to warm up muscles before moving on to more strenuous exercises. They are expected to form opinions and to comment on their performance so that they can become more aware of their progress. They are taught to improvise and explore movement and to reach a better understanding of how their bodies feel so that they can gain greater control over them. They are also taught the importance of warming down after activity to help prevent muscle strain.

133. Teachers recognise that there are some aspects of physical education that are weaker than others, due to the limitations imposed by a small school with limited facilities. To redress shortcomings the school has created very good links with a local sports college to ensure that pupils can receive a very good range of training sessions that include cricket, gymnastics, basketball, tennis, football and athletics. Extra-curricular activities are good. Teachers arrange a series of football, table tennis, swimming and cross country fixtures with local schools that make a good contribution to the development of physical as well as social skills. The co-ordination of the subject is very good. The co-ordinator has very good subject knowledge and has worked very hard to develop the subject successfully. Since the previous inspection, standards have risen and are in line with national averages.

RELIGIOUS EDUCATION

134. Standards in religious education are in line with the standards laid down in the locally agreed syllabus at the end of both key stages.
135. By the end of Year 2 pupils know about a range of religions. They know for example that the Jewish holy book is called the Torah and that the place of worship used by Jews is a synagogue. They know that many of the stories in the Jewish faith are shared with the Christian faith. They can retell their favourite Bible stories, such as Joseph and his multi-coloured coat and Noah's Ark, though pupils have few opportunities to record their thoughts about the things they learn about using extended writing. This is so throughout the school. Pupils learn that the artefacts and places held dear by religions other than their own are to be respected. There is a three year rolling programme of study in religious education and during this time pupils also learn about Sikhism and Islam.
136. By the end of Year 6 pupils have made sound progress in developing their knowledge and understanding of the major faiths represented in this country. They learn how faith helped people get through difficult times. Pupils have studied the lives of people such as Gandhi, Martin Luther King and Mother Theresa and about the inspiration they give to many. The regular acts of collective worship add to pupils' religious education by dealing with the main religious festivals and holy days celebrated in this country. Thus they learn more about Diwali, Harvest Time and the Nativity amongst others. They are led through the rites of birth and learn about baptism and what it means to parents and to the children themselves. Acts of collective worship are often led by visiting ministers and this broadens pupils' religious education by offering a range of insights into belief and into perceptions of spirituality.
137. Although no teaching was observed during the week of inspection due to timetable arrangements it is evident that the full programmes of study of the locally agreed syllabus are covered and pupils are receiving a broad and balanced curriculum. However, in an attempt to further raise standards in writing, further work needs to be done in identifying opportunities for developing pupils' writing skills in religious education.