

INSPECTION REPORT

OLD TOWN PRIMARY SCHOOL

Wadsworth, Hebden Bridge

LEA area: Calderdale

Unique reference number: 107524

Headteacher: Mrs S Riches

Reporting inspector: Mr A. H. Markham
1390

Dates of inspection: 24th-26th March 2003

Inspection number: 246681

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: Billy Lane
Wadsworth
Hebden Bridge
West Yorkshire

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Appropriate authority: Governing Body

Name of chair of governors: Mr A Fowler

Date of previous inspection: 2-4 March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1390	Mr A. H. Markham	Registered inspector	Mathematics Information and communication technology Art and design Physical education Educational inclusion	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How good are the curricular opportunities offered to pupils? What should the school do to improve further?
13459	Mrs E. Mills	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with its parents?
27591	Ms M. Campbell	Team inspector	Areas of learning in the Foundation Stage Science Design and technology Music Religious education	
25384	Mr R B Bonner	Team inspector	English Geography History Special educational needs	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Old Town Primary School is a smaller than average sized school with 93 pupils on roll aged four to eleven. The school is situated in the village of Old Town, close to Hebden Bridge in the Calder Valley. There are four classes in the school and the average class size is 23. Three of the classes have mixed ages. The percentage of pupils eligible for free school meals (8.6 per cent) is below the national average. There are nine pupils with special educational needs (9.6 per cent), which is below average. Their main difficulties are moderate learning, emotional and behavioural problems and hearing impairment. One pupil has a statement of special educational need. Children's attainment on entry to the Reception class is average. There are no pupils from minority ethnic groups with English as an additional language. The number of pupils has increased slightly since the last inspection, but there are only five pupils in the present Year 2.

HOW GOOD THE SCHOOL IS

This is a good school. The quality of teaching is good and this helps pupils to make good progress. The standards at the end of Year 6 have been rising in recent years and are well above average. The headteacher and senior staff provide good leadership. Relationships in the school are very good and teachers successfully develop very positive attitudes and behaviour in pupils who, as a result, are enthusiastic and enjoy coming to school. The school provides a good level of care for its pupils. The very effective support provided for pupils with special educational needs helps them to have full access to all aspects of school life and to make good progress. The headteacher, governors and staff work well together with a shared commitment to raising standards and improving the quality of education. The school provides good value for money.

What the school does well

- Pupils achieve high standards in English, mathematics and science.
- The quality of teaching is good throughout the school.
- The headteacher and senior staff provide good leadership.
- Pupils with special educational needs are provided with very good support and make good progress.
- The provision for pupils' personal development is very good, relationships are very good and, as a result, pupils have very positive attitudes and their behaviour is very good.

What could be improved

- Standards in information and communication technology by the end of Year 6.
- Pupils' ability to plan and carry out scientific experiments and investigations.
- The role of the subject leader in checking and evaluating performance in subjects in order to inform school 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 was last inspected in March 1998. It was found to be a successful school with many strengths. Since then it has continued to improve in many areas. Standards of attainment in English, mathematics and science have improved. The key issues from the previous inspection have been addressed although more remains to be done to develop the role of subject leaders. The National Numeracy and Literacy Strategies have been implemented effectively and national guidance used to improve teachers' planning in other subjects. Provision for information and communication technology has improved, but the limited range of software at present available is impeding the use of information and communication technology by older pupils and limiting their attainment. Standards in design and technology have improved and cultural provision is now very good. A new classroom has been provided for the Reception class, although the position of the room limits outdoor play. Overall improvement has been good.

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
	2000	2001	2002	2002
English	C	C	A	A
mathematics	B	B	A*	A*
science	B	A	A	A

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

Standards in the school are well above the national average. There has been good improvement in the standards attained by Year 6 pupils in national tests in the last four years. In the 2002 National Curriculum tests, Year 6 pupils' performance was well above the national average in English and science and very high in mathematics, being in the top five per cent of schools. Compared with performance in similar schools, standards were well above average in English and science and very high in mathematics. Results vary year-on-year as a consequence of the small sized year groups and differences in the proportion of pupils having special educational needs. On the evidence of the inspection, by the end of Year 6, attainment in English and mathematics is well above the national average and in science it is close to average.

Results in the 2002 national tests taken at the end of Year 2 were above average in writing and mathematics and in line with the average in reading. Teacher assessments showed that standards in science were well above the national average. Inspection evidence shows that the present Year 2 pupils are performing at lower levels. Standards in mathematics are above average but in reading, writing and science they are average.

Pupils make good progress in the Reception class and the majority achieve the early learning goals established for the age group¹. Many move beyond this to the National Curriculum programmes of study. In Years 1 and 2 the majority of pupils make good progress and attain standards that are average in most subjects and good in music. They make good progress in Years 3 to 6 and standards in religious education, design and technology, music and physical education are above average and in art and design, geography and history they are average. However, insufficient attention is given to aspects of information and communication technology and as a result standards are below those expected.

Pupils of all abilities, including those with special educational needs, achieve very well. Realistic but challenging targets are set for the National Curriculum tests in Year 6. The results in 2001 exceeded the targets set for English and mathematics.

¹ Early Learning Goals – these are goals for learning for children by the end of the Foundation Stage (nursery and reception classes.) They refer to personal, social and emotional development, communication, language and literacy skills, mathematical development, knowledge and understanding of the world and physical and creative development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are very good. They are enthusiastic, enjoy coming to school and keen to do well.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is very good.
Personal development and relationships	Very good. Relationships within the school are very good. Pupils co-operate well with each other and their teachers. They are provided with opportunities to exercise responsibility and they respond well.
Attendance	Attendance is close to the national average. Unexplained absence is rare and pupils are punctual.

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.

The quality of teaching is good overall and has improved since the last inspection. There is no unsatisfactory teaching and nearly half is very good. Teachers have very good class management skills and make very effective use of support staff to ensure that all pupils make good progress and achieve well. Those pupils with special educational needs are very well supported and make good progress. Teachers have high expectations and very good relationships with pupils. They take great trouble to present learning in ways that challenge and motivate pupils. They make clear the aims of the lesson at the start of lessons and, in the best lessons, refer to them in the final part of the session to check on what has been learned. Teaching is brisk and lively, generating a good pace to the pupils' learning. Teachers have good subject knowledge and explain new learning clearly, as a result pupils have very good attitudes and are keen to learn.

The teaching of English and mathematics is good and often very good. The national literacy strategy and numeracy strategy have been implemented effectively and the skills of literacy and numeracy are taught very well. Pupils respond enthusiastically and learning is good overall. They show very good levels of interest and concentration and work hard.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The curriculum is enhanced by visits and visitors and a very good range of extra-curricular activities. However, insufficient attention is given to control technology and the handling of data in information and communication technology and, in science not enough attention is given to experimentation and investigation.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. They are well supported, have full access to all aspects of school life and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for spiritual development is good. Provision for social, moral and cultural development is very good. Pupils reflect on their own and others faiths and know right from wrong. They take responsibility and work together and respect similarities and differences in home life and cultures.
How well the school cares for its pupils	The school provides a good level of care and support. Staff know their pupils well as individuals and create a supportive environment in which pupils can develop.

Partnership with parents is good. The majority of parents are positive about the school and its headteacher. Good provision is made for pupils' personal, social and health education. Links with the community are used effectively to enrich the curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher gives a clear sense of direction to the school. She is well supported by the assistant headteacher and other staff. The school's work strongly reflects its aims of equality and value for the individual.
How well the governors fulfil their responsibilities	Good. Governors are very supportive, well informed of the strengths and weaknesses of the school and contribute effectively to its success.
The school's evaluation of its performance	Satisfactory overall. Some monitoring of teaching takes place but there is not yet a consistent approach across all subjects.
The strategic use of resources	Good. Effective use is made of the school budget and additional grants for the benefit of pupils' learning. Financial planning is very good and resources are used well to support the school's priorities.

Good leadership has successfully developed a team approach amongst the staff with a high commitment to raising standards. Careful consideration is given to all spending decisions to ensure that the best value is obtained. Staffing is good and well deployed. There are a number of deficiencies in the accommodation. There is no outdoor activity area for Reception children. The school hall is small and there is no field, this creates difficulties for staff in providing physical education activities. There is insufficient space within the building to create a designated computer suite. However, staff work hard and successfully overcome these difficulties. The building is well maintained with high quality displays creating an attractive and stimulating learning environment.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like coming to school.• Their children make good progress.• Standards of behaviour are good.• The quality of teaching is good and all teachers, including the headteacher, are very approachable.• The school expects children to work hard.• The good quality leadership of the school.• The way the school helps children to mature and take responsibility.	<ul style="list-style-type: none">• The amount of homework.• The way the school works closely with parents.

Parents are justified in having the confidence they do in the school. The inspection team agrees with their positive views. However, the inspection team also agree that the work that pupils are expected to do at home is inconsistent and the policy for homework is unclear. Also, whilst the way that the school involves and works with parents is generally good, it does not provide home-school reading or homework books and this limits communication for those parents who are unable to deliver or collect their children.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils enter the school with attainment around average for their age group although this fluctuates from year to year. The Reception children make good progress and by the time they start in Year 1 the great majority achieve the nationally expected early learning goals established for the age group and many move beyond this to the National Curriculum programmes of study. Children are currently achieving well overall in the Reception year.
2. Pupils' performance in the 2002 Year 2 National Curriculum assessments was above the national average in writing and mathematics and close to the national average in reading. Teachers' assessments of their attainment in science were well above the national average. In the 2002 National Curriculum tests for Year 6, pupils' performance was well above the national average in English and science and very high in mathematics, being in the top five per cent of schools. The proportion of pupils achieving higher than expected levels was above average in science, well above average in English and very high in mathematics. Compared with performance in similar schools these results are well above average overall. When results from the 2002 tests are compared with the same group's performance in the 1998 Year 2 tests, pupils made very good progress overall. The school performance in these tests varies from year to year because of the differing numbers of pupils with special educational needs in the year group. The presence of pupils with learning difficulties can make a significant difference to the overall results, especially as the total number of pupils in the year group is relatively small. However, whilst results vary from year to year, overall they have improved steadily at a rate broadly in line with the national trend. Pupils have been prepared well to take the tests and the effective use of sessions aimed at boosting the performance of groups of lower attaining pupils has helped to increase the numbers getting national levels. Realistic but challenging targets are set for the National Curriculum tests in Year 6. The results in 2002 exceeded the targets set in both English and mathematics.
3. On the evidence of the inspection, attainment by the end of Year 2 is close to the national average in reading and writing and above average in mathematics. Attainment in science is in line with the national average. The present group of pupils is very small and their attainment on entry to the school was lower than usual, but they are making good progress. By the end of Year 2, most pupils have good skills of speaking and listening, are competent in the early skills of reading and are developing a range of strategies for attempting unknown words. Many pupils read a range of texts with fluency and writing shows the use of an increasing vocabulary, with simple punctuation being used accurately. They use capital letters and full stops appropriately and spell simple words correctly. The majority of pupils develop their ideas logically in a sequence of sentences. Most pupils have a secure understanding of the number system, are able to carry out written calculations accurately and have a good knowledge and understanding of shape, measure and mathematical vocabulary. Pupils possess a sound scientific vocabulary and knowledge, but their ability to observe changes, make sensible predictions and record their observations appropriately in notes and drawings is less well developed.
4. By the end of Year 6, standards of literacy are well above average. Pupils listen carefully to one another and their teachers. They give articulate, complete answers to

questions, demonstrating very good speaking skills. The majority of pupils are confident when asked to address the rest of the class and speak clearly to the best of their ability. Most pupils are very good readers. They read aloud clearly with understanding and discuss the characters and plot of stories confidently. Pupils' writing is generally very well organised, grammatically correct and neatly presented, with good use of punctuation.

5. In mathematics, pupils are currently attaining at well above average levels and are making very good progress in lessons. By the end of Year 6, pupils of all abilities have a good knowledge of the number system and can use the four basic operations competently. Pupils have a sound knowledge of shapes and their properties and different measures. They make good progress in developing their mental strategies and are able to use their mathematical knowledge to solve problems and to support their work in other subjects such as science and design and technology.
6. In science, pupils have a good grasp of the factual knowledge required by the National Curriculum and are able to find answers to scientific questions by systematic investigation. Their ability to carry out experiments, making informed predictions about what might happen and explaining their findings in terms of what they originally thought, is not as well developed.
7. The school has improved the good levels of attainment in English and mathematics described at the time of the previous inspection and maintained standards in science. This improvement has been brought about through good teaching and the implementation of the national strategies for numeracy and literacy, which have provided a framework for planning and led to a clear focus in lessons.
8. Standards in information and communication technology are average by the end of Year 2 but below average by the end of Year 6. This maintains the position at the last inspection in Year 1 and 2 but not in Years 3 to 6. The school has not kept up with the increased expectations of pupils in information and communication technology in these years. By the end of Year 2, most pupils have satisfactory keyboard skills and control the mouse well. They successfully move a floor robot by giving a program of instructions and use the computer to write their poems and stories. By the end of Year 6, pupils' skills in word processing are satisfactory but they are less well developed in other aspects of the subject. Pupils use the appropriate 'tools' for checking their spelling, reorganising text and expressing ideas in a variety of formats. They create interesting posters using the Internet or a special program to input pictures and use the computer to support their work in mathematics. However, pupils have not had enough opportunities to develop their skills in the use of databases, spreadsheets and control technology because of a lack of software. This has limited the progress they make.
9. Teachers have high expectations and pupils achieve well because of lively, enthusiastic teaching that motivates them to succeed. In religious education, design and technology and physical education pupils' attainment by the end of Year 6 is above average. Attainment in art, geography and history is average compared with that expected nationally. Pupils with special educational needs are very well supported in their learning and make good progress in their learning.
10. Test results over the past few years show variations in the relative performance of boys and girls, but overall that boys are performing a little better than girls by the end of Year 6. However, in the inspection, no significant variations in performance were noted in lessons or in the work seen for different subjects.

Pupils' attitudes, values and personal development

11. The school has maintained the positive attitudes, behaviour and relationships identified at the time of the last inspection. These are a strength of the school and have a significant impact on pupils' learning. Children enjoy coming to school and behave well. There is a strong ethos of care and concern within the school and this successfully supports pupils' spiritual, moral, social and cultural development. The community spirit, reinforced by the school, enables pupils to flourish both academically and socially.
12. Pupils are very interested in their lessons, well motivated and want to learn. They settle well, listen carefully to instructions and are enthusiastic and sensible. Pupils are very confident when talking about their work and are very keen to contribute to class discussions. They volunteer information and ideas and the very good relationships in the school, not only between staff and pupils, but amongst the pupils themselves, create an atmosphere in which pupils are not afraid to voice their opinions and respond to teachers' questioning. Pupils co-operate well with each other when working in pairs or groups and socialise together happily, demonstrating a mature attitude to each others' views. For example, in a physical education lesson, when pupils were asked to watch and evaluate the movement of one of their peers, they broke into spontaneous applause and shared in the celebration of the pupils' success. Even the youngest children in the Reception class know school routines well, listen carefully to their teacher and display confidence when carrying out their tasks.
13. Pupils with special educational needs are positive in their response to class work and are keen to share and talk about their work. For example, a pupil in Year 2 contributed enthusiastically to a discussion about how to program a floor robot. Pupils often concentrate well and work very hard with the encouraging and sensitive support of teaching assistants. For example, pupils in the Year 5/6 class displayed significant levels of perseverance as they tackled a challenging piece of comprehension work in a literacy lesson.
14. Behaviour in lessons and around the school is very good. In lessons, pupils respond well to the high expectations staff have of their behaviour. Pupils of all ages are polite and courteous, holding open doors for each other and for adults. At playtimes and lunchtimes behaviour is very good. Instances of misbehaviour are very rare and are dealt with appropriately when they do occur. Parents and pupils comment that there are very few instances of bullying or aggressive behaviour. Although in the playground behaviour sometimes appears to be boisterous and there is a shortage of play space, pupils know in which area ball games can be played and adhere to the rule that allows younger pupils to have access to a quieter area. Older pupils look after younger children and pupils of all ages display a high degree of thoughtfulness for others.
15. There are very good opportunities for pupils to take responsibility and pupils respond well. Older pupils act as team captains and librarians. All pupils are active in helping around school and pupils act sensibly even when not directly supervised by staff. Year 6 pupils have recently shown initiative in suggesting a 'Swap' day where pupils and staff exchanged roles and suggestions from pupils regarding lunchtime arrangements have been heeded.

16. Attendance rates at the school are around those achieved nationally. Unexplained absence is very rare and pupils are prompt in coming to school. There have been no exclusions in the past year.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. Teaching is good throughout the school and a high proportion is very good. Twenty of the twenty-one lessons observed were good or better with nine lessons judged to be very good. No unsatisfactory teaching was observed. This is an improvement since the last inspection when teaching quality was variable and some was judged unsatisfactory. Changes to the teaching staff have eliminated the unsatisfactory teaching observed at the last inspection. Very good teaching was observed throughout the school and was marked by teachers' lively instruction based on good subject knowledge, high expectations and challenging tasks with lessons progressing at a very lively pace.
18. Throughout the school, teachers plan their lessons well, preparing activities that are interesting and motivate the pupils. Although there is no common planning format to support teachers new to the school, all teachers take care to plan their lessons effectively to meet the needs of the pupils. Teachers make clear the aims of the lesson at the beginning and, in the most effective lessons, check at the end whether they have been achieved. Teachers manage their classes very well, have very good relationships with pupils and, as a result, pupils' behaviour is very good. Teachers have high expectations of pupils' work and behaviour and pupils rise to the challenge. Work is well matched to the differing prior attainment of pupils who consequently maintain attention and stay focused with the result that their rate of learning is good and often very good. This is made possible by the good support and understanding they receive from dedicated support assistants as well as their teachers.
19. Teachers assess pupils' progress in lessons well and mark their work regularly, but marking does not consistently point out to pupils ways that they can improve. Lessons are evaluated and outcomes are used to plan subsequent lessons. A particularly good feature is when lessons include pupils assessing their own performance. This they do well. For example, in a Year 3/4 numeracy lesson when the teacher asked, 'What have we learned about fractions?', pupils sensibly discussed their understanding of equivalent fractions and how well they understood the concept. Teachers have a good understanding of the subjects they teach and they teach the basic skills well. Their clear explanations and effective use of questions develops pupils' understanding well. Opportunities are provided for homework, much of which links to literacy and numeracy and is used to support learning in class. However, there is some inconsistency in its use.
20. Overall teaching in the Reception class is good and a wide range of learning opportunities is presented, although outdoor activities are not well provided for because of the restrictions of the accommodation. Activities are linked to the nationally recommended areas of learning and the early learning goals for children in this stage of education. From the time they enter the school, children are effectively encouraged to work together and, where appropriate, to work independently. There is due emphasis on the development of literacy and numeracy skills.
21. The teaching of English is good overall and in Years 5 and 6 it is very good. Teachers have a good knowledge and understanding of the National Literacy Strategy and very good lessons are marked by the teacher's secure subject knowledge, careful choice of texts and preparation of activities, which challenge the pupils. For example, in a

lesson with Years 5 and 6, the teacher very effectively developed pupils' understanding of a piece of text and the author's use of punctuation by her challenging questions. Pupils responded eagerly and were keen to explain in their own words what they thought the author meant. However, literacy skills are less well promoted in other subjects. Limited opportunities are presented outside the literacy hour to extend pupils' writing skills, for example. Not enough opportunities are provided in subjects such as history and geography.

22. Mathematics is taught very well. Oral sessions are lively and support the development of improved mental skills and agility. This helps the pupils to gain skills, knowledge and understanding effectively when working with numbers. As a result, their numeracy skills are very good. Appropriate work is set for different groups, and pupils are clear about what is expected of them. Some use of charts, tables and graphs is made in other subjects, such as science and design and technology, but in general this is an area requiring further development.
23. The teaching of science is good overall. However, whilst the scrutiny of pupils' work indicates that teachers give very good attention to developing pupils' scientific knowledge, not enough attention is given to developing their ability to organise and carry out their own experiments.
24. The teaching of information and communication technology is generally good. Most teachers have a good understanding of the subject and in their direct teaching of information and communication technology give appropriate attention to the development of basic skills. Teachers are generally confident and show developing skills in using the new interactive whiteboard to demonstrate techniques to pupils. Teaching in Years 3 to 6 has given emphasis to the development of word processing skills, but other aspects have been limited by a lack of appropriate software, although there are plans to remedy this in the future.
25. Teaching in art and design and physical education is good across the school. Teachers have good subject knowledge and use this to make lively and stimulating explanations, which develop pupils' learning well. Insufficient teaching was observed in religious education, design and technology, geography, history and music to make a judgement on teaching.
26. The teaching of pupils with special educational needs is good. Class teachers know their pupils and their difficulties well and are very patient and caring. They generally plan work according to the prior attainment of their pupils and effectively address aspects identified in their individual education plans. Sometimes the work provided for these pupils is a little too challenging and is not sufficiently tailored to meet their needs. On these occasions, they require too much support to achieve the tasks they are given and this limits the progress they make. Teachers and support assistants are careful to ensure pupils with special educational needs are fully involved in class activities, actively promoting and planning for this if necessary. For example, a teacher in the Year 1/2 class ensured that the equipment used by a pupil with hearing impairment was working effectively and during the lesson involved her by asking a range of questions. Teachers are sensitive to the different ways pupils with special educational needs learn and are quick to respond when pupils tire or their concentration flags, adapting class activities well. Pupils respond enthusiastically and are keen to show and talk about their work.

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

27. The school provides a good range of curriculum opportunities for its pupils and is meeting the requirements of the National Curriculum. Provision for religious education meets the requirements of the locally agreed syllabus. The curriculum for children in the Reception year covers all the expected areas of learning well apart from outdoor provision. This is limited as a result of the classroom being sited on the first floor and there is no specific outdoor area. Appropriate elements of the National Literacy Numeracy Strategies are incorporated into lessons in the Reception class.
28. Throughout the school pupils have good access to all aspects of the curriculum. Good use is made of national guidance and this is having a positive effect on planning in most subjects. In particular, the school has responded well to the national strategies for improving literacy and numeracy and this has improved learning and achievements not only in English and mathematics, but is having a positive effect in many other subjects. There remain areas for development in science and information and communication technology. In science, not enough opportunities are given to pupils to design their own investigations and carry out experiments. In information and communication technology, insufficient attention is given to particular aspects of the subject, notably control, handling data and making multi-media presentations.
29. Provision for those pupils with special educational needs is very good. Individual education plans contain targets that are generally specific to individual pupils and clearly show the small steps needed for them to make progress. Teachers and learning support assistants address well the elements detailed in the plans and class work is generally tailored to meet the pupils learning needs.
30. The community makes a positive contribution to pupils' learning. These are beneficial particularly in religious education, personal, social and health education geography and sport. For example, pupils visit local churches and are visited by representatives of different faiths as part of their studies in religious education. Members of the local police authority visit to talk to pupils on a range of topics and pupils benefit from links with the local cricket club. There is strong liaison with the local secondary school, students from the school coaching pupils in a range of games skills. Theatre workshops enrich the curriculum. Visits are arranged to different museums, places of historical interest and the local environment. Parents and other members of the local community give good support to school functions. The school has close links with its neighbouring secondary school. Purposeful induction visits and arrangements are made so that staff, pupils and parents are all closely involved in the secondary transfer process.
31. There is a very good range of extra-curricular activities, which enhances the curriculum and makes a significant contribution to the development of pupils' physical, social and mental skills. Pupils are given opportunities to participate in a range of sports, learn to play musical instruments, develop their skills in the art club and cookery club and enjoy drama activities. A very positive approach to equality of opportunity means that every pupil has the chance to participate. A good range of visits and visitors to the school further enhances the curriculum. Pupils in Years 3 and 4 and Years 5 and 6 are taken on a residential visit every two years. This supports work in various subjects, particularly physical education, and also enhances personal development.

32. Provision for pupils' personal social and health education is good. It is often developed through group activities and 'circle time' (a time when pupils sit together and discuss issues of interest and concern). Pupils effectively learn how to live together in a community showing consideration towards each other. They learn about themselves, how they change over time, how to look after their bodies and how to avoid abusing them. Sex education and making pupils aware of the dangers of harmful substances is effectively allied to work in science, with visiting specialists such as the school nurse and the local community police officer, making good contributions. There are opportunities within the curriculum for pupils to stop and reflect on their feelings and to talk through issues, for example, in religious education and in some personal social and health education lessons. There is a strong emphasis in the curriculum on heightening pupils' awareness of their environment and healthy lifestyles.
33. The school promotes the personal development and growth of its pupils very well. Spiritual development is good. Pupils study a range of different faiths and are developing a set of values that inform their understanding of themselves and their outlook on life. During assemblies, they are given opportunities for quiet reflection and to engage in prayer. Teachers and adults show real care for their pupils as individuals. An emphasis on personal worth and self-esteem is reinforced in lessons and in assemblies. Pupils' good work is celebrated and they share the joy of things that are done well.
34. Provision for moral development is very good. Pupils are given many opportunities to consider what is right and what is wrong. The school's code of conduct is reflected in class codes of behaviour and these are reinforced consistently and regularly by rewards and, when necessary, sanctions. All adults give a good example of how to behave and encourage and expect very good behaviour. Pupils are taught the importance of caring for others and, through their efforts in collecting for charities and good causes, become aware of some important moral dilemmas in the world. In geography, they learn about the environment and often discuss moral issues that impact on this and on humanity. Pupils are encouraged to explore moral values in religious education when they study codes of conduct associated with several faiths. These underline the importance of developing a personal set of values to inform how decisions are made.
35. The school promotes pupils' social development very well. Pupils are provided with a range of opportunities to work together in pairs or groups. For example, when working on computers they co-operate well together and help each other to achieve the tasks set. Very good opportunities are given for pupils to develop understanding of their own roles as part of the school community. For instance, they take on a range of responsibilities in class and around the school, such as acting as 'buddies', where older pupils learn to care for their younger peers. They are encouraged to take on responsibilities in the classroom, as team captains, helping in the dining hall and the school library. Care within the community and for the environment features very highly in the school's provision. Older pupils meet pupils from other schools in friendly and competitive team game fixtures.
36. Provision for pupils' cultural development is very good. This is an improvement since the last inspection. The school values all cultures and pupils are introduced to these, especially through religious education music and art. They develop an awareness of Christianity through assemblies, religious education and the celebration of the major festivals. They learn about a number of other faiths including Islam, Hinduism and Judaism and of their related festivals. They are introduced to the works of prominent

artists and are given opportunities to listen to the works of a range of composers. Visitors to school enhance the cultural lives of the pupils, for example, visiting poets, authors and artists work alongside pupils and pupils are taken on visits to experience live theatre. Visits to art galleries and museums enrich the curriculum and are enjoyed by pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school provides effective personal support for pupils and creates an environment in which pupils are valued as individuals and their personal needs are met. The small number of pupils and staff and the good relationships in school help to ensure that all teachers have a good knowledge of pupils' circumstances and genuinely care about their well-being. Pupils with particular medical conditions are well cared for and staff are fully briefed on their needs. Parents feel that staff are caring and supportive and those with children new to the school are appreciative of the way in which staff have ensured that their children have settled well and adapted quickly. Staff deal sensitively with pupils who are unwell and reassure parents when necessary. Older pupils agree that staff are supportive and help them to do well.
38. The school has adequate measures in place to ensure the health and safety of pupils and is currently working to update risk assessments. Safe practices are promoted in lessons and regular checks of the premises are carried out. There is a clear policy outlining procedures to protect pupils when using the Internet. Supervision in the playground is good during breaks and lunchtimes but some pupils, when unsupervised prior to school, play on the heavy gates, which are not adequately fastened and pose a potential hazard. Procedures for dealing with accidents are in place and effective and the school follows local guidelines when dealing with child protection issues.
39. Teachers and support staff effectively encourage, praise and reward good behaviour. They have high expectations of pupils' conduct and instances of poor behaviour, which are rare, are noted, support given and parents involved if necessary. Parents and pupils confirm that staff effectively promote harmonious relationships within school and bullying and being unkind to others are not tolerated. This is reinforced in lessons where pupils get on well with each other and with their teachers and are treated with respect. Good attendance is encouraged. The school ensures that any absence is explained and keeps careful records of pupils' attendance.
40. Procedures for assessing pupils' attainment and progress and for using assessment information to influence school improvement planning and lesson planning are satisfactory, overall. The school has taken steps to address the key issue in the last report regarding the setting of targets and the assessment of pupils' attainment, although there remains no whole-school approach. Analysis of performance in national tests in English and mathematics at the end of Years 2 and 6 is used to inform curriculum planning. Tests are carried out in English and mathematics in Years 3 to 5 to determine pupils' progress, but specific targets for end-of-year attainment are not set. The consistency with which assessment is carried out varies from teacher to teacher and, while subject leaders analyse information in English and mathematics to clarify pupils' strengths and weaknesses, this is less well developed in other subjects. Assessment of progress in subjects other than English mathematics and science varies between classes. Whilst staff know pupils well and check their progress informally, there is no system, common to all classes, for recording progress in all subjects as pupils move through the school. Pupils' work is marked regularly and supportive comments are often included to bolster pupils' self-

esteem but the use of comments targeted at specific learning needs are less well used. End-of-year reports have improved and now include statements indicating ways in which pupils can improve.

41. The support and care for children with special educational needs is very good. The monitoring of their personal and academic progress and development is good and staff are quick to identify needs as they arise. The work provided for pupils with special educational needs is defined in these pupils' individual education plans, which indicate clearly the nature of pupils' needs, the targets for their progress and the appropriate strategies for teachers to use. The school's organisation and practice in meeting the needs of these pupils is very good and they receive a broad and balanced curriculum. They are fully included in all opportunities for learning and have full access to what is offered by the school. Records and documents show reviews of individual education plans and statements fully meet legal requirements. The school also identifies more able pupils and provides additional support, with pupils working in groups more suited to their needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Links with parents are effective and parental involvement has a good impact on the work of the school. The contribution of parents to their children's learning at school and at home is also good. The school works well to ensure that parents are involved and informed. The parents views of the school show an improvement on those at the last inspection.
43. Parents' views of the school are largely positive and most parents feel that staff have high expectations, that their children are making good progress and are being helped to become mature. They feel that behaviour is good and that the school is well led. Almost all parents feel that their children enjoy coming to school, a view that is echoed by the pupils themselves. Some parents have reservations about the amount of homework set, the range of extra-curricular activities provided by the school and would like more information on the progress made by their children. However, inspection findings show that the range of extra-curricular activities is very good for a school of this size and the opportunities for discussing pupils' progress are good. The work that pupils are expected to do at home is, however, inconsistent and the policy for homework is unclear. Involvement of parents is generally good but the school does not provide home-school reading or homework books and this limits communication for those parents who are unable to deliver or collect their children.
44. Parents of pupils with special educational needs are well informed of their children's progress and of the provision the school makes. There are good relationships between school and home and parents have good opportunities to contribute to reviews and assessments. The special educational needs co-ordinator makes every effort to involve parents fully.
45. Information provided about the school in the prospectus and annual governors' report to parents is good. Newsletters keep parents well informed about school issues and events. Staff are on hand at the beginning and end of each day to provide informal opportunities for parents to discuss any concerns. More formal opportunities to discuss pupils' progress are provided termly and the annual written reports give satisfactory information about pupils' achievement gives and include targets for improvement.

46. The school works hard to develop good relationships with parents. An introductory parents' evening is held for new parents prior to their child starting school, at which information is exchanged. Parents are invited to help in school and most feel welcome in school and many provide useful assistance in classroom activities. Most parents feel that the headteacher and staff are friendly and approachable and that any problems are dealt with sensitively and discreetly with the welfare of children being a priority. The 'Friends of Old Town' group hold fundraising and social events, which are well attended, providing valuable funds for extra resources and to subsidise visits out of school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The headteacher provides good leadership in setting and maintaining the school's positive climate for learning. The aims of the school focus on the educational, social and personal development of the individual, are shared by all and underpin the work of the school. The success of the school in achieving this is to be seen in the high standards that pupils in Year 6 achieve, the good teaching pupils receive and the very good relationships that are shared between all those in the school community. The school is committed to raising standards and promoting equality of opportunity for all pupils. There is clear understanding about where the school needs to improve and a shared sense of determination to succeed and move forward.
48. The headteacher manages the school well. She communicates effectively with the staff, parents and governors and keeps them well informed. She ensures that staff and governors understand the school's priorities for development and work successfully as a team. She checks the work of teachers in the classroom and has a good understanding of the strengths and weaknesses of all staff. As a result, professional development opportunities have been provided and staffing changes have been made in order to improve the quality of education. For example, weaknesses in teaching identified in the previous report have been tackled effectively and, as a result, the quality of teaching and learning in the school has improved. The assistant headteacher works very closely with the headteacher. She effectively checks planning in Years 3 to 6, acts as mentor to newly qualified staff and has taken a leading role in improving assessment procedures.
49. The headteacher makes good use of assessment data to check standards, set targets for attainment in the national tests at the end of Year 6 and to monitor the progress pupils make as they move through the school. She analyses pupils' performance in national tests in English and mathematics and uses these and the results from the annual non-statutory tests in Years 3, 4 and 5 to set the targets and to check pupils' progress. This information and that from teacher assessments are being used well to target groups of pupils for additional support; this includes both pupils who find learning difficult and those who are higher-attainers. For example, a higher-attaining pupil in the Reception class is receiving individual support from a teaching assistant. Another is working in a class of older pupils to ensure that his learning needs are being fully met.
50. The headteacher has a good understanding of the process of school improvement planning. There is an effective system in place for identifying the key areas for school development that involves staff and governors. The school improvement plan has a clear structure. A manageable number of areas for improvement are identified, including raising standards in English and mathematics and improving provision in information and communication technology. All new initiatives are carefully appraised in relation to their likely costs. This is an improvement since the last inspection.

51. The work carried out by subject leaders is at various stages of developments. Literacy and numeracy subject leaders check standards through analysing test data and evaluate the effectiveness of pupils' learning in the classroom. However, this does not extend to a systematic checking of pupils' work. In other subjects, teachers work hard but have limited opportunities to check the standards pupils achieve or the progress they make.
52. The co-ordinator for special education needs and support assistants are knowledgeable and conscientious. The co-ordinator has put in place an effective structure for supporting pupils' individual needs and this is having a positive effect upon standards across the school. The school's aims and objectives are reflected well in the high standard of the support team, which is managed well. The staff value all pupils equally as individuals, whatever their needs and work hard to make sure they get the best from their time at school.
53. The governing body fulfils its statutory responsibilities well and is effective in its work. The knowledge and expertise of individual governors, for example financial and educational, is used very well. The chair of governors works closely with the headteacher and makes frequent visits into school. Individual governors speak knowledgeably about their areas of responsibility, for example the provision the school makes for pupils with special educational needs. The chair of finance is actively involved in the budget setting process and often meets with the headteacher and an independent financial advisor. Governors have been involved in key financial decisions, for example a significant school building project and the provision of new computers. The staffing, finance and building committees are all involved in the development of the school improvement plan. In line with required performance management procedures, the governing body has set targets for the headteacher. The governing body has a good understanding of the strengths and weaknesses of the school, how the school has improved and, where it needs to improve in the future.
54. The school has established efficient working practices to plan, manage and monitor its finances. Budget setting is firmly linked to development planning and accurately reflects the educational needs of the pupils. Financial control and administration are good. There are close links between planning and resourcing. Records of financial decisions are accurate and clear. Specific grants received by the school are used for the purposes for which they are intended and there is a detailed record of how the money has been spent. The grant for pupils with special educational needs is used effectively to support the learning of these pupils. The school provides additional funds into this budget to ensure that a pupil who has a statement of need is very well cared for. For administrative purposes, the school makes satisfactory use of computers. The school applies the principles of best value well. The school analyses its performance using both national and local data and uses this information to evaluate the standards that its pupils are achieving and where improvements are needed. Parents and pupils are provided with a range of opportunities to voice their opinions, for example, through questionnaires or when meeting with staff. The school seeks to obtain good value for money when purchasing goods and services, for example, when choosing a company to undertake building projects or to provide school meals.
55. Teachers are well qualified and deployed satisfactorily. There is an appropriate match between the training and expertise of teachers and the subjects that they are asked to manage. The procedures for the induction of new staff are satisfactory. There is one newly qualified teacher whose teaching has been monitored by the

assistant headteacher, who is her mentor. Arrangements for staff development are satisfactory and clearly linked to school improvement priorities. Learning support staff are well qualified; they have a good level of expertise and provide the pupils in their care with very good support and guidance.

56. The accommodation has a number of unsatisfactory features. Whilst there have been significant improvements to the school building, including the provision of a new classroom, there are problems with the outside area. The school has no playing field, in spite of significant efforts by the governors to purchase land nearby. The school hall is small. This creates difficulties for staff in providing for the full physical education curriculum. The playground is adequate for the number of pupils in the school but there is no provision for outside activity for the children in the Reception class. Resources are at least satisfactory for all subjects except English and mathematics where they are good. The school also has a good number of computers, but recognises that it needs to purchase more software to support pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. To continue to improve the school, the governors, headteacher and staff should:
- (1) improve standards in information and communication technology in Years 3 to 6*, by:
 - ensuring that pupils' skills in all strands of the subject are developed;
 - improving pupils' use of information and communication technology to support learning in other subjects;

(Paragraphs 8, 28, 85, 87, 91, 102, 114, 116, 121.)
 - (2) improve pupils' skills in designing and carrying out scientific investigations and experiments* by:
 - giving more emphasis to practical science;
 - giving pupils more opportunities for planning and carrying out their own experiments;
 - developing pupils' skills in predicting the results of experiments and evaluating the results;

(Paragraphs 3, 6, 28, 89, 91.)
 - (3) develop the role of subject leaders in checking the effectiveness of their subject, by:
 - developing a systematic approach to assessing pupils' work in all subjects in order to check the progress they make and the standards they achieve;
 - developing a structured approach to checking lesson planning in all subjects;
 - ensuring that a co-ordinated programme of lesson observation is created to cover all subjects in order to support and develop teaching and learning.

(Paragraphs 40, 88, 99, 108, 113, 118, 133.)

* These issues are identified in the school's current improvement plan

Other issues, which should be considered by the school

Take action to improve the provision for physical development for children in the Reception class by developing a secure area for outdoor activities.

(Paragraphs 20, 27, 51, 69.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

21

Number of discussions with staff, governors, other adults and pupils

26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	9	11	1	0	0	0
Percentage	0	43%	52%	5%	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

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	93
Number of full-time pupils known to be eligible for free school meals	-	8

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	1
Number of pupils on the school's special educational needs register	-	9

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	4
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.4

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
	2002	12	2	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	12	12
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 2 or above	School	79 (100)	100 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	12	12
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 2 or above	School	79 (100)	93 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

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
	2002	12	5	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	12
	Girls	*	*	*
	Total	15	16	*
Percentage of pupils at NC level 4 or above	School	88 (82)	94 (91)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	11	12
	Girls	*	*	*
	Total	15	*	*
Percentage of pupils at NC level 4 or above	School	88 (73)	94 (82)	100 (82)
	National	73 (72)	74 (74)	82 (82)

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

** The results of boys and girls have been omitted in accordance with OfSTED instructions as the group numbered ten or less.*

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	84	0	0
White – Irish	1	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	7	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	4.8
Number of pupils per qualified teacher	23.25
Average class size	23.25

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	121

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	-
Number of pupils per qualified teacher	-
Total number of education support staff	-
Total aggregate hours worked per week	-
Number of pupils per FTE adult	-

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

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.

Financial information

Financial year	2002/03
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	£
Total income	245,567
Total expenditure	245,563
Expenditure per pupil	2,640
Balance brought forward from previous year	16,310
Balance carried forward to next year	4

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	93
Number of questionnaires returned	46

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	2	0	0
My child is making good progress in school.	57	33	4	2	4
Behaviour in the school is good.	46	50	2	0	2
My child gets the right amount of work to do at home.	41	35	17	4	2
The teaching is good.	59	28	2	2	9
I am kept well informed about how my child is getting on.	46	35	11	7	2
I would feel comfortable about approaching the school with questions or a problem.	65	24	2	9	0
The school expects my child to work hard and achieve his or her best.	54	35	0	0	11
The school works closely with parents.	48	30	7	15	0
The school is well led and managed.	70	17	0	2	11
The school is helping my child become mature and responsible.	61	24	4	0	11
The school provides an interesting range of activities outside lessons.	63	22	11	0	4

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

58. The majority of children enter the Reception class with levels of attainment that are average. They make good progress in all areas of learning and, by the time they start Year 1, the majority of children achieve most of the early learning goals and a few are working within the early levels of the National Curriculum. This is a similar situation to that at the previous inspection. Children are given work that is stimulating, interesting and of a good quality. This motivates all children, including those with special educational needs, to learn well. This is due to good teaching in all areas of learning. Support staff are fully involved in classroom activities and bring much enthusiasm and skill to the children's learning. They work well with the children, for example, by careful questioning and by developing vocabulary. Every opportunity is taken to reinforce literacy and numeracy skills and this helps the children make good progress in all areas of work.
59. Provision for children in the Reception class is satisfactory overall. The children's learning is supported by thoroughly prepared activities that are wide-ranging and interesting, but provision for physical development is limited by the lack of an outdoor secure area. The accommodation is of good quality but its location, on the first floor, makes it impossible for children to have free access to an outside area. Key strengths of the teaching are the consistently high expectations of the teacher and her skilful management of the children. Emphasis is placed on learning through practical and imaginative experiences. Activities are planned based on the areas of learning in the Foundation Stage curriculum and as the children get older, they are introduced to more formal ways of working in order to prepare them for the National Curriculum.
- Personal social and emotional development.**
60. Children make good progress in this area of learning because they receive good teaching. The teacher is patient and caring and specifically plans activities to promote the associated skills through other areas of the curriculum. The children quickly get to know regular routines and take turns well. They learn how to organise themselves, share activities and make choices. They take part willingly, for example, at tidy-up time, because they have learned that working together makes the task easier. Staff praise good behaviour and explain calmly why certain behaviours are not acceptable, like shouting out or taking somebody else's belongings. As a result, children show good levels of self-discipline at an early age.
61. Children quickly acquire confidence and are keen to become involved in the exciting range of activities. They respond positively to new experiences such as 'small world' activities involving mini-beasts or changing the colour of flowers by using food colouring. Registration and snack time are used as learning time where the teacher celebrates and shares successes with all the children. They have good concentration and work consistently at activities for long periods of time. They know how to share and co-operate with other children and do so through a range of activities.

Communication, language and literacy.

62. The Reception classroom is a rich environment for promoting the use of language. Staff use every opportunity to develop vocabulary, speaking, listening and writing. By the end of the Reception year, most children achieve the early learning goals for communication, language and literacy and some are working within Level 1 of the National Curriculum. They make good progress because of good teaching in this area of learning. Children speak with increasing confidence because staff engage in almost continual conversation with them. They chat, question, and encourage the children in order to extend what they say. The children initiate their own conversations because they are interested in the well planned activities, as they play, for example, in the home corner, 'small world' activities or working together on the class computers. Outside literacy time, the teacher provides many well-chosen experiences to enhance children's skills in speaking and listening, such as children retelling their weekend experiences or when they are explaining how they arrived at an answer in mathematics.
63. Children enjoy looking at books and the teacher successfully promotes an interest in reading. Clear labels, descriptions and pictures are prominently displayed and used to encourage the development of early reading skills. Children use the book area independently to 'read' books and are developing a good interest in books and stories. They listen well to class stories such as 'The Very Hungry Caterpillar', joining in when they can. They use the listening centre to hear favourite stories and books are used well to supplement displays. Children take books home to read or share with adults.
64. Children are encouraged to try to write. They are taught systematically how to form their letters and use them in sentences. A writing table is available, with a good supply of paper, pencils and crayons, for them to practice their skills. Children enjoy writing activities and, by the time they enter Year 1, most children have reached the level of attainment expected. Higher-attaining children write simple sentences independently and use full stops correctly.

Mathematical development

65. Children's attainment in mathematics is good. They experience a wealth of opportunities to use mathematics in practical ways and across other areas of learning. Many can count to 20 forwards and backwards and a few are able to identify and write those numbers and beyond. Children know the names of shapes, can recognise two-dimensional shapes from descriptions and recognise three-dimensional shapes such as 'sphere', 'cube', 'cylinder' and 'pyramid'. When the children choose activities for themselves, mathematical activities are always available. Their understanding of shape is developed well through the use of magnetic construction shapes and the use of words related to position. Their understanding is reinforced when they rearrange furniture in the doll's house and use words such as 'above' and 'below'.
66. Teaching is good, offering children opportunities to consolidate previous learning and extend their mathematical thinking. The teacher encourages children to use mathematical vocabulary as they explain their methods. They know what 'forwards' and 'backwards' mean, use 'more than' and 'less than' with confidence and many know that 'more than' means adding and a number gets bigger whilst 'less than' means take away and it gets smaller. Much attention is given to consolidating children's learning through play situations such as rearranging 'number' washing on a line so that it is ordered from zero to 10. As well as teacher-planned activities, children use a published mathematics scheme for recording computation and make effective use of white boards to practise writing numbers.

Knowledge and understanding of the world

67. Most children attain above average standards by the end of the Reception year. They make good progress in their learning because the teacher plans an interesting range of activities, which help children learn about the world about them in a variety of ways. The teaching in this area of development is good. Children play with water, using siphons, pumps and boats and take part in cooking activities to investigate changes that take place when certain materials are mixed together and cooked. They begin to undertake simple scientific activities. They know the seasonal effects on trees and that a flowering plant has leaves, a flower, a stem and roots. They plant sunflower seeds and they find out how a plant's food travels up and down the stem by placing white flowers in coloured water, so that the flower gradually changes colour. They are encouraged to show respect for all living things, even the plants in the classroom. Children go on a spring walk, notice snowdrops flowering and baby lambs recently born. They cook pancakes and at Chinese New Year make noodles and try various sauces and fortune cookies.
68. Children have good access to computers. They use the mouse well, know their way around the keyboard and work with letter recognition programs. Children learn the need to respect the views of others by taking part in discussions to raise an awareness of their own traditions and those of other cultures. They celebrate festivals such as 'Holi' with paint splashing activities, learn about Chinese New Year and are aware of some of the traditional industries in the area. They develop an understanding of different ways of life at different times by studying toys. Children look at their present day toys and then involve parents and grandparents to find out the toys they played with when they were young. This has helped to give them an understanding about different ways of life at different times.

Physical development

69. Provision for physical development is limited by the lack of a secure outdoor area. However, the teacher makes good use of the school hall and, when adults are available and the weather is fine, the school playground. The children learn quickly and make good progress because of the structured and purposeful activities provided by the teacher. They run, jump, climb and balance with confidence and by the end of the Reception year have good coordination and control of their movements. They make good use of the limited space available in the school hall.
70. Children successfully change their clothes for physical activities and show good skills in organising themselves by folding their clothes and placing them neatly. This is an important aspect of their social development. Direct teaching of such skills enables children to make good progress in the development of their physical skills.
71. In the classroom, children are given plenty of opportunity to develop hand eye coordination. They manipulate the computer mouse and mould play dough to create caterpillar shapes. They are supervised closely so that they acquire a correct pencil grip when learning to write. When they are ready, they cut paper with scissors, roll and use cutters with play dough and small tools such as paintbrushes and glue spreaders. Most children are on course to meet the early learning goals in this area of learning and many will surpass them.

Creative development

72. The children's attainment in creative development is above the level expected as a result of good teaching. Their progress is good because they have access to excellent daily creative activities. Children enjoy creating pictures of trees using

fingerpaint and show good observational skills when using paints and wax crayons to copy spring flowers. Children are taught basic skills and techniques in their creative work and the effect of this good teaching can be seen in the quality and scope of children's work. Children make caterpillars from egg cartons to create the life cycle of a butterfly. Their musical skills are developed well through singing, action songs and assemblies.

73. Children's creative skills are developed further by the provision of a wide range of activities in the role-play areas. Children use the areas imaginatively and work and play together well. All staff talk to the children as they play to develop their ideas and to encourage their understanding of the need to share and help others. This successfully develops their speaking and listening skills, their social awareness and mathematical skills.

ENGLISH

74. The attainment of pupils in Year 2 is average and pupils make sound progress in their learning. The attainment of pupils in Year 6 is well above average, and pupils make very good progress in their learning. Standards in Year 6 are higher than those recorded at the time of the last inspection, but standards in Year 2 are lower because the attainment of this group of pupils on entry to the school was lower than usual. However, the attainment of pupils in the current Year 1 are above those normally expected and are more typical of pupils' performance in the school. Progress is particularly rapid in the Year 5/6 class. Pupils with special educational needs are very well supported in their learning and make good progress in relation to their prior attainment.
75. Pupils in Year 2 have good listening skills. They are attentive in lessons when listening to a story or when instructions are being given. Most pupils, particularly in Year 1, speak clearly, confidently and articulately in response to questioning, when venturing an opinion, or when reading aloud. This was evident, for example, when they spoke to the class about how they had spent their weekend.
76. By the end of Year 6, standards in speaking and listening are well above average. The majority of pupils listen and speak confidently in a wide range of contexts, take an active part in discussions and report on their work to their peers, for instance during literacy sessions. Listening skills are very well developed and harnessed to encourage pupils to respond and comment about the content of texts. In discussions, pupils listen carefully to the contributions of others and ask questions for clarification. Pupils share ideas and collaborate effectively, and are eager to present their contributions to the rest of the class, for example on a history or geography project.
77. By the end of Year 2, pupils have developed satisfactory reading skills. They enjoy reading a range of texts with adequate levels of fluency and accuracy. They tackle words using letter sounds and read for meaning on the basis of contextual clues. The consistent focus in teaching of letter and sound patterns has a positive effect on reading standards. Pupils talk about their reading, for example, about the key characters in the story and why they like particular books. They use simple dictionaries efficiently, but are less familiar with the organisation of non-fiction books.
78. By the end of Year 6, pupils' reading skills are well above average. They enjoy reading and most read fluently and accurately. Pupils recall in clear detail the range of books they have read and higher attaining pupils cogently comment about their favourite book or author. One pupil described how she particularly enjoyed reading 'The Diary

of Anne Frank' because it told the story of a real person. She displayed good insight into the feelings and emotions of the main character, recalling particular events to support her view. Pupils have well-developed library and study skills and use these efficiently when researching projects. They access information from non-fiction materials, including information presented in an electronic form, such as CD ROMs or the Internet. Pupils successfully use thesauri and dictionaries to enhance the quality of their written work.

79. Pupils in Years 1 and 2 achieve satisfactory standards in writing. They make satisfactory progress and by the end of Year 2 the majority write well-structured descriptions of 'how to make ...' or 'how to do...'. They write their own versions of well-known stories, for example Peter Rabbit and Red Riding Hood. Teachers place a strong emphasis on spelling, language structure and grammar and, as a result, pupils spell most common words correctly and write in sentences, using full stops and capital letters accurately. Pupils' handwriting is usually neat and well formed.
80. By the end of Year 6, attainment in writing is well above the national average. The majority of pupils write extensively and produce a good variety of narrative and non-narrative texts that are grammatically correct and accurately punctuated. Pupils know how to gain the reader's attention with unusual and interesting starts to their writing. They are taught to recognise the power of persuasive writing and use some of the techniques in their own work, for example, to encourage a customer to buy a teddy bear or jewellery box. Higher-attaining pupils often use very good levels of description with carefully chosen vocabulary to create atmosphere. A number of pupils use metaphors to good effect. For example, when describing the scene below her, one pupil wrote, "...seeing dolphins jump out of the shattered mirror, which was the sea". Pupils undertake independent research, using books and the Internet efficiently to access the information they require. Most pupils record factual information well, for example in history and geography projects, but there are few examples where pupils compare experiences or evaluate different points of view. The quality of presentation and handwriting of the majority of pupils is of a high standard.
81. The quality of teaching and learning is good. This is an improvement since the last inspection. Lessons are thoroughly planned with clear learning objectives that are often shared with the pupils so they understand what they are expected to achieve. Lessons are conducted at a brisk pace that maintains pupils' interest and encourages them to work hard. In a very good lesson with Years 5/6, the teacher effectively questioned and probed, challenging the pupils in their thinking and taking their learning forward. She provided them with good opportunities to explain their thinking with one pupil in particular displaying very good insights into the behaviour of the main character in the story. Throughout the lesson the teacher managed the pupils well setting high expectations of their concentration and effort. In response the pupils worked very hard, taking great care with the accuracy and presentation of their work. The National Literacy Strategy is used well to structure pupils' learning and appropriate work is provided for pupils of all abilities to challenge and take their learning forward. Teachers have a secure knowledge and understanding of the content of each lesson they teach. They pay good attention to the teaching of subject specific vocabulary and their clear explanations enable pupils to understand quickly and make good progress. The session at the end of the lesson is often used well to check pupils' progress. The quality of teachers' marking is satisfactory overall but is variable. In the best examples it informs pupils of the quality of their work and provides pointers for further improvement, but in many cases work is simply marked with a tick.

82. The subject leader is influential and has a good overview of the development of the subject. She checks the effectiveness of teaching and the standards pupils achieve in their work. This is largely conducted through analysis of pupils' test results and does not extend to a systematic checking of pupils' work. There is a good range of resources for the teaching of the subject. Library facilities are satisfactory and include a range of fiction and non-fiction that is easily accessible and well used by pupils.

MATHEMATICS

83. Pupils in all year groups achieve very well overall, as they progress through the school and the standard of their work is above average by the end of Year 2 and well above average by the end of Year 6. Standards have improved since the last inspection. Pupils with special educational needs are supported well by classroom assistants in lessons and, as a result, they generally make progress at the same rate as other pupils in the class. Pupils' attitudes towards mathematics are very good, and they listen well and enjoy their lessons.
84. Standards on beginning Year 1 are above average compared with those expected of pupils of this age. A clear focus on developing numeracy skills helps pupils to extend counting skills so that by the end of Year 2 they are confident and proficient in working with numbers up to 100. Higher-attaining pupils add and take away two digit numbers making effective use of their good skills in recall of addition and subtraction facts involving numbers up to a hundred. Pupils have a good understanding of odd and even numbers and their understanding of the place value of each digit, such as the 2 in 21, is developing well. Higher and average-attaining pupils can measure accurately using standard measures. They make sensible estimates of length when answering questions involving metres and centimetres. The majority of pupils know some of the properties of two-dimensional and three-dimensional shapes, understanding vocabulary such as 'face', 'edge' and 'corner'. A consistent focus on the development of mathematical vocabulary is helping pupils to use this when discussing their work. For example, understanding terms such as 'digital' and 'analogue' when telling the o'clock time and half past the hour.
85. By the end of Year 6, higher and average-attainers have a very good grasp of addition, subtraction, multiplication and division. Virtually all pupils have good recall of multiplication tables. Lower-attainers show a satisfactory understanding of hundreds, tens and units and use this to solve multiplication and division problems using whole numbers. Higher and average-attaining pupils have a good understanding of fractions and decimals. They add simple fractions such as halves, quarters, thirds and sixths and can identify equivalent fractions; for example that two quarters have the same value as one half. They understand that a percentage is the number of parts of a hundred. All pupils collect data and produce graphs and understand the difference between the mean, median and mode. Pupils have a good range of strategies for solving mathematical problems and can clearly and confidently explain these when talking about their work. They apply their mathematical skills to work in other subjects; for example, in design and technology they create high quality graphs to show pupil preferences in types of bread. However there is only limited evidence of the use of information and communication technology to support work in mathematics.
86. The quality of teaching and learning is very good. The National Numeracy Strategy is being effectively implemented and this ensures that pupils cover all aspects of the National Curriculum. Teachers are confident in working with the strategy. Their

subject knowledge is very good, ensuring that basic numeracy is very well taught. Teachers' planning clearly identifies what is to be learned and the resources required. They distinguish between the differing needs of pupils and plan work accordingly. When introducing lessons, teachers' explanations and instructions are very clear. For example, in a lesson with Years 3 and 4, the teacher carefully explained what an equivalent fraction was by using the whiteboard to show the progression from $\frac{1}{2}$ to $\frac{1}{4}$ to $\frac{1}{8}$ to $\frac{1}{16}$. Teachers question pupils carefully and give them time to answer in order to check on their understanding before introducing the next stage of learning. Their relationships with pupils are very good and, consequently, pupils are enthusiastic about mathematics and enjoy the lessons, listen very well to teachers, try to answer questions and apply themselves to work. They record their work tidily and the neatness of presentation of their work throughout the school shows that they have a good attitude towards mathematics. Teachers make good use of assessment techniques throughout lessons to check on pupils' understanding. Work is regularly marked and comments offer support and encouragement although suggestions as to how pupils can extend their learning are less frequent.

87. Teachers are beginning to use information and communication technology to support work in mathematics but are not yet fully exploiting its use as an aid to mathematical learning. Satisfactory opportunities are presented to pupils for them to apply their mathematical skills in other subjects, for instance when handling data in design technology in order to produce graphs.
88. Management of the subject is good overall but insufficient attention is given to monitoring work in the subject throughout the school. The subject leader has watched lessons in other classes and taught classes to inform her of the pupils' attainment, but she does not check planning or scrutinise pupils' work regularly. Whilst pupils' performance is assessed regularly, targets for end of year attainment are not set in each year group throughout the school. There is not enough use made of the assessment information collected to ensure that marking can be more focused on the short term needs of the pupils.

SCIENCE

89. Pupils achieve well by the end of Year 6. The standards of work being achieved by the pupils in the current Year 2 are average and, by the end of Year 6, standards are above those expected nationally. The school has succeeded in maintaining the good levels of attainment reported at the time of the last inspection. Pupils at all ages and levels of attainment, including those with special educational needs, make good progress in extending their scientific knowledge and understanding. Progress in the development of their scientific enquiry skills is less well developed.
90. By the end of Year 2, pupils can identify and name the main parts of the body and know the body has several senses that do different things, such as seeing with eyes and hearing with ears. They know that some foods keep us well. They recognise the importance of having healthy teeth and that exercise helps keep us healthy. They have a good understanding of the important part plants play in helping us stay alive; knowing that trees breathe out a gas, which we need to live. They plant seeds and develop a good understanding of the conditions required for healthy plant growth, monitoring closely any changes that take place each day.
91. Pupils in Year 6 show a clear understanding of the work they have covered recently and their scientific knowledge is above that expected for their age. They know the form and function of the major body organs as well as the most important parts of the

human skeleton. They have a good understanding of Earth and Space, researching and creating a factfile on the planets. Pupils have a good understanding of electricity and solutions and know which liquids or solutions will conduct electricity. They have a good understanding of forces and know that forces are measured in Newtons. They use appropriate subject specific vocabulary such as 'gravity', 'translucent', 'opaque', 'evaporation' and 'condensation' in their work. However, their ability to plan and carrying out experiments, evaluate the results and draw conclusions are less well developed because not enough opportunities are given to pupils to plan and devise their own experiments. The use of information and communication technology is limited.

92. The quality of teaching and learning is satisfactory in Years 1 and 2 and good in Years 3 to 6, with some very good features. Teachers plan work thoroughly and generally ensure that activities cater for the differing needs of pupils. Teachers' subject knowledge is secure and their lessons are interesting and creative. As a result, pupils' attitudes are very good and they enjoy the subject, especially practical work. For example, pupils in Years 1 and 2 were excited and enthusiastic when taken on a spring walk. In the classroom they were all fully involved when creating a spring diary. Their observational drawings of spring flowers showed good observational skills. They worked well with a partner and in groups and their behaviour was very good. However, much of the practical work is teacher directed and gives pupils limited opportunity to devise their own methods.
93. A good range of visits is undertaken in order to enrich the science curriculum, such as to the local heath to study habitats, to Bradford to see an Earth and Space film and to Hardcastle Craggs to undertake conservation work. The subject leader provides satisfactory leadership. She is a Newly Qualified Teacher and, due to workload in her induction year, there have been limited opportunities for her to check standards and the quality of science teaching throughout school, but she has a clear awareness of the need to develop pupils' investigational skills.

ART AND DESIGN

94. Standards are average throughout the school and all pupils make satisfactory progress. This is similar to the findings of the last inspection. The school has incorporated ideas from national guidance to develop the curriculum and this ensures that all required areas of learning are covered.
95. Pupils cover a broad curriculum that includes work with paint, textiles and clay. Good attention is given to developing their observational skills. For example, in Year 1 and 2, pupils have produced paintings of a range of spring flowers showing good observational skills and quite skilled use of paint, pastel and crayon. The pictures are colourful and show close attention to detail. Earlier work shows satisfactory development of skills using clay to make pots and frogs.
96. Pupils in Years 3 to 6 build appropriately on this start. They explore in depth the use of a suitably diverse range of media and techniques. Work is linked to the study of other subjects. For example, in their studies of the Egyptians in history, pupils in Years 3 and 4 design and make an Egyptian necklace using pasta, felt and paint. They show good skills when using pencil to sketch their initial design and carefully use a range of paintbrushes when painting their necklaces. The work of a range of artists is used to illustrate different techniques. For, example, the work of Breugel, Lowry and Van Gogh has been used to develop the pupils' awareness of different

styles of painting. There is, however, little evidence of information and communication technology being used to support artwork.

97. Pupils in Years 5 and 6 have good observational skills. Their sketches of birds and animals show skilful use of pencil and pastel and close attention to detail with line and tone used effectively in their well-crafted pictures. They show good skills in the use of watercolour when producing landscapes. For example, in a well-organised and successful lesson, the teacher made effective use of a parent, skilled in the use of watercolour, to develop pupils' understanding of watercolour techniques. Pupils were made to appreciate that the style of painting requires patience, each stage having to be dried before the next application. The lesson developed pupils' skills using a range of paintbrushes and sponge and resulted in landscapes of good quality.
98. Teaching and learning is good throughout the school. Teachers plan their lessons well and display good subject knowledge. Techniques are explained clearly and pupils are presented with a broad range of experiences. For example, teachers have made use of an artist to develop pupils' skills in the creation of collage and the results attractively displayed outside the staff room. Pupils respond enthusiastically to the lively teaching and appreciate the way that teachers make learning 'fun'. This results in lessons being well ordered, with pupils working hard in a calm and pleasant atmosphere. Pupils consequently have very good attitudes, showing confidence and skill when producing pieces of work that are attractive and interesting.
99. The curriculum is enriched through the provision of an after-school club, where pupils can further develop their skills in a relaxed and enjoyable atmosphere. Visits by local artists also make a significant contribution to learning and the cultural development of pupils. The subject leader has a good knowledge of the subject and provides helpful guidance to colleagues but has had little time to check and evaluate the subject throughout the school.

DESIGN AND TECHNOLOGY

100. Whilst no lessons were seen during the inspection, scrutiny of pupils' work and teachers' planning, together with discussion with pupils, indicates that standards are average by the end of Year 2 and above average by the end of Year 6. This is an improvement since the previous report when standards were below average by the end of Year 6.
101. In Years 1 and 2, all pupils, including those with special educational needs, make satisfactory progress. They develop their skills in their topic on toys by planning and making finger puppets from a variety of fabrics. They effectively learn different ways of attaching things and making them move using paper and glue to create a frog. This creates good links with science work on 'change.'
102. By the end of Year 6, pupils have a good understanding of the design process. They learn about different types of bread and investigate the different features of naan bread, soda bread, croissants and unleavened bread. Their work shows good attention to the planning and making process when they make a variety of breads in the classroom. Pupils have good evaluation skills, for example, when carrying out a consumer survey to determine their peers' preferences, taking account of texture, taste, appearance and colour. They present results well with their reports and graphs being of high quality. Older pupils also make Christmas cards, using a micro-chip, so that when the Christmas card is opened, music plays. However, information and communication technology is not a feature of much of the work and its use is under-developed.
103. No lessons were observed and it is not possible to make a judgement on teaching. However, other evidence indicates that teachers give good attention to developing basic skills and make good use of the opportunities that the subject provides for development across other subjects. Pupils are consequently enthusiastic about their work and enjoy the subject. They appreciate the importance of designing and know that this guides the making stage.
104. The subject leader is a newly appointed teacher and has only recently taken charge of the subject. However, she is enthusiastic and has a satisfactory understanding of checking and recording pupils' attainment.

GEOGRAPHY

105. No lessons were observed during the inspection but a scrutiny of pupils' work, teachers' planning and discussion with pupils indicates that standards by the end of Years 2 and 6 are average and pupils achieve satisfactorily. Standards are lower than those recorded at the time of the last inspection.
106. Pupils in Years 3 to 6 conduct an extended study on rivers and through this and other topics of study they have the opportunity to use more specific geographical vocabulary. They explore the features of river systems in different countries of the world, for example: the Nile, Danube and Orinoco, considering their geographical location and economic importance. Pupils know that rivers pass through various stages on their way to the sea and that people in different countries harness the power of rivers to generate electricity. The school provides pupils with good opportunities to conduct local studies, for example at Hardcastle Crags. In their writing, pupils describe the landscape, what plants grow there and why, and how the land is used in the surrounding area. Most pupils know the names and position of the

major continents of the world and identify them on a map of the world. They use the index in atlases efficiently and find nearby towns using coordinate references. During a residential visit to the Isle of Man, pupils successfully use a map and compass to follow a trail.

107. No lessons were observed and it is not possible to make a judgement on the quality of teaching but other evidence indicates that teachers plan their lessons carefully, ensuring that pupils undertake a good range of projects about different countries. For example, pupils learn about China and Greece and successfully develop research skills using information books and the Internet. The range of work covers the requirements of the National Curriculum. Pupils undertake geographical studies in the school's locality and further afield when they attend residential visits. They also study the lives of peoples in other parts of the world, but the focus is often limited to the recording of factual information with not enough emphasis being placed on comparing localities and the lives of the people who live there. Whilst teachers provide some opportunities for pupils to apply their literacy skills, this is not a feature of much of the work. For example, pupils write postcards from the Antarctic, but few opportunities are presented to pupils to write at length in the subject.
108. Subject management is not well developed. Whilst the subject leader works hard she does not check teacher's planning, the standards pupils achieve, or the progress they make. There is no whole school approach to recording pupils' attainment or progress as they move through the school.

HISTORY

109. Although no lessons were observed during the inspection, scrutiny of teachers' planning, pupils' work and discussion with pupils indicate that standards by the end of Years 2 and 6 are average and pupils achieve satisfactorily. These standards are similar to those recorded at the time of the last inspection.
110. Pupils in Year 2 have developed an understanding of the passing of time through studying new and old toys. Pupils compare old and new toys and note that old toys are often dirty and worn and that new toys are clean. A Year 1 pupil commented that his teddy was old because he had had it since he was two. Pupils have an awareness of events in the past. For example pupils in Year 1 speak knowledgeably about Guy Fawkes and how he tried to blow up The Houses of Parliament.
111. Pupils in Year 6 demonstrate factual knowledge and understanding of aspects of history of Britain and other countries. They speak confidently about kings and queens of the Tudor period, in particular Henry VIII and his six wives. Pupils recall how Henry was so powerful, - "He changed the country from Catholic to Protestant". Through their study of different decades in Britain since 1930 pupils have developed an insight into how music, furniture and technology have changed over time. The school uses the local environment well to promote pupils' historical understanding. For example, pupils in Years 5 and 6 visited an old farmhouse and cotton mill, considering the age of the buildings, who lived there and what work the mill workers undertook. Pupils have a satisfactory understanding of aspects of different ancient civilisations, for example the ancient Egyptians. They know about the gods that the Egyptians worshipped, the contents of the tombs of the Pharaohs and that the writing of the day was in the form of hieroglyphics. Pupils undertake a good range of projects on local, British and world history. During a 'Tudor Day', pupils developed a good understanding of life in those times by dressing up in traditional costume and

engaging in a range of activities, for example making marzipan models and Tudor houses.

112. As no lessons were observed it is not possible to make a judgement on the quality of teaching. However, other evidence indicates that teachers make good use of visits, visiting speakers, primary evidence sources and objects of historical interest to help pupils acquire and consolidate their knowledge and understanding of historical events. Teachers also engage pupils' interest through developing their use of enquiry skills so that they find evidence for themselves. For example, there are good examples where pupils have used research skills well to study the ancient Greeks. However, not enough opportunities are presented to pupils to use their literacy skills. Too often the focus of pupils' writing is limited to the recording of factual information with insufficient emphasis being placed on historical interpretation. Teachers do not give enough attention to contrasting the culture and beliefs of, for example the Ancient Egyptians with the present day, to see how life is different, or similar to their own.
113. The subject leader works hard. She checks the quality of pupils' work by looking at displays in classroom but does not check teachers' planning or the standards that pupils achieve in their books. Teachers keep their own records of pupils' performance to assess their progress, but there is no whole school approach to recording pupils' attainment or progress as they move through the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

114. Standards are average in Years 1 and 2 and pupils are making good progress. However, standards by the end of Year 6 are below average. Standards are lower than those found at the last inspection. Pupils in Years 3 to 6 attain satisfactory standards in word processing, but standards are below average in other aspects of the subject because insufficient attention has been given to them. Younger pupils are learning all the expected skills and understanding, but, for the older pupils, skills are not well enough developed in using spreadsheets to handle data, presenting their work to others and controlling other resources, such as video links, robots or music, through the computers.
115. Most pupils in Year 1 and 2 have mastered the basic skills of using a keyboard and have good control of the mouse. They write text on the screen, correct spelling mistakes, save their work and print it out. They use computers to support work in other subjects, for example writing stories such as Red Riding Hood and Peter Rabbit in literacy and learning to tell the time in mathematics. They use a variety of letter shapes, style, size and colour, as well as including pictures. By using a robotic toy, pupils learn how to program a sequence of clear instructions to control its movement. Pupils often work in pairs and this helps to develop their social skills, such as learning to work cooperatively and listening to each other's ideas.
116. By Year 6, pupils use the computers well to write stories. They combine text with illustrations and experiment with different fonts to explore the layout for posters in order to present information in an interesting and eye-catching way. Many understand how to send e-mails because they have a computer at home, but they have not done this from school. Pupils take advantage of the computers in their own classrooms; for example, using them to support work in mathematics and using the Internet to research information when investigating a range of topics. This provides some opportunities for them to further their learning by using information and communication technology in other subjects, but in general this aspect is under-developed. Pupils' skills in other aspects are less well developed because the school

has only recently obtained a number of new computers and software for these is limited. They have little experience of using databases and spreadsheets and using the computer to control devices. As a result pupils' skills in these areas are below average. The school is rightly concentrating on the basic skills and gradually working through the curricular objectives laid down in national guidance, but this results in much of the work of pupils in Years 5 and 6 being at a lower than expected level.

117. The good quality teaching and positive attitudes of all the pupils ensure that learning is at a good pace. Teachers plan lessons thoroughly and give clear explanations to help the pupils to understand and to make progress. They make good use of the new interactive whiteboard to demonstrate new techniques. Although the school does not have a computer suite, each class has a good number of computers and teachers use them effectively to support the development of pupils' basic skills. Lessons are interesting and teachers' relationships with pupils good, with the result that pupils enjoy information and communication. Pupils are keen to talk about what they do and to show their skills. Basic skills are being learned securely and pupils who use computers at home are even more skilful and confident.
118. Although the subject leader has not had an opportunity to observe other teachers and check their planning she is aware of the areas needing development and has drawn up an action plan to address these. She is gathering a portfolio of pupils' work to show the range completed in her class, but this does not include examples of the range of work across the school and the standards that pupils should attain.

MUSIC

119. Standards at the end of Year 2 and Year 6 are above average compared with those expected nationally and pupils make good progress throughout the school. This shows an improvement from the standards identified at the last inspection. This is due to the employment of a subject specialist teacher who spends one day a week in school. Pupils with special educational needs make similar progress to the rest of their classmates.
120. By the end of Year 2, pupils have had suitable experiences in playing percussion instruments and developing a sense of rhythm and pitch. They respond to music in dance and have opportunities to perform at assemblies and in school productions. They learn to appreciate music from North American Indian tribes. They study breathing rhythms, use chime bars and learn listening games.
121. By the end of Year 6, pupils make very good progress in the acquisition of musical skills and in understanding the elements of music. They are given many opportunities to compose and are developing an understanding of the purpose of notation as a means of understanding music for performance and for recording their own work. They have good experiences in listening, singing and performing and play tuned and untuned percussion instruments. They study music from North America, Polynesia and Africa, all of which helps give them a global view of the world of music and contributes well to cultural development. They are beginning to understand that music can be written down in various forms and combine formal notation with their own creations. However, they have little experience of using information and communication technology in music. Pupils sing well during assemblies and are given opportunity to practice particular hymns and songs in order to extend their repertoire, improve their singing and as preparation for forthcoming events.

122. No lessons were observed and consequently the quality of music teaching cannot be judged. However, a subject specialist visits school one day a week and pupils are enthusiastic about the quality of her teaching. As a result, pupils have very good attitudes towards music. Peripatetic teachers teach piano, violin and guitar and, as a result, a number of pupils are accomplished players. The school choir takes part in local musical events and extra-curricular musical activities include choir and two recorder groups.
123. The subject is managed well. There is a broad range of musical instruments, many from other cultures. The subject leader is aware of strengths and weaknesses in the subject and the need for support to be offered to some of her colleagues.

PHYSICAL EDUCATION

124. Pupils achieve standards that are average by the end of Year 2 and above average by the end of Year 6. This is similar to the standards achieved at the time of the last inspection. The school provides a well-balanced programme of physical activities throughout the year, which meets the requirements of the National Curriculum. Pupils learn to play games, participate in gymnastic activities and respond to music through dance. Throughout Years 1 to 4 pupils make satisfactory progress and, as a result of very good teaching, pupils in Year 5 and 6 pupils make good progress and achieve well.
125. In Years 1 and 2, pupils respond well to the stimulus of music in dance. They show satisfactory levels of control, co-ordination and balance and put a high level of effort into their movements. In a lesson based on the story of Jack and the Beanstalk, they skipped and jumped lightly on their feet and used stretched and curled shapes well to show the shooting and sprouting of the bean. The teacher made good links with work in science, relating their movements to show the growth of the bean seed to the way that the pupils' seeds grown in class had split and uncurled. This successfully raised the quality of stretches and shapes. There was no opportunity to observe younger pupils in a games or gymnastics session but these activities are included in the school's planning, which follows the national guidelines for the subject.
126. In Years 3 to 6, skills in movement are further developed and pupils perform with increasing competence. Their leaping movements are well controlled and they give careful attention to the quality of their landings when jumping off gymnastic equipment. For example, Year 5 and 6 pupils responded well to the teacher's challenging comments when she drew attention to the importance of stretching their arms when making high leaps and ensuring that they looked forwards in order that their bodies did not arch. Pupils watch and evaluate the movement of others well. They make analytic, supportive comments and break into spontaneous applause when a pupil executes a movement particularly well. This makes a good contribution towards their social development. Students from the nearby secondary school coach pupils in Year 3 and 4 in a range of sports. During the inspection, lessons focused on developing pupils' basic skills in tag rugby. Pupils have a clear understanding of the benefits of vigorous exercise and the effects of exercise on the body. Teachers ensure that pupils put great effort into their work and the level of physical effort is good in all lessons.
127. The quality of teaching and learning are good throughout the school. Teachers plan their lessons well, set appropriate challenges, explain activities clearly and encourage pupils to develop skills. Relationships and class management are good. This results in safe, controlled lessons where pupils listen carefully and follow their teachers'

instructions. As a result, pupils have very good attitudes, are enthusiastic, enjoy lessons and work well individually and in pairs. All lessons begin and end in an orderly manner, containing appropriate warm-up activities and cool-down sessions. Questioning is used effectively and pupils are encouraged to evaluate their own and others' performances to help them to improve. They behave very well during lessons and are very supportive of one another.

128. Curriculum guidance supports teachers in their lesson planning by identifying what they should teach to the pupils in their class. Overall resources are unsatisfactory. An adequate range of large and small equipment is available, but the accommodation has limitations. The school hall is small and there is no field. However, the staff work hard to overcome these difficulties and a wide range of extra-curricular activities make a good contribution to the overall pace of learning. Effective use is made of outside coaches to develop pupils' interest and skills in sports such as football and rugby and the school takes part in inter-school activities in a range of sports.

RELIGIOUS EDUCATION

129. By the end of Years 2 and 6, standards are average in relation to the locally agreed syllabus. All pupils learn about Christianity, Hinduism, Islam and Judaism. Pupils in Year 1 and 2 make sound progress and pupils in Years 3 to 6 make good progress due to improved opportunities for writing given to the older pupils.
130. By the end of Year 2, pupils know and have an understanding of stories from the Christian tradition and can recall stories about Jesus and his disciples. For example, they enjoy listening to the story of Zacchaeus the tax collector. Other world religions such as Islam are studied in Year 2, including the festival of Holi, giving young pupils an understanding of other religions and a foundation for work in Years 3 to 6.
131. By the end of Year 6, pupils have a deeper understanding of the importance of religion in the lives of many people. They become increasingly tolerant and reflective of their own behaviour and feelings and those of others. Year 6 pupils have a good understanding of Judaism and are beginning to study Buddhism. They know the main Jewish festivals and beliefs, have a good awareness of the history of the Jews and the persecution of the Jews in the Holocaust. Year 3 and 4 pupils study the meaning of Christian baptism and the ceremony is acted out at a local church, led by the minister. They are also beginning work on Buddhism and have talked to Buddhist nuns and are about to visit a local Buddhist temple. Pupils are enthusiastic learners and make good progress in their knowledge and understanding of other religions. Most pupils have a secure understanding of the customs, practices and festivals of Christianity and also have some knowledge about Judaism, Islam, and Hinduism.
132. In the one lesson observed teaching and learning were very good. The teacher maintained a good pace of learning, was continually assessing pupils' progress and made very good use of discussion to consolidate and extend knowledge and understanding. Her high expectations resulted in positive responses from pupils, who behaved well, were sensitive to the contributions of others and worked hard. Relationships between the teacher and pupils were very good, enabling pupils to make comments with confidence and often with insight. Teachers generally plan work well, in line with the locally agreed syllabus and an interesting range of activities is presented to pupils. As a result, pupils enjoy the subject, have good attitudes and are thoughtful in expressing their ideas. Teachers focus upon the key moral teachings of the world's great faiths and try to interpret them in terms of how people should behave and respond to one another. The curriculum is enriched by

opportunities to visit places of worship and the subject makes a strong contribution to pupils' spiritual, moral, social and cultural development.

133. Subject management is not well developed. The subject leader has not had an opportunity to check and evaluate the quality of teaching and learning across the school in order to ensure standards are being raised. However, she has identified appropriate priorities for further development.