

# INSPECTION REPORT

**LUDDENDEN DENE CE (VC) JUNIOR, INFANT  
AND NURSERY SCHOOL**

Halifax

LEA area: Calderdale

Unique reference number: 107541

Headteacher: Mr S Day

Reporting inspector: John Foster  
21318

Dates of inspection: 11 to 13 February 2003

Inspection number: 246686

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior, Infant and Nursery
School category:	Voluntary Controlled
Age range of pupils:	3 to 11 Years
Gender of pupils:	Mixed
School address:	Dene View Luddendenfoot HALIFAX West Yorkshire
Postcode:	HX2 6PB
Telephone number:	01422 886353
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Appropriate authority:	The governing body
Name of Chair of Governors:	Mr Rodney Collinge
Date of previous inspection:	18 November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21318	John Foster	Registered inspector	Mathematics Music Physical education English as an additional language	What sort of school is it? How high are standards? a) The school's results and achievements What should the school do to improve further?
13762	Norman Shelley	Lay inspector	Educational inclusion	How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
32168	Ann Keen	Team inspector	Foundation stage Information and communication technology Geography	How well are pupils taught?
8420	Valerie Roberts	Team inspector	Science History Religious education Special educational needs	How well is the school led and managed?
22274	Vera Rogers	Team inspector	English Art and design Design and technology	How good are curricular and other opportunities offered to pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Luddenden Dene Junior, Infant and Nursery School caters for boys and girls aged between three and eleven years. The school is about the average size for primary schools. At the time of inspection there were 237 pupils at the school including 41 children who attend the Nursery part-time. This is more than the number on roll at the previous inspection when 204 pupils attended the school. Though there is a wide range of ability, the general level of attainment of children when they start school is about that expected nationally. There are two pupils from ethnic minority backgrounds, though both have English as their first language. The percentage of pupils eligible for free school meals is 14.3 per cent, which is about the national average. The percentage of pupils with special educational needs, at 12.2 per cent, is below the national average. Five pupils have formal Statements of Special Educational Needs.

### **HOW GOOD THE SCHOOL IS**

This is a school with many strengths, which far outweigh the weaknesses identified. The headteacher provides very good leadership, and is very well supported in this by the recently appointed deputy headteacher. The governing body manages the school well, has a clear understanding of the strengths and weaknesses and gives good support to the headteacher and the staff. Standards are generally in line with those expected nationally, though in English at Year 2, physical education and religious education at Year 6 and information and communication technology at Year 2 and Year 6 they are above those expected. In some subjects, particularly for the older pupils, the higher-attaining pupils are not doing as well as they could because the work set for them is not demanding enough and does not offer enough challenge. Pupils in Years 1 and 2 and in the Reception and Nursery classes are taught well and make good progress, whilst in Years 3 to 6 the quality of teaching is satisfactory. The school gives satisfactory value for money.

#### **What the school does well**

- Standards in English at the end of Year 2, in information and communication technology at the end of Year 2 and Year 6, and in physical education and religious education at Year 6 are better than those expected nationally.
- There is very good leadership by the headteacher and deputy headteacher and the governing body manages the school well.
- The quality of teaching and learning for children in the Nursery and Reception classes and for pupils in Years 1 and 2 is good.
- Provision for pupils' spiritual, social and cultural development is good overall and is very good for the moral development.
- There are very good procedures for monitoring pupils' behaviour and this results in pupils behaving very well for most of the time. Relationships throughout the school are very good.
- The school has good relationships with the local community and very good links with other local schools.

#### **What could be improved**

- The challenge offered to the higher-attaining pupils.
- The monitoring of standards in some subjects needs to be more rigorous.
- Pupils should be given greater opportunities for independent learning.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Since the previous inspection in 1997 satisfactory progress has been made in addressing the issues highlighted in that report. The rate of progress has been greater during the past three years, since the appointment of the current headteacher, than it was before that time. The quality of teaching is now better than at the time of the previous inspection, with little unsatisfactory teaching now observed. However, teachers still do not always plan work that is challenging enough for the more able pupils. The headteacher and his deputy have introduced more effective procedures for assessing what pupils

understand and can do and have produced an assessment folder with good procedures now in place for English, mathematics and science. The subject co-ordinators are now monitoring teaching and learning more effectively, though this is better for English, mathematics and science than for the other subjects. There is insufficient monitoring of standards in mathematics and, as a result, too many pupils are given work that is too easy for them.

## 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	A	C	B	A
Mathematics	A	C	A	A*
Science	B	D	A	A*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Children enter the Nursery class with standards appropriate for their age. They make good progress in the Nursery and Reception classes because of the good teaching they receive and, by the time they leave Reception, they attain at least the Early Learning Goals in all areas of learning, exceeding them in their personal, social and emotional development and in their physical development.

In the Year 6 national tests in 2002 pupils achieved well. They attained standards which were above average in English and well above average in mathematics and science. When compared to the results of pupils in similar schools they attained standards which were well above average in English and were in the highest five per cent nationally in mathematics and science. The current Year 6 pupils, however, are unlikely to attain standards as high as this in 2003. Inspection evidence indicates that they attain nationally expected standards in English, mathematics and science. One important aspect of pupils' attainment for this group of pupils is that the higher-attaining pupils are not achieving well enough. The major reason for this is that teachers do not plan well enough for pupils' different abilities and the higher-attaining pupils are not challenged sufficiently. In other subjects pupils generally attain appropriate standards, though evidence indicates that by the end of Year 6 attainment will be higher than expected in information and communication technology and physical education. Over the past four years the school has improved at a similar rate to other schools nationally.

The 2002 national tests for pupils in Year 2 indicated that pupils attained standards which were well above average in reading and writing and above average in mathematics. Inspection evidence indicates that Year 2 pupils achieve well in English and attain standards which are above average. They attain appropriate standards for their age in mathematics and science. In other subjects they attain expected standards except in information and communication technology where their attainment is better than expected nationally.

The school sets appropriate targets for pupils and these are generally met.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to come to school and work hard when they get



	there. They take an active part in out-of-school activities.
Behaviour, in and out of classrooms	Very good. Pupils are polite and behave very well throughout the school. There have been no exclusions in recent years.
Personal development and relationships	Good. Pupils are very aware of other people and treat them with respect. Relationships throughout the school are very good.
Attendance	Good. Attendance levels are above average and pupils arrive at school punctually.

## TEACHING AND LEARNING

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

*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 satisfactory overall, though good for pupils in the Nursery and Reception classes and in Years 1 and 2. Where teaching is at its best teachers manage the pupils very well and the pupils react well to this and make good progress in their learning. The planning is effective and allows the pupils to work at an appropriate level for their age and ability. The relationships which exist between the teachers and their pupils are strong. Teachers have high expectations of their pupils and the methods they use are very effective.

In Years 3 to 6 the teaching and learning are satisfactory overall with only a very small percentage that is unsatisfactory. The teachers in these classes plan work that is less effective in meeting the needs of all pupils. Whilst it is appropriate for many pupils, the higher-attaining pupils are not always challenged enough because the work they are given is too easy. The lesson objectives are usually clear and are generally shared with pupils at the beginning of each lesson. In some lessons the final, summing-up part of the lesson is too short to be beneficial in developing pupils' learning.

Literacy and numeracy are generally taught satisfactorily. The National Strategies for Literacy and Numeracy have been successfully implemented and are beginning to have a positive effect on learning.

Pupils identified as having special educational needs are taught satisfactorily overall and make similar progress to that of other groups of pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall, with some good features. The school teaches the National Curriculum and religious education is taught to the locally agreed syllabus. There is a good range of activities beyond the school day and visits and visitors are used well to support learning.
Provision for pupils with special educational needs	Satisfactory. Pupils' Individual Education Plans are well thought out and planned in conjunction with the parents. Special needs teaching assistants are effective in supporting the pupils.
Provision for pupils' personal, including spiritual,	This is good overall, with very good provision for pupils' moral development. It is satisfactory for their cultural development and good for

moral, social and cultural development	social and spiritual development. The curriculum, ensures that this area of pupils' work is well catered for.
How well the school cares for its pupils	Good, overall. Pastoral care is very good, and the effective procedures the school has for monitoring behaviour have a positive effect, as shown by the pupils' very good behaviour.

The school generally works well in partnership with the parents and relationships with almost all parents are good. They are kept well informed about the school and many parents help in school regularly, with others helping when specifically asked.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership, fully supported by the deputy headteacher. They have a clear vision of where the school needs to develop and work hard to ensure the improvements needed take place.
How well the governors fulfil their responsibilities	Good. The governors are supportive of the headteacher and staff and they know the strengths and weaknesses in the school. They take an active part in planning for future developments.
The school's evaluation of its performance	This is good. There are good systems in place to monitor the performance of teaching and learning. The staff and governing body are fully involved in using the school improvement plan to monitor progress towards meeting the targets.
The strategic use of resources	Resources are used well. The governors have planned for efficient use of available resources in order to support teaching and learning. The school uses the principles of best value well when purchasing goods and services.

There is an adequate number of teachers and support staff to teach the National Curriculum and religious education. The accommodation is good and well cared for. Though there is no grassed area for sport, the artificially turfed area is good. Resource provision is satisfactory overall, though it is good for science and history.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children are happy and enjoy school and this helps them to make good progress.</li> <li>• The teaching and behaviour are good.</li> <li>• They believe the school is well led and managed and are confident that, if they approach the school with concerns, they will be dealt with fairly.</li> <li>• They consider that the school expects their children to work hard and through this become more mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The ways in which the school works with them, including more information about the progress their children are making.</li> <li>• The amount of homework given to their children.</li> <li>• The range of activities beyond the school day.</li> <li>• Some parents would like to see higher-attaining pupils given more challenging work.</li> </ul>

Slightly fewer than one-third of the questionnaires sent out were returned and 14 parents attended a pre-inspection meeting for parents. Other parents were spoken to during the inspection to ascertain their views. Parents are generally pleased with what the school has to offer and are confident in the

leadership and management of the school. The inspection team supports the parents' positive views. Inspection evidence indicates that the pupils are given appropriate homework for their age and ability. The range of extra-curricular activities is currently good and more are planned for the near future. The school generally works well with parents. The information they receive is satisfactory and there are satisfactory opportunities to discuss their children's work and problems with the teachers. Inspectors support the parents' view that the more able pupils are not always given work that is sufficiently challenging and, that as a result, they do not always make the best progress that they could.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. In the year 2002 national tests for pupils in Year 6 pupils generally achieved high standards. Their performance was:
  - above average in English;
  - well above average in mathematics and science.
2. When compared to results of pupils from similar backgrounds, their performance was:
  - well above average in English;
  - very high in mathematics and science; this puts them in the top five per cent in the country in these two subjects.
3. Over the past four years there has been wide variation in the results of the national tests, though overall the school has improved at a similar rate to schools nationally.
4. In the corresponding national tests for pupils in Year 2, pupils' performance was:
  - well above average in reading and writing;
  - above average in mathematics.
5. Similar school comparison indicates a similar picture to the national figures above.
6. Teacher Assessment in science for Year 2 pupils indicates that they achieve average levels.
7. Inspection evidence indicates that the current Year 6 group are in line to achieve expected standards in English, mathematics and science and pupils in Year 2 to achieve expected standards in mathematics and science, but above average standards in English.
8. Whilst most of the current Year 6 group are expected to attain broadly average standards, the percentage of pupils reaching the higher Level 5 is expected to be lower than average. The main reason for this is the lack of challenge given in their work to the higher-attaining pupils, particularly in Year 5 and Year 6.
9. Children enter the Nursery with attainment levels which are about the same as those expected for children of their age. They generally make good progress and leave the Reception class having attained at least the Early Learning Goals in all areas of learning and exceeded them in their personal, social and emotional development and in their physical development. The major reason for the good progress they make is the high quality teaching they receive in the Nursery and Reception classes.
10. In Years 1 and 2 pupils are generally taught well and, as a result, they make good progress in their learning. They begin to write independently for a range of purposes. Their punctuation is usually accurate when using full stops and capital letters and their writing is mainly joined and neat. They are keen and able readers, with good understanding of the stories they read. Between Years 3 and 6 pupils make satisfactory progress. They extend their reading skills and by the end of Year 6 most are fluent readers, though they display less enthusiasm for reading than the younger pupils. They are not encouraged enough to use the good facilities in the school library for research in their work and, as a consequence, are unsure about the ways in which books are organised in the library. Pupils, by Year 6, have a developed knowledge of sentence structure and punctuation and use it well in their writing. Their writing skills are used when they write stories and poems and record factual information.



11. In mathematics, pupils generally attain appropriate levels at the end of Year 2 and Year 6. In Years 1 and 2 pupils are taught well and generally make good progress in mathematics. They are quick and accurate when adding and subtracting a range of numbers mentally. They understand the processes of addition, subtraction and simple multiplication and division. They are beginning to understand about shape and most pupils can identify correctly a series of two-dimensional shapes, describing some of their properties. In Years 3 to 6 pupils make sound progress overall, though the higher-attaining pupils make less progress than they should, because the work set for them is not always challenging enough. There is a concentration on the development of number skills, and this results in pupils being less secure about other aspects of mathematics. However, most pupils by the end of Year 6 can use fractions and calculate percentages. They recognise square numbers and recognise them within the multiplication facts they know.
12. In science, pupils achieve satisfactorily and by the end of Year 2 and Year 6 they attain standards which are appropriate for their age. In Years 1 and 2 they learn about the world around them and how the movement of air helps their parents to dry the washing. They know that electricity is used for light and heat and that they should be careful when near things which use electricity, as it constitutes a danger to them. Pupils between Years 3 and 6 make sound progress and by the end of Year 6 they know about their bodies and explain how their senses work. They know, for example, that light passes through the eye and the image on the retina is transferred to the brain. They record their findings, though this is not always done well enough. Whilst there is limited current evidence to indicate that pupils arrange their own experiments to prove or disprove their initial thoughts about how things may react to a set of circumstances, more opportunities have recently been given to them to undertake this work.
13. In most other subjects pupils achieve satisfactorily and attain appropriate standards for their age. The exceptions to this are the good standards reached in physical education at the end of Year 6 and in information and communication technology throughout the school. In too many subjects, however, and particularly in the core subjects of English, mathematics and science, the higher-attaining pupils are not achieving well enough because the work set for them is undemanding and does not challenge them enough. Too often they are given the same work as other pupils when they are capable of working at a higher level. The school is aware of this and plans are in place to remedy the situation.
14. Appropriate targets are set for the pupils and most are in line to achieve them.
15. Pupils with special educational needs make satisfactory progress. Targets in their Individual Education Plans are mainly focused on literacy, numeracy and behavioural concerns. These plans are reviewed regularly and parents are usually involved in this process.

### **Pupils' attitudes, values and personal development**

16. Pupils' attitudes, personal development and attendance are good. Their behaviour is very good. Standards have been maintained since the previous inspection except that behaviour has improved. Parents are pleased with pupils' behaviour and personal development.
17. Pupils' attitudes are good. They want to do well and are proud of their school. They participate well in the various activities that are offered to them. Pupils are justifiably enthusiastic about their school. They particularly enjoy the sports facilities and trips out of school. They appreciate their teachers and describe them as friendly, helpful and having a good sense of humour. They are pleased with the way they are treated and are happy at the school. Older pupils say that, at times, they feel overprotected and in some subjects are given too many examples before being allowed to start their work.
18. Pupils' behaviour is almost always very good in and out of lessons. Pupils are polite, listen quietly, conduct themselves in an orderly manner and co-operate well with their teachers. They continue to behave very well when unsupervised. The standard of pupils' behaviour contributes greatly to the quality of learning and life in the school that is typified by the calm atmosphere that

prevails. There have been no exclusions in the past year and incidents of any form of anti-social behaviour are rare. A very few pupils behave, occasionally, in an unacceptable manner.

19. Relationships between pupils are very good. They work and play together very well and are mutually tolerant and supportive. They listen to and watch with interest the contributions and efforts of the other pupils. They do not mind with whom they work in pairs and groups and generally enjoy each other's company.
20. Pupils have a well-developed sense of values. They have good awareness of moral and social values through the school's curriculum and particularly appreciate the advice and guidance of their teachers. On the rare occasions when a pupil's conduct is inappropriate, the teacher has a quiet word, encouraging the pupil to consider the effects of his or her actions and to make improvements. Older pupils say that this deters recurrence in most instances. In an assembly, pupils heard and agreed that no price can be put on kindness. They acknowledge everyone's right to their own views and beliefs.
21. Pupils make satisfactory progress in becoming mature and responsible. They accept responsibility well. Older pupils look after younger ones. Routine tasks are carried out with pride. Pupils look after the Reception area at lunchtime and conduct themselves in a mature fashion, answering the telephone and greeting visitors. The pupils who participate in the Youth Action group benefit very much from the challenging projects. Their presentation about bullying, given in an assembly, was most effective. They undertake tasks such as litter picking and shrub planting in school and the community. Other experiences such as public performances and a residential visit to an outdoor centre contribute much to their growing maturity. Pupils' independence overall, however, is underdeveloped. Opportunities to use their initiative within their work and in social situations are limited.
22. Attendance is good, being above the average for primary schools. Pupils arrive promptly for the start of the school day.

## **HOW WELL ARE PUPILS TAUGHT?**

23. A new headteacher and deputy headteacher have been appointed since the previous inspection and are working hard to improve the quality of teaching throughout the school. Overall, there has been sound progress with more consistency in the quality of teaching. Only one unsatisfactory lesson was seen. Well over half were good or better, and one was excellent.
24. The quality of teaching in the Nursery and Reception classes is good overall. Eighty per cent of lessons seen were good and twenty per cent were very good. The strengths of the teaching for the Nursery and Reception children lie particularly in the areas of personal, social and emotional development and physical development, where the children make particularly good progress. Relationships with the pupils are very strong and as a result the children are happy and gain increasing confidence. Children are provided with a good range of interesting experiences. Teachers plan their work according to national guidelines and assess the children's progress well. They keep records linked to the Early Learning Goals which are helpful in enabling staff to plan appropriate work. The teaching assistants are effective members of staff and make valuable contributions to the children's learning. The teaching prepares the children well for their work in Year 1.
25. Overall, in Years 1 and 2 the quality of teaching and learning is good. Teachers have good knowledge of the subjects they teach and work hard to impart their knowledge to the pupils. In an excellent lesson in Year 2, for example, there was lively teaching and effective questioning, enabling the pupils to achieve above average standards of work. Planning is generally effective and relates to national guidelines so that pupils have a wide range of suitable experiences. Teachers have high expectations of what they want the pupils to learn. Consequently, the pupils respond appropriately, work hard and progress well. Teachers manage the pupils' behaviour very well. Relationships between teachers and pupils are relaxed and purposeful, which means that

pupils are willing to share their thoughts and attempt challenging work. Constant praise is used so that pupils are confident and are not afraid to make mistakes. Information and communication technology is used effectively to support the pupils' work. During a lesson in Year 1 they wrote sentences on laptops, often editing their own work and spelling words accurately by themselves. The teachers generally use assessments, well although, on occasions, the work could be better suited to individual pupils' needs. Sound teaching is provided for those with special educational needs. The experienced teachers of this age group ensure that the work is presented in a way that interests the pupils and, as a result, they work at a good pace and sustain concentration.

26. Overall, in Years 3 to 6 the quality of teaching and learning is satisfactory. It is not as strong generally in this age group as it is with the younger pupils. Around a third of the lessons seen were good and, apart from one unsatisfactory lesson, the rest were satisfactory. An appropriate range of methods is used to motivate and develop pupils' understanding. Teachers use computers particularly well to help fire pupils' imagination so that they sustain interest and learn skills competently. In Year 4 the pupils' interest was held as they became involved in making and using printing blocks, resulting in interesting fabric designs.
27. Whilst pupils generally understand what they are doing in lessons they do not always know how they can improve because teachers' marking does not indicate this clearly enough. Good systems are in place to assess pupils' work, but teachers in Years 3 to 6 do not always plan lessons according to the pupils' different levels of attainment. This means that the higher-achieving pupils are not always challenged enough in lessons. When the teaching is good, the pupils are working at their own pace, they are challenged to achieve a high level of appropriate work and they evaluate their own learning effectively.
28. Overall, staff teach the basic skills satisfactorily. For example, pupils in Year 3 can identify verbs and the more accurate readers enjoy books such as 'Matilda' by Roald Dahl. Where teaching is unsatisfactory, the pace of work is too slow so that the pupils lose interest and consequently do not benefit from the lesson. Teachers pose questions to ensure that the pupils think about what they are doing and teachers often link the work to previous lessons or other subjects. This is an effective method of consolidating the pupils' learning and helping them to realise the purpose of their learning. Overall, the teaching of literacy, numeracy and science is satisfactory in Years 3 to 6.
29. Teachers' subject knowledge is sound and they are supported by the co-ordinators. Homework is used satisfactorily to enhance learning. Resources are used appropriately: for example, the less able pupils in Year 3 found following instructions more meaningful and were given a practical activity.
30. Overall, teachers manage the pupils' behaviour well and they have developed good relationships with them. This results in pupils being able to concentrate in lessons and they are generally very well behaved. In Year 5, for example, the pupils were interested, well behaved and involved while they watched other pupils' presentations and evaluated each other's work.
31. Teachers make sound use of support staff during lessons to help pupils who learn at different rates and pupils respond well to the extra adult help. Pupils with special educational needs are generally taught in the classes, although they are occasionally withdrawn for extra support. Teaching assistants have a key role to play within classes: they know the pupils well and focus on their specific needs.

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

32. The quality and range of the curriculum are satisfactory, with some good features. Statutory requirements for the curriculum are met, including provision for religious education. Although this judgement is similar to that at the time of the previous inspection, there have been improvements



since then. The National Strategies for Literacy and Numeracy have been implemented and the school has reviewed its long-term planning to take into account the recommendations of national guidance. In the Nursery and Reception classes, the curriculum is based on the Early Learning Goals with full coverage of the areas of learning, ensuring an easy move to the National Curriculum when pupils enter Year 1.

33. Policies are in place for all subjects and the school has adopted the national guidance from the Qualifications and Curriculum Agency, in order to ensure the progressive development of pupils' knowledge, skills and understanding. There is a comprehensive plan for the systematic review of policies and schemes of work. Teachers' short-term planning is generally well structured, although the match of work to pupils' differing levels of attainment is not always specific enough. There is some imbalance in the time allocated to the subjects, with English and mathematics having a higher than average amount. This means that there is insufficient time to allow for some subjects such as art and design and design and technology to be taught in sufficient depth to enable the pupils to develop the specific skills. At all stages the curriculum is totally inclusive, allowing good equality of access for all pupils including those with special educational needs. However, there are some occasions when the pupils who receive additional support in English, away from the classroom, do not cover the same aspects of the subject as others in their class.
34. The provision for pupils' personal, social and health education is good. Sex education and the dangers of drugs misuse are taught as part of this programme. Parents are well informed about the arrangements for sex education and have the right to withdraw pupils from these lessons. Visitors, such as the school nurse and the community policeman, are used well in teaching pupils about aspects of personal and health education.
35. The curriculum is enriched by a wide range of educational visits and visitors to school. For instance, there is a residential course for older pupils and there are regular visits to the local area and places further afield to support the pupils' work in subjects such as geography and history. Visitors to the school include visiting artists, authors and representatives from the local churches and other faiths. There are good links with the local community, including the local church, for example when pupils give concerts and distribute harvest gifts for the elderly. The elderly are also invited into the school to concerts. The school has formed a 'Youth in Action' group, which has been instrumental in local community initiatives such as planning and designing a community garden and picking up litter in the local area. As there are few businesses or industries within the area the school has not been able to establish any links. The school has good links with the adjacent school for pupils with special educational needs. There are a number of inter-school activities of both a curricular and social nature. There are good links also with the local high school and other local primary schools, with many opportunities for the pupils to take part in shared activities and events including music and competitive sport.
36. The provision for pupils' spiritual, moral, social and cultural education is good overall, with particular strengths in provision for pupils' spiritual, moral and social development. However, the school's curriculum policies do not identify how these aspects can be provided for within all subjects.
37. Provision for pupils' spiritual development is good. This is reflected in the high quality daily acts of collective worship, when pupils come together to reflect on human feelings and develop an understanding of how their lives and actions affect those of others. For example, in the assemblies seen, pupils were asked to reflect on how love can be shown in the actions we take. Pupils were involved well when demonstrating the story of Jesus washing the disciples' feet. The school provides a good climate for learning and places great value on relationships and mutual respect. Teachers know their pupils well and place great emphasis on valuing the contributions that each individual can make and treating their views and ideas with respect. They learn about the religious beliefs, festivals and customs of other faiths within religious education lessons. Within lessons, some teachers use incidental opportunities to promote a sense of wonder, though occasions to promote this are not specifically identified in teachers' planning. Opportunities for encouraging pupils to reflect on the wonder of creativity of learning through art, music and science, for example, or the use of drama as a way of helping pupils to explore feelings and emotions do not feature strongly enough within the planned curriculum. Achievement is celebrated in special assemblies each week with acknowledgement of pupils' personal successes.
38. Provision for pupils' moral development is very good. The school places great emphasis on positive expectations of pupils' behaviour and how good conduct will be promoted through the

school. The school is a friendly and harmonious community in which pupils show good levels of self-discipline and are taught to be considerate towards others. Pupils' moral development is largely promoted by the expectations of good behaviour maintained by the staff and through the planned personal and social education lessons, in which pupils learn to understand the difference between right and wrong and to explore moral issues.

39. The school makes good provision for pupils' social development. Teaching is inclusive of all pupils and teachers provide many opportunities for pupils to work together in groups where they are encouraged to share their ideas and equipment with each other. Relationships between staff and pupils are very good and from this relationship pupils develop an understanding of what is expected. The secure relationships help pupils to become confident and develop a sense of belonging to the school community. Older pupils have responsibilities within school, such as preparing the hall for assemblies, acting as play leaders, and staffing the office at lunchtimes. There is also a 'Buddy' system where Year 6 pupils look after the Reception pupils during playtimes. All Year 6 pupils have the opportunity to develop some 'work experience' during the summer term, by helping in the church charity shop. Pupils are encouraged to support a number of charities and are involved in deciding which charity should be supported. Their social development is further promoted by their experiences on the residential visit and day visits and through sporting and musical activities with pupils from other schools.
40. Provision for pupils' cultural development is satisfactory. Since the previous inspection the school has developed further opportunities for pupils to learn about other cultures within lessons such as literacy, geography and art and design. In literacy, for example, the pupils have the opportunity to study stories from other cultures and in art design in some classes they study work from other cultures. The pupils become aware of other faiths and traditions through their religious education lessons. In connection with these there has been a visit to a Hindu temple. In addition to the regular visits from members of local Christian churches there have been visits to the school by a Hindu couple who shared their beliefs and customs with the pupils. Pupils develop their knowledge of European artists within the curriculum and from the regular visitors to the school, such as musicians, artists and theatre groups, so that pupils have the opportunity to extend their experiences.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

41. Pastoral care is very good and appropriate arrangements are in place for pupils' welfare. The procedures for monitoring and supporting pupils' behaviour are very good and for attendance and personal development they are good. This is similar to the previous report, except that behaviour is managed more effectively. Parents are pleased with the quality of care provided.
42. Relationships between teachers, helpers and pupils are very good. Adults are consistently good role models for the pupils. The school provides a very good learning environment for the pupils and they feel safe, valued and supported. All members of staff do their best to provide for the personal needs of each pupil. Appropriate child protection procedures are in place and health and safety arrangements are satisfactory. First-aid provision is adequate. Specialist education and health agencies provide relevant services to the school. Attendance is closely monitored. Pupils with high levels of attendance are suitably recognised. The school succeeds in maintaining a good standard of attendance and punctuality by providing teaching and activities that are stimulating so that pupils enjoy school and are keen to attend.
43. The school maintains a very good standard of behaviour because teachers have high expectations of pupils to behave well. Most teachers manage very effectively the rare instances of inappropriate behaviour that occur. School rules are prominently displayed, as are the class rules that are drawn up between teachers and pupils. The system of rewards is very good and good behaviour is celebrated. Personal, social and health education, assemblies and the advice and guidance of their teachers develop pupils' awareness and acceptance of appropriate attitudes and conduct very well. All these factors serve to virtually eliminate all forms of anti-social behaviour. Good strategies are in place to support and monitor those few pupils who have particular difficulties exercising self-control.

44. Pupils' personal development is well monitored. Welfare files that track aspects of each pupil's development are maintained. They form the basis of discussion with parents at consultation meetings. At the end of each school year the contents are discussed with the teacher of the class that the pupil is to move to and the file is kept for the pupil throughout his or her time in the school. The system is particularly good in supporting and monitoring pupils who, at times, encounter difficulties in coping with specific situations. The various experiences in and out of school, ranging from routine class tasks to residential visits, contribute much to pupils' personal development. The "Youth in Action" group provides some excellent opportunities for pupils, from Year 2 upwards, in and around the school and in the community. Extra-curricular activities, school performances and competitive sport enrich the curriculum for the pupils. The playleaders' role effectively gives older pupils responsibility for younger ones. The school is currently considering the introduction of a School Council so that pupils can vote for members to represent their views. Opportunities to exercise initiative in the course of their work and socially are limited.
45. Since the previous inspection the school has improved its procedures to assess the pupils' academic attainment and achievement and these are now good. However, the school does not use this information precisely enough when planning learning. The teachers review pupils' achievements in English and mathematics each week to assess progress towards the targets that have been set. The school also carries out formal assessments using standardised tests twice each year to monitor the progress that the pupils are making. The information it gathers is used to track individual pupils' performances and make predictions for individual levels of attainment at the end of each year. More recently the school has started to use the information to set individual targets in writing, although these are not used consistently in all classes. Based on the assessment information available and teachers' day-to-day assessments, lower-attaining pupils are identified for additional support in literacy and mathematics. This aspect of using the assessment information available is good. However, assessment information overall is used less consistently, and therefore not as well, to raise the attainment of the higher-attaining pupils within lessons. Consequently progress for some groups of pupils is not as good as it could be because teachers do not set sufficiently accurate and challenging tasks. In subjects other than English and mathematics the school has recently introduced systems to assess pupils' attainments at the end of each unit of work. The school has also introduced clear procedures for keeping a systematic check on what all pupils have achieved within these subjects, though these are in the early stages of implementation.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

46. Parents are generally satisfied with the standards of education and care that the school provides. The partnership between school and parents is good, as it was at the time of the previous inspection. Relationships between the school and almost all of the parents are good.
47. The majority of parents who replied to the Parents' Questionnaire and those who attended the Parents' Meeting hold positive views about most of what the school does. They are right to be pleased with the quality of teaching, and the progress that their children make with their personal development. They say that the school has improved during the past two years. Some parents say that they are not well enough informed about their children's progress. Formal opportunities for discussion are, however, good. Parents have the opportunity to discuss their children's work with the teachers three times each year. Annual school reports and dialogue do not clearly indicate how well pupils attain for their ages, except at the end of Years 2 and 6. A significant number of parents are unhappy about the range of extra-curricular activities. Inspectors judge that the range is good overall and the school has already planned to extend the range. Some parents are dissatisfied with the amount of homework set, but inspection judgements indicate that the amount is appropriate for the pupils' ages and abilities. A minority of parents say that the school does not work closely enough with them. Inspectors believe that the school tries hard to involve parents but does not periodically seek their views and is, therefore, not aware that a few parents feel they do not have enough access to the teachers of younger pupils. A few parents, also

justifiably, feel that the school does not enable all pupils to make the progress of which they are capable.

48. The school keeps parents well informed about the life and work of the school. Newsletters are published frequently and curricular information is provided with guidance about how parents can best help with work at home. The prospectus and governors' annual report contain all relevant information and meet statutory requirements. The school has developed a very good website, which is not only informative but also provides a contact facility.
49. Parents' involvement in their children's learning and the life and work of the school is good. Many parents help regularly in school and with visits out of school. A group of parents is undertaking some much-valued work in preparing resources for children with dyslexia. Attendance at consultation meetings and support for performances that involve the pupils are good. Parents of pupils who have special educational needs are fully involved in the review process and in producing their children's Individual Education Plans. Some parents help with extra-curricular activities and literacy and numeracy courses for adults are well attended. The school is very well supported by the "Friends of School" group.

### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

50. Leadership and management of the school are good. The headteacher provides very good and purposeful leadership and he is well supported in this by an enthusiastic and conscientious deputy headteacher. In delegating responsibility for the curriculum and aspects of life of the school, the headteacher has built a strong and supportive team, which is focused firmly on improving standards. The aims and values of the school are successfully reflected in its work and demonstrate the clear commitment staff and governors have in providing well for all pupils. Each member of staff has a clear job description, which is reviewed regularly, and effective performance management systems contribute to the school improvement plan. The school has continued to make sound improvement since the last inspection and there is a strong capacity within the leadership and management of the school to improve this trend further.
51. As a response to issues raised in the previous report, the curriculum is monitored more thoroughly through teachers' planning. Whilst this has become more rigorous in identifying areas for improvement, there still remain areas within key subjects which have been overlooked by a minority of subject co-ordinators. Equally, the monitoring of targets for pupils with special educational needs, in relation to work in class, has yet to be fully implemented. However, systems have been introduced to monitor teaching and learning through a two-yearly programme of lesson observations. The work of support assistants needs to be monitored more closely by class teachers, as present arrangements between class teacher and support assistants are too informal. However, the monitoring system is well structured overall to provide information to further improve standards.
52. The governing body clearly shares the headteacher's vision for the future of the school. Statutory requirements are fully met and governors are well informed about the school's strengths and weaknesses. Governors appreciate the high level of professionalism invested in the school by the staff and they support key staff significantly whilst carrying out their own monitoring procedures well. The school development plan is a clear and measured document detailing suitable priorities for improvement.
53. Good use is made of all financial resources available to the school and spending is linked very well to educational priorities identified in the school improvement plan. Specific grants are appropriately allocated and support the intervention for learning support effectively. Information from school and national assessments of pupils' attainment is used to compare the school's performance with that of other schools and to inform management decisions. Governors and staff are committed to getting best value for money when buying goods and services. The caretaker, for example, regularly presents a report to the premises committee on costs, competitive estimates and premises-related information. Improved facilities for very young children have had a positive effect on their learning. The headteacher and the school's administrative officer provide regular financial information for the governors and the budget is carefully managed, monitored and reviewed.

54. Day-to-day administrative procedures are good. The school's administrative officer ensures that there are effective and efficient electronic links with the local education authority's finance department, which provides clear support on financial management. She keeps all budget holders informed on their spending, which assists co-ordinators in managing budgets.
55. There is an adequate number of suitably qualified teachers, with a good balance between experienced and more recently qualified staff. Qualified support assistants support pupils' learning needs well. The school has a strong commitment to the professional development of teachers and outcomes from present monitoring systems and performance management procedures provide a good focus for training needs. Equally, classroom assistants and lunchtime supervisors have good opportunities to increase their expertise in directing and managing the learning and behaviour of pupils.
56. The accommodation is good. Classrooms are of good size for the number and age of pupils and enable teachers to be flexible in the way they teach. The Nursery is separately accommodated and recently benefited from improved outdoor facilities. The accommodation is well cared for by the school caretaker and his staff and liaison with the caretaker of the Nursery is good. The school library is centrally located and accessible to all pupils. Areas within it are used effectively for teaching pupils with special educational or learning needs. Recently the school has increased its access for the disabled in order that integration of pupils from the local special school can flourish. The school has good-sized hard areas for pupils to play and enjoy games. One area of the playground is artificially turfed to facilitate team games and coaching sessions from outside organisations.
57. All subjects have at least satisfactory levels of resources to support learning overall. Whilst some resources, such as those for physical education, are good, others require outside support. Religious education and history are enhanced by a good range of artefacts borrowed from local sources such as the museum service. Resource links with the local high school, for science, are particularly useful. The school ensures that there are relevant resources for individual pupils with special educational needs.
58. There is a satisfactory induction programme for newly qualified teachers and new members of staff. Both new and newly-qualified teachers speak positively of the support they received from mentors, governors and the headteacher.
59. In view of the pupils' attainment on entry, the quality of education provided and the effectiveness with which resources are used, the school gives satisfactory value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

60. In order to improve standards and the quality of education further, the headteacher, staff and governing body should:
- (1) Improve the level of challenge for all pupils, but particularly the higher-attaining pupils, by:
- raising teachers' expectations of what the higher attainers are capable of achieving;
  - planning work more effectively so that all pupils are working at an appropriate level for their age and ability;
  - incorporating specific targets within teachers' planning for individual, more able pupils;
  - extending the good practice found in some areas of the school to cover all classes.
- (See paragraph numbers: 8, 11, 13, 25, 27, 33, 86, 99, 100, 101, 103, 124 and 129 )*
- (2) Develop and implement procedures for more rigorous monitoring of standards by:
- planning a specific programme for monitoring standards in all subjects based on the existing good practice in some subjects;

- training staff to be more effective in monitoring the standards pupils achieve.  
(See paragraph numbers: 45, 51, 87, 103, 112 and 120 )

(3) Give pupils more opportunities to develop independent learning skills by:

- incorporating, within teachers' planning, specific opportunities for pupils themselves to use available facilities, rather than to rely totally on direct teaching.  
(See paragraph numbers: 10, 17, 27, 33, 129 and 148 )

In addition, the governing body may wish to include the following in their action plan:

- Consideration of the balance of time given to each subject.
- The ways in which pupils use the school library.



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	32

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	15	15	1	0	0
Percentage	3	16	39	39	3	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	21	196
Number of full-time pupils known to be eligible for free school meals	0	28

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	24

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	8
Pupils who left the school other than at the usual time of leaving	15

### Attendance

#### Authorised absence

	%
School data	4.7

#### Unauthorised absence

	%
School data	0.4

National comparative data	5.4
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National comparative data	0.5
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*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	13	16	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	11
	Girls	15	15	15
	Total	28	28	26
Percentage of pupils at NC level 2 or above	School	97 (86)	97 (79)	90 (86)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	11	12
	Girls	15	15	15
	Total	28	26	27
Percentage of pupils at NC level 2 or above	School	97 (86)	90 (82)	93 (86)
	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	16	12	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	16
	Girls	12	12	12
	Total	25	25	28
Percentage of pupils at NC level 4 or above	School	89 (75)	89 (63)	100 (91)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	13
	Girls	11	10	12
	Total	23	23	25
Percentage of pupils at NC level 4 or above	School	82 (63)	82 (72)	89 (72)
	National	73 (72)	74 (74)	82 (82)

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



Number of pupils per FTE adult	10.5
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*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	217
Number of questionnaires returned	60

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	27	3	2	0
My child is making good progress in school.	60	33	3	2	2
Behaviour in the school is good.	33	58	2	2	3
My child gets the right amount of work to do at home.	25	48	18	2	7
The teaching is good.	52	45	2	2	2
I am kept well informed about how my child is getting on.	25	48	20	5	2
I would feel comfortable about approaching the school with questions or a problem.	60	32	8	2	0
The school expects my child to work hard and achieve his or her best.	55	36	3	3	3
The school works closely with parents.	30	53	12	3	2
The school is well led and managed.	50	36	5	0	8
The school is helping my child become mature and responsible.	55	33	3	0	8
The school provides an interesting range of activities outside lessons.	22	27	22	7	23

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

61. The school is providing the children in the Nursery and Reception classes with a good start to their education. Children start part-time in the Nursery in the year in which they are four. All children do not start at the same time allowing staff to integrate the new ones into the routines as smoothly as possible. When they start the Nursery, children's attainment is about the same as that expected for children of similar ages. By the time the children leave the Reception class, they have made good progress in all areas of learning.
62. Overall, the quality of teaching and learning in the Nursery and Reception classes is good so that the children exceed the Early Learning Goals in their personal, social and emotional development and physical development. By the end of the Reception class, they reach the Early Learning Goals in communication, language and literacy, creative development, mathematical development and knowledge and understanding of the world. Staff form very good relationships with the children, who, as a result feel secure and happy. The teaching assistants are used to support small groups, so that the children receive adequate attention through direct contact with an adult. The staff plan a varied and interesting programme of activities, which relates appropriately to the Early Learning Goals and clearly illustrates the teachers' good knowledge of the curriculum for Nursery and Reception children.
63. The teachers in the Nursery and Reception classes jointly co-ordinate this area of the school. The organisation of the teaching and management of the children's behaviour is very good; consequently, they are very well behaved. Children are assessed on entry to the Nursery and further assessments and observations are made regularly. These observations are used well to plan the next steps in learning. Staff keep profiles and documents showing the children's achievements so that they know exactly how each child is progressing.
64. Staff plan activities knowing what they expect the children to learn and all adults involved have clear instructions to help them to teach the children appropriately.

#### **Personal, social and emotional development**

65. Overall, attainment is above average in personal, social and emotional development. The children learn to play well together and adults encourage them to take turns fairly. For example, they happily passed bread round in turn to make bird cake. Children maintain concentration well because they are interested in the stimulating activities provided for them. The Nursery children readily participate in songs and discussions as they feel confident and secure in doing so.
66. The staff provide good role models for the children by treating them kindly and with respect. In turn they learn how to treat each other. Children in the Nursery are beginning to show high levels of self-sufficiency; they go to the toilet on their own and wash their hands themselves. They have a good understanding of the classroom routines so they feel confident and secure. For example, when they arrive in the Nursery the children collect their own name badges. Staff have very good relationships with the children, creating an atmosphere to encourage good behaviour. By the time children leave the Reception class, most of them will have exceeded the Early Learning Goals in this area.
67. Overall, the quality of teaching and learning in this area of learning is good in both the Nursery and the Reception classes. Adults are particularly good at developing the children's self-esteem by praising and encouraging them.

#### **Communication, Language and Literacy**

68. From the time they enter the Nursery children are encouraged to take books home to share with their parents. During guided reading sessions staff help the children to understand the layout of books by pointing out words and indicating the direction that print takes. The children recognise basic words such as 'down' and 'went'. They learn to write by copying sentences written by adults and write simple words independently. They are beginning to form letters correctly. In the Nursery, they have the opportunity to experiment by making marks in different forms such as making drawings for a new house.
69. On entering the Nursery, the children's skills in communication, language and literacy are generally what is expected for their age. Staff use the activities to encourage the children to communicate and use language for thinking. Stories and group times are used well to extend the children's ideas. The children in the Nursery and Reception classes are generally confident and chat happily to visitors, which helps to support their language skills and enables them to express their ideas.
70. Children enjoy listening to stories and looking at books. They know that print carries meaning and are aware of the difference between capital letters and lower case letters. Their listening skills are being developed well and during the inspection children listened spellbound to a story about "Elmer, the elephant".
71. The quality of teaching and learning is good in both the Reception and the Nursery classes. Staff assess the children's contributions and use their observations to plan the next step in the children's learning.

### **Mathematical Development**

72. The quality of teaching and learning is good in the mathematics area of learning. Strong emphasis is placed on mathematical development. In the Nursery, children are supported well through focused groups and independent learning. When 'fishing' in the water tray some children identified numbers and matched them to the numbers on a number line. Children were very well supported by adults to count, recognise numbers and use them in context. One or two children could instantly recognise that they had three objects without counting them. The computer, which the children enjoy using in independent learning sessions, is used well as a tool for learning numbers. The children are familiar with the programs and competent at the mathematics involved in using them accurately.
73. By the time they leave the Reception class some of the children can write numbers accurately on their own and sequence numbers to nine. Good emphasis is placed on the use of numbers and the children are taught to solve mathematical problems. In the Nursery, the children learn number songs, which helps them to understand numbers naturally and enjoyably. Staff take the opportunity to use numbers to develop mathematical thinking: for example, knowing there are two children and three adults left at the end of the day children add them together to realise that 2 add 3 makes 5. Children in the Reception class progress to working individually on addition. They have a growing awareness of mathematical vocabulary, including shape and measurement. Assessments are clearly linked to the Early Learning Goals; consequently, staff plan with these outcomes in mind. They record the children's progress and teach towards specific children's needs. Suitable methods of teaching mathematics are provided and children's interest is stimulated by involving them in practical activities such as recording the weather.

### **Knowledge and understanding of the world**

74. Good teaching, based on a well-planned range of activities, ensures that the children progress well in this area of learning. The Chinese New Year was used as an effective introduction to a culture different from their own. Children experienced a variety of activities and had the opportunity to make a range of constructions such as Chinese lanterns and dragons. In celebrating Valentine's Day the children had the opportunity to use different papers whilst making



their cards. In the Reception class children were introduced to the technique of using split pins to create a teddy bear.

75. Adults pose good questions to encourage the children to think about what is happening so that children in turn start to ask their own questions. The Nursery children enjoyed making bird cakes and were very knowledgeable about the types of birds which may visit the play area.
76. By providing the children with a range of materials so that they use their senses, the staff ensure that the children are learning to explore and investigate successfully. They were encouraged to feel the nuts provided for the birds. In both classes the children have regular access to sand play. Well-organised boxes of resources are available so on windy days, for example, the children enjoy blowing bubbles or catching their ribbons in the wind.
77. Nursery children were fascinated by the torches that they were given to use in the 'igloo'. They knew that torches need batteries and were very aware that they should not take the batteries out, for safety reasons. The children have a good range of construction toys, which are used effectively to initiate their own learning. Reception children experience a range of materials that they use purposefully to join, shape and assemble constructions. Observations are used regularly to assess the children's development and to help them to make progress. The computer is regularly available in the Nursery and Reception classes and some children are very competent at manipulating the "mouse". Children have opportunities to listen to tapes through headphones at the listening station.
78. The quality of teaching in the Reception and Nursery classes is good in this area of learning. Children are helped to experience a range of activities to stimulate their natural curiosity. They are interested and excited about learning because staff encourage them to participate and investigate.

### **Physical development**

79. The outside play provision has recently been improved. This has enabled the staff to provide effective outdoor play facilities so that both the Nursery and Reception children have free access to the outdoor environment at certain times in the day. Well-prepared resource boxes are used so that the children benefit from a range of outdoor experiences and planned sessions are provided regularly.
80. By the time they leave the Reception class the children's physical development is above average. They enjoy using the apparatus to move over, balance and climb through and show great confidence. They experience a variety of large and small equipment regularly, enabling them to develop their co-ordination. They work productively both independently and with good adult support to increase their skills. Children are imaginative on the apparatus and develop their own routines. They are taught correct positioning and how to use the apparatus safely.
81. Children learn manipulative skills effectively. They enjoy a variety of activities which give them good opportunities to practise these skills, like using pencils and paintbrushes. Consequently, they have increasing control of their movements. In both Reception and Nursery, they show control and accuracy when using the computer "mouse".
82. Overall, the quality of teaching and learning in both the Nursery and Reception is good in this area of learning. The children develop skills through a wide range of activities. They play ring games, like 'The Farmer's in his Den', for example, showing an awareness of space and others around them. The children in Reception are very aware of the changes in their own bodies that take place during exercise and why their heart beats faster after exercise.

### **Creative development**

83. Overall, the teaching and learning in the Reception and Nursery classes in the area of creative development is good. Children's development is promoted through a wide range of experiences,

including art, music, developing their senses, using their imagination and stories. The children in the Nursery enjoy painting and creating their own pictures. The children have many opportunities to explore different materials, textures and colours in the Nursery and Reception classes. They create two- and three-dimensional work such as penguins made of cotton wool and their own drawings of penguins. Materials such as sand and play-dough are provided so that children can create shape and form.

84. Children enjoy a wide range of experiences allowing them to develop their imagination through role-play, construction toys and 'small world' play. Stories are used successfully to help the children to expand their imagination and express their thoughts. The children know many songs and rhymes by heart such as 'The Wheels on the Bus' and 'Heads, Shoulders, Knees and Toes'. They participate enthusiastically, singing and joining in with the actions.
85. The classrooms are full of the children's work providing an additional visual experience. For example, the use of colour and textures creates a feeling of cold, snow and frost. Children make sound progress in this area of learning due to the variety of experiences they are given and the patient teaching they receive.

## **ENGLISH**

86. By the end of Year 2, pupils attain standards that are above average and the pupils achieve well. This is similar to the findings at the time of the previous inspection. Although pupils make steady progress through the Years 3 to 6, the standards achieved by the present Year 6 are in line with those expected. This would suggest that standards at the end of Year 6 are not as high as reported at the time of the previous inspection but this is largely due to the smaller number of pupils in the present cohort who are achieving at above average levels. The findings of the inspection are reflected in the school's overall results achieved by the pupils in the national tests at the end of Year 2. However, at the end of Year 6 this would suggest a fall in the overall results from those achieved in the tests in 2002. This is largely because it is anticipated that by the end of Year 6 although the majority of pupils are in line to achieve the expected level (level 4), there are fewer pupils than last year who are expected to achieve the higher level.
87. Since the last inspection there have been sound improvements in English. Following the implementation of the National Literacy Strategy and the subsequent training of staff, a systematic programme for monitoring teaching and learning was established and systems set up to evaluate the standards achieved by the pupils. Whilst thorough procedures for assessing pupils' achievements have been introduced, the information gained from these assessments is still not used sufficiently well to provide work that is appropriate to the needs of pupils of all abilities, particularly the higher-attaining pupils in Years 3 to 6.
88. The school has developed a planned policy to promote pupils' speaking and listening across the school and to monitor the progress they make as they move through the school. By the end of both Years 2 and 6 pupils attain standards in speaking and listening that are broadly average. Teachers provide regular opportunities to promote speaking and listening. In most lessons, questioning and discussion sessions are used well to encourage pupils to contribute and most do so with well thought out answers. Most teachers work hard to ensure that the pupils develop the appropriate language in other subjects and so extend their vocabulary. In some classes the closing part of the lessons is used well both to talk about and to develop what has been learned and to provide further challenges. However, at the end of some lessons, insufficient time is given for pupils to discuss and reflect upon what they have learned. Teachers manage their pupils well. As a result most pupils listen attentively both to their teachers and to the contributions made by others.
89. In reading, pupils attain above average standards by the end of Year 2 and average standards at the end of Year 6. The school provides opportunities outside the Literacy Hour to develop pupils' reading. Since the previous inspection the school has invested in improving reading resources for group reading. Whilst home/school contact books are used to encourage parents and carers to help with their children's reading, they are not used consistently in all classes. Where they are used it is mainly to record the books that the pupils have read rather than to communicate pupils' progress with their reading skills or to form the basis of a dialogue between home and school. When reading aloud, the average and above average pupils in Year 2 are fluent, confident and pay attention to punctuation. They have a secure grasp of letter sounds and use these well to work out words new to them. They understand story plots and communicate their thoughts well when discussing them. The higher-attaining pupils are beginning to make links between books from the

same series. When discussing the "Harry Potter" stories, for example, they can make predictions of what might happen next. The below

average pupils are at the early stages of reading. When reading from a simple text their reading is generally accurate but lacks fluency. Most pupils express an interest and enjoyment in reading, and all except the below average can name and discuss their favourite books.

90. By Year 6, pupils express an interest in reading although they are less enthusiastic readers than the younger pupils. The average and above average readers discuss their favourite types of books but are unable to name their favourite story or author. When reading aloud they read accurately, fluently and pay attention to punctuation but their reading generally lacks expression. They understand the texts but cannot discuss the content or characters in depth. The lower-attaining pupils are reasonably confident when reading aloud and use their knowledge of letter sounds to help work out words that are new to them. They understand how to use the contents page and index to locate a specific topic in a reference book but have had few opportunities to use the school library for independent study.
91. Pupils' attainment in writing is above average in Year 2 and broadly average in Year 6. In Year 2 pupils of all abilities communicate some meaning in their writing. The most able and average pupils write their ideas independently and in a logical sequence using joined script. They generally use capital letters and full stops correctly to denote sentences. Spelling is generally accurate. The below average pupils attempt to write independently and put their ideas in order. They use a limited vocabulary and their spelling is insecure. They are not yet skilled in using full stops and capital letters correctly when writing simple sentences. The presentation of pupils' work is satisfactory overall.
92. Pupils in Year 6 are developing their knowledge of sentence structure, grammar and punctuation. They usually use capital letters and full stops accurately in their writing and are beginning to use speech marks appropriately. The more able pupils are beginning to use an increasingly imaginative range of vocabulary and conventions, such as exclamation marks, to make their writing more interesting. They are beginning to understand how to plan and organise their ideas when writing a story. The below average pupils write their ideas in an appropriate order. They are not yet secure in spelling or in using full stops and capital letters correctly. The handwriting of most pupils in Year 6 is accurately formed, although the lower-attaining pupils tend to print rather than use joined script. The presentation of pupils' work although variable is satisfactory overall.
93. Pupils on the register of special educational needs make satisfactory progress towards the targets set for them. Their needs are identified appropriately. They receive good support from learning assistants within classes and also when withdrawn in small groups so that they are given every opportunity to develop speaking and early reading and writing skills.
94. The quality of teaching and learning in Years 1 and 2 is good and in Years 3 to 6 it is satisfactory. Across the school there are common strengths in the quality of teaching; pupils are managed well and very good relationships are formed between pupils and teachers. Teachers' planning clearly identifies the overall objectives that they want the pupils to achieve. However, the work that the pupils is given to do is not always clearly or sufficiently based on what the pupils already know and can do. As a result, pupils are frequently given work that is insufficiently well matched to their particular needs and does not always provide them with appropriate challenges. This leads to some underachievement, particularly of the more able pupils. Pupils' work is marked regularly although the quality of marking is inconsistent, resulting in pupils not always knowing how they can improve their work.
95. Where the teaching is most effective, a wide range of teaching strategies is used that engages the pupils' interest and ensures good learning. These lessons are lively, well organised and conducted at a good pace with high expectations of the standards of work that the pupils will achieve. The levels of questioning and discussion ensure that the pupils fully understand what they are learning and what they have to do. Good use is made of resources including the learning support assistants. The less effective lessons are conducted at a much slower pace and do not

provide sufficient challenge for pupils of all ability levels. The closing part of the lesson is not always used sufficiently well to enhance pupils' learning.

96. Pupils have opportunities to use their literacy skills in other subjects such as science and history and they are introduced to a range of texts from other subjects in their literacy lessons. Pupils use their computer skills in their literacy lessons and are increasingly using the Internet for research.
97. The school has developed good procedures to assess pupils' achievements, based on regular evaluations by class teachers and standardised tests. The school has also recently started to use this information to set individual targets for pupils to improve their writing skills. However, this practice is not used consistently throughout the school. The use of assessment information is not always used as well as it might be to plan and set work that is well matched to pupils' abilities.
98. The co-ordinator manages the subject well. She has evaluated the results of the pupils' attainment in statutory tests and uses this information to identify common weaknesses. She has monitored teaching and learning within lessons and pupils' work. Resources to support work in literacy are satisfactory. The library has a satisfactory range of books but is not yet used as well as it might be to develop pupils' independent learning. Pupils are unsure about how the library is organised and how they can find the right book to help them in their learning.

## **MATHEMATICS**

99. At the time of the previous inspection standards were average at the end of Year 2 and above average at the end of Year 6. In the national tests for Year 6 pupils in 2002, pupils' attainment was well above average when compared to all schools nationally and in the top five per cent when compared to the attainment of pupils from similar backgrounds. Standards vary year by year because of the different pupils in each year group, however, and the current Year 6 group of pupils are attaining standards which are broadly in line with those expected nationally. The current Year 2 group of pupils are also attaining standards appropriate for their age. The 2002 national tests for pupils in Year 2 showed them to be attaining standards above the national average. One of the major reasons for the current Year 2 and Year 6 groups not achieving as well as the previous year is the lower number of pupils who attain the higher Level 3 and Level 5 standards. This is because, particularly in the case of the Year 6 group, work set for pupils between Years 3 and 6 is not planned sufficiently well to ensure that it is challenging to all pupils, nor are standards of pupils' work effectively monitored by the subject co-ordinator. The result of this is that the higher-attaining pupils do not always achieve their full potential. Pupils with special educational needs are catered for soundly and make satisfactory progress.
100. In Years 1 and 2 pupils are generally taught well enabling them to make good progress in the lessons observed. Within these two year groups the pace of teaching and learning was brisk and the pupils worked hard and enthusiastically. In Year 1 pupils doubled numbers to 100 quickly and accurately during the mental warm-up to the lesson. They have some knowledge of two-dimensional and three-dimensional shapes. They identified spheres, pyramids and cuboids and know that the flat side of a shape is called a "face". In Year 2 pupils identified a wide range of two-dimensional shapes using accurate mathematical terminology to describe their properties. They use the laptop computers confidently to draw and identify shapes. Analysis of pupils' work indicates that they are adept at using fractions to halves and quarters, tell the time to quarter hours and use addition and subtraction accurately when calculating money sums to £1.00 and beyond. Whilst much work is set for individual pupils' ability levels, there are also occasions when every member of the class is set the same work. At these times the work is not always sufficiently challenging for the higher-attaining pupils.
101. Between Years 3 and 6 the pupils make satisfactory progress overall because of the sound teaching they receive, although the quality of teaching varies between classes. In Year 3 pupils work well when they undertake mental calculations. They add two-digit numbers accurately. They learn about the Cardinal Points on a compass and recognise North, South, East and West and the relationship of one to the others. They begin to use grid references to identify places on a simple map. In Year 4 pupils learn more advanced strategies for using number. They calculate

fractions using halves, quarters and thirds, adding them up to make whole numbers. They develop greater knowledge of shapes using clear criteria to identify two-dimensional and three-dimensional shapes. The higher-attaining pupils use numbers to 1000 when calculating addition and subtraction sums. Pupils in Year 5 recognise number patterns and calculate consecutive numbers within number lines well. They use the patterns to recognise which numbers can easily be doubled and halved. By Year 6 most pupils attain standards which are appropriate for their age. Most pupils can calculate using addition, subtraction, multiplication and division. They recognise square numbers and use a number square to identify them from their multiplication table facts. They generally know their tables and recognise that each table fact can be expressed in different ways. They calculate using fractions and percentages and know that each fraction can have many equivalents. However, there is insufficient challenge offered to the higher-attaining pupils because all pupils are usually set the same work. This results in the more able pupils not achieving as high standards as they could. In the lesson observed for this year group, all pupils were taught simultaneously for most of the lesson, and only towards the end were a few of the higher attainers given work relevant to their needs. Scrutiny of pupils' work within this class indicates that this is the norm.

102. The school has adopted the National Numeracy Strategy and plans most of its work to the format identified within the strategy. However, there is too much emphasis placed on number work throughout the school, and particularly between Years 3 and 6, at the expense of other areas of mathematics. Whilst these other areas, such as shape, measures and data handling, are covered each year, this is done generally in insufficient depth.
103. The subject is led and managed satisfactorily overall, though there are areas for improvement. The co-ordinator monitors teaching and learning through lesson observations and the scrutiny of teachers' planning. However, there is limited monitoring of standards throughout the school. The co-ordinator does not see pupils' work to ascertain what they know, understand and can do, and, as a result, the fact that pupils of all abilities are set similar work has not been identified. This is a shortcoming in the effective support of the subject leading to standards being lower than they should be for the higher-attaining pupils.
104. Numeracy is used in other areas of the curriculum satisfactorily. For example, pupils create graphs in science and record their achievements in physical education lessons. Information and communication technology is used satisfactorily to support learning, for example, in the Year 2 class where they use the laptops to draw a range of two-dimensional shapes.

## **SCIENCE**

105. Improvement since the last inspection is satisfactory. Whilst standards of work seen during the week of inspection did not reflect the high attainment in the 2002 national tests, pupils' attainment throughout the school has been satisfactorily maintained since the previous inspection. Investigative and experimental work has developed well since that time and pupils' ability to predict and draw conclusions from their work is steadily improving. Improvement in provision has much to do with the commitment of the co-ordinator to use the monitoring systems set in place by the new headteacher. Strengths lie in the revision of the school scheme of work, coverage of the science curriculum and the monitoring of teaching and learning.
106. Pupils' attainment is in line with expectations by the end of Year 2 and Year 6. In the national tests in 2002, attainment in science by Year 6 pupils was well above national expectations when compared to all schools. In Teacher Assessments for Year 2 pupils' attainment was in line with national expectations. Pupils in Years 1 and 2 achieve well and those in Years 3 to 6 achieve satisfactorily. There is no significant difference between girls' and boys' achievement and those pupils with special educational needs achieve satisfactorily.
107. Generally pupils enjoy science. In Years 1 and 2 pupils show enthusiasm when exploring the ways things may move in the air. Pupils in Years 3 to 6 find science lessons "great fun" and are attentive and interested during teacher demonstrations. Their attitudes to learning in lessons

contribute to the careful recording seen in some lessons and work samples. As a result of good relationships with teachers pupils behave well.



108. The quality of teaching and learning for pupils in Years 1 and 2 is good. Teachers plan to incorporate discussion which will improve pupils' speaking and listening skills as well as raise their enthusiasm for scientific investigation. They use good stories to stimulate pupils' interest in the science topic they will explore. The well-told story of "Mrs. Mopple's Washing Line" in Year 1 prepared pupils well for their investigation of how air acts as a force to make things move. Teachers prepare good resources, which assists pupils' understanding of how air acts a force and they consistently encourage the growth of subject vocabulary to increase pupils' knowledge. Teachers' expectations are good and consequently pupils concentrate well and subsequently make good progress. Whilst work samples show most pupils attempting similar work, infant teachers present real opportunities for pupils to improve their understanding. Already pupils are beginning to record information in an appropriate way for science experiments and are making some attempts at predicting outcomes.
109. The quality of teaching and learning for pupils in Years 3 to 6 is satisfactory overall. Teachers presently focus on identified priorities in their planning and as a result pupils are able to use appropriate vocabulary in their science discussions as well as in their written recording. In Year 6 the question and answer session was brisk as pupils used such terms as *filtration*, *evaporation* and *chromatography* with ease. Teachers plan carefully to interest their pupils in chemical reactions but do not consider the different needs of pupils sufficiently in Years 5 and 6. As a result the more able pupils are insufficiently challenged and they work to the same standard as the majority of the class. Equally the format for recording investigations, whilst neat, is not sufficiently advanced for older pupils. From examining pupils' work it is clear that skills in information communications technology are being used more creatively. In Year 4 pupils' investigations were clearly informative on the differences in grip of shoes and trainers.
110. Planning and monitoring of the subject are good. It is clear that the co-ordinator is intent on raising the profile of science in school through good links with other subjects, worthwhile visits and detailed information gathered as a result of well organised procedures.

## **ART AND DESIGN**

111. Because of timetable arrangements it was possible to observe only three art lessons during the inspection. Judgements about art are based on the lessons seen, pupils' previous work on display, and discussion with the subject co-ordinator.
112. Standards throughout the school are in line with those expected nationally. These findings are similar to those at the previous inspection. Pupils achieve satisfactorily overall although there is some underachievement in the classes of older juniors. This is largely as a result of the limited time allocated to the subject and the lack of monitoring to ensure that there is consistent and systematic teaching of skills and techniques. As a result, this group of pupils do not make the same rate of progress in all aspects of the subject.
113. In Years 1 and 2, pupils work with a range of tools and materials appropriately. Earlier work shows that younger pupils develop their skills well in observational drawing when drawing portraits using pastels. They have painted pictures using powder paints and developed their skills in mixing these to match shades when creating 'silhouette' pictures. They have had opportunity to use a range of materials such as wool and a variety of papers to make collage pictures. Pupils in Year 2 are developing their skills and techniques in weaving. During a lesson by a visiting artist they have examined examples of woven designs from around the world and used these as a basis for their designs in their own woven pictures. They have continued to develop their skills in painting and sketching, using a viewfinder for example, to develop their skills in close observational drawing.
114. Pupils in Years 3 to 6 carry out an appropriate range of work to build on their skills and techniques using a range of media. Much of the work in art is linked to the work that the pupils are studying in other subjects. For example, pupils in Year 3 have developed their skills in observation when using pastels to draw pictures of fruit and vegetables. They have based their

work on the style used by the artist Cezanne. They have further developed their work based on food when making collage pictures based on the patterns found in a range of fruits. Pupils in Year 4 continue their study of pattern and printing when making printing blocks based on Indian designs, linked to their work in geography. In Year 5 the pupils design patterns, based on those of the Ancient Greeks, in preparation for decorating the coil pots that they have made. They have developed their skills in close observational work by their pencil drawings of shoes. They have designed patterns based on their work in numeracy. Pupils in Year 6 have continued to develop their skills in using paint and pastels to draw landscape pictures and still-life pictures of flowers and have used a range of techniques when creating pictures using foil. There is no evidence to suggest that the pupils have had opportunities to further develop their skills in using computer programs to design and generate pictures or to use sketchbooks to practise their skills and develop early ideas.

115. As only three lessons were observed during the inspection, it is not possible to make a secure judgement about the overall quality of teaching. In the lessons seen, teaching was satisfactory overall. One lesson was good; in this lesson the teacher engaged the interest of the pupils well and they were appropriately challenged so that the learning of new skills was good. Pupils' positive evaluation of one another's work was encouraged through effective discussion and management. In a less effective lesson seen, the teacher's subject knowledge was limited and the lesson was rushed so that pupils had little time for the activity and were unable to make sufficient progress.
116. The subject is managed satisfactorily. Since the last inspection, the school has adopted the recommendations of national guidance to provide continuity across the school. This is currently under review so that it is more closely linked to the work that the pupils carry out in other subjects. The co-ordinator has not yet had the opportunity to monitor teaching and learning. The teachers monitor the work of the pupils across the school by examining pupils' work to demonstrate expected standards. Resources for art are adequate overall and accessible to both teachers and pupils. The subject is further supported by visiting artists who widen the experiences of the pupils.

## **DESIGN AND TECHNOLOGY**

117. During the inspection it was only possible to see two lessons, one in the infants and one in the juniors. However, from the evidence of previously completed work, standards by the end of Years 2 and 6 are in line with those expected and similar to those at the previous inspection. Pupils make satisfactory progress in Years 1 and 2 and Years 3 and 4, but their progress in Years 5 and 6 is slower, as the subject is not given a sufficiently high profile. The school has adopted the use of national guidelines to ensure planned coverage of the required curriculum.
118. In Year 1 pupils have developed their understanding of how to make a toy that moves using a simple sliding or lever mechanism. In Year 2 pupils have designed and are making glove puppets based on characters from well-known stories. They have developed their skills in sewing, using this in their work. Pupils in Year 4 are using their scientific knowledge to design and make a torch that works. Recent work from Year 3 shows that the pupils have also linked their work to that in science and focused their work in food technology on making a healthy sandwich. Work in Year 5 has also focused on food technology designing and making biscuits for particular occasions. In Year 6 pupils have made very simplistic drawings of shelters; however, this work has not been developed into designs or opportunities to develop the techniques that will be needed to construct them.
119. In the lessons seen, the quality of teaching was satisfactory in one and good in the other. In the more effective lesson, the teacher provided work that was appropriate in order to develop the pupils' skills in sewing by making a product. The tasks given to the pupils were appropriate to their needs and enabled them to make good progress in developing the necessary skills. Appropriate materials and equipment were well prepared and the management of the pupils was good. The pupils responded well, working with interest and sustained concentration when

practising their sewing skills. In the satisfactory lesson, although the pupils developed their knowledge of how to use their scientific skills in designing a torch that works, they were not able to continue with the planning or making of their individual products, although they fully understood the process.

120. The co-ordinator manages the subject satisfactorily, although she has not yet had the opportunity to monitor teaching and learning. Teachers assess the pupils' work at the end of each unit of work and record their progress as they move through the school. Resources for the subject are adequate although there is a shortage of up-to-date computer software, which is compatible with the new computers. The school is aware of this shortcoming and plans are in place to address this in the near future.

## **GEOGRAPHY**

121. Standards are in line with those expected for pupils at the end of Year 2 and Year 6 and have been maintained since the previous inspection. Evidence from classroom observations, planning documents, displays, analysis of work and discussions with staff and pupils were used to form judgements. By the end of Year 2 and Year 6, the majority of pupils, including those with special educational needs, make satisfactory progress, appropriate for their age.
122. By the end of Year 2 pupils are aware of their local environment. They look at road layouts and buildings in the area. They are learning skills such as recording observations and have considered how their local environment can be improved. Their knowledge of other countries increases by following the travels of 'Barnaby Bear and friends'.
123. As a result of sound teaching, by the end of Year 6 pupils cover the nationally recommended guidelines in the subject. They show increasing knowledge of the physical features in the environment such as mountainous regions and causes of physical processes such as erosion. Other subjects, such as mathematics, are used in lessons and opportunities for research using computers are planned effectively in Year 6. Pupils make good contributions to their work in geography and participate fully in discussions. They work co-operatively in groups to share and record their ideas. Pupils, including those with special educational needs are fully supported so that they benefit fully from the lessons.
124. Judgements on the quality of teaching in Years 1 and 2 can be made through analysing the teachers' planning and the resulting work that the pupils produce. From such evidence the teaching would appear to be satisfactory. Overall the teaching of geography between Years 3 and 6 is satisfactory. Lessons are generally well planned and sufficiently well organised so that appropriate use is made of resources to support pupils in their learning. Marking, although positive and encouraging could sometimes be used more effectively to extend pupils' ideas and show them how to improve their learning. Support staff are used well, enabling pupils with special educational needs to participate fully in lessons.
125. The management and leadership of geography are sound. A satisfactory policy for the subject is in place. The co-ordinator is conscientious and provides the teachers with useful planning documentation to help them plan their lessons and ensure that learning is consistent throughout the school. She monitors the subject by ensuring that nationally recognised guidelines are being followed. She has not yet had opportunity to monitor the teaching and learning through lesson observations though plans are in place for her to do this in the near future. She looks at samples of pupils' work as guideline for evaluating the standards in the school.

## **HISTORY**

126. Improvement has been satisfactory since the previous inspection. Although opportunities to observe history lessons were limited, the scrutiny of teachers' planning and pupils' work shows

suitable and interesting work for pupils to learn about different periods of the past. Attainment remains at nationally expected levels for pupils at the end of Year 2 and Year 6. Whilst pupils' achievement, including those with special educational needs, is better for pupils in Years 1 and 2 , it is satisfactory overall.

127. Where teaching activities are well planned and lively, pupils are eager and keen to learn more about historical events and life in the past. In Year 6, for example, pupils were very keen to answer questions on World War 2 in preparation for their end-of-unit work. Their enthusiastic response to the teacher's brisk questioning showed their enjoyment in learning about this particular period. Pupils' work is generally well presented.
128. The quality of teaching and learning is satisfactory overall. For Year 1 and 2 pupils the quality of teaching is significantly better than for the older pupils and as a result this group of pupils make good progress. Teachers clearly present good opportunities for pupils to develop a sense of the present and the past. Consequently pupils have a clear interest in life and events of the past. In Year 1 pupils were very absorbed in understanding the purpose of a museum for their collection of toys, which built well on previous work. Pupils were well aware of the different materials and techniques used for making toys in the past when compared to their own toys. Displays were informative and effective in reinforcing pupils' knowledge and understanding. Teachers make good connections with literacy skills for infants, improving on their speaking and listening skills and increasing their vocabulary.
129. Whilst good worksheets are prepared for Years 3 to 6 pupils, they are used too frequently and this discourages independent writing. Pupils often have good factual knowledge but too few opportunities to express this in their own writing. Teachers make good use of information and communication technology and pupils are very familiar with websites from which to gain information. Whilst this facility is good and illustrations are excellent, the written content is often far too complex for primary pupils. Planning is clear and well organised for the different learning needs of pupils in Years 1 and 2. This is not so evident in the planning of work for older pupils. Too often similar work is given to all pupils to complete. This is not demanding enough for the more able and often results in the less able pupils not completing their work. Whilst expectations of teachers are often high in discussion they are less so when planning for recording for older pupils. Subsequently their response is often immature in independent writing.
130. The subject management is good. Although monitoring and assessment procedures are in the early stages of development, the subject co-ordinator has a clear picture of pupils' progress across the school and how the subject is developing.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

131. The use of information and communication technology is a strength of the school because pupils use computers and technological devices competently and regularly. They have laptops, which are regularly time-tabled for use in lessons and computers are available in all classrooms. Standards achieved by the pupils throughout the school are good, which means improvements have been made for pupils in Years 1 and 2 since the last inspection. Standards have been maintained throughout the rest of the school. Apart from lesson observations, evidence was also collected from pupils' work and from discussions held with pupils, teachers and the subject co-ordinator.
132. The pupils enjoy working on the programs available and this helps pupils, including those with special educational needs, to make good progress. During the inspection computers were used as a matter of course in many lessons throughout the school. By the end of Year 2 the pupils are confident at using the computers and controlling the "mouse". They amend their work and are beginning to understand how to change the font size. Pupils realise that computers are tools to assist them in their learning. In Year 1 they made information cards to label exhibits in their 'museum'. In Year 6 pupils are familiar with the use of the computers to research information. Throughout the school computers are used to present information in a variety of forms. For example, the pupils in Year 5 used computers to create their own presentations which were linked well to other subjects, such as geography and history. The Year 6 trip to Windmarleigh Hall was particularly effective in extending their skills to operate control devices, sensors and to create web pages.

133. Overall, pupils' attitudes to learning are good; they are enthusiastic and well motivated to use the computers. Pupils co-operate well so that they benefit from the learning on the computers. Levels of concentration are usually good so the pupils persevere with the tasks well.
134. Overall, the quality of teaching throughout the school is good in both key stages. Tasks are generally planned well and staff are familiar with the software. The co-ordinator is enthusiastic and provides training and support for the rest of the staff. Consequently staff are generally able to support and guide the pupils to learn.
135. The leadership of the subject is good and the policy ensures that pupils have the opportunity to develop their skills and knowledge. The curriculum is based on national guidelines and extended through commercial materials, giving pupils a wide variety of experiences. Appropriate coverage of the subject is provided and the co-ordinator monitors the work in the school effectively.

## **MUSIC**

136. It was only possible to see three lessons during inspection because of timetable restrictions. However, discussion with the co-ordinators and pupils, scrutiny of teachers' planning and observations of assemblies indicate that standards are in line with those expected nationally at the end of Year 2 and Year 6. Whilst this appears to be a deterioration in standards since the previous inspection, when standards were described as above national expectations, it should be noted that the requirements of the National Curriculum have changed in the intervening period. In the lessons observed the quality of teaching was satisfactory overall, enabling the pupils to make sound progress in their learning.
137. In Years 1 and 2 pupils learn the rudiments of music and are encouraged to take an active part in music-making activities. In the Year 2 lesson observed, for example, they began with a musical chant to warm up their voices. They generally manage to sing in tune and are keen to perform well. They play a series of percussion instruments when they take turns to compose and play a piece of music based on their studies of the "Great Fire of London" in their history lessons. Within this lesson they demonstrated how they would use different sounds to represent the different elements.
138. In between Years 3 and 6 pupils, including those with special educational needs, continue to make sound progress. The school has recognised the lack of expertise amongst its staff to give the pupils full support in learning in music. As a result a decision was made to buy in expertise in order that the pupils benefit from the greater knowledge of a qualified music teacher. This is a positive move in raising standards. In the lessons observed, a Year 3 class and a Year 6 class, the pupils were enthusiastic and enjoyed their music lessons. In the Year 3 lesson, they generally sang tunefully and incorporated percussion instruments as accompaniment. They took note of the tempo and dynamics as they played and sang. The Year 6 lesson was mainly involved with the development of rhythmical patterns and developing skills in writing them down. The teacher had previously worked with the class in developing recognition of the rhythms and this was developed in the lesson through the ways in which the pupils repeated them. They listened carefully to the rhythm played by the teacher and repeated it accurately, either by clapping or using a tambour. During the lesson the teacher chose one of the pupils to lead the rest of the class and she did well in building up rhythms for the other pupils to follow. As the lesson developed, the pupils were encouraged to write down the rhythms they had devised, using simple notation. Generally the pupils sing well. They are tuneful and their diction is clear. In a hymn practice for pupils in Years 3 to 6, for example, they sang in two- and four-part rounds.
139. The subject is led effectively by the joint co-ordinators. They each have responsibility for a key stage, though they work closely together to develop the subject across the school. They monitor the teaching and learning in the subject within a two-year programme, and pupils' achievements are assessed regularly. The pupils' experience of music is enhanced beyond the school day through a range of activities designed to stimulate them. The school provides musical tuition through the local education authority's music service. Pupils are taught to play, for example,

guitars, brass and stringed instruments. The school choir has been involved in concerts with other school throughout the area, working, at Christmas concerts for example, with the renowned Black Dyke Band.

## **PHYSICAL EDUCATION**

140. At the time of the previous inspection standards were in line with those expected nationally at the end of Years 2 and 6. Though it was only possible to observe a small number of lessons, it is clear that in the intervening time there has been good improvement overall with standards at the end of Year 6 now being above those expected nationally. An important element of the school's provision is the good range of activities, particularly for pupils in Year 3 to Year 6, which take place beyond the school day, and this helps them to achieve high standards of performance. The quality of teaching is good overall, thus enabling the pupils, including those with special educational needs, to make good progress in their learning.
141. In Years 1 and 2 the pupils experience a wide range of activities and build on what they have learned in the Nursery and Reception classes well. In dance lessons the teachers link the activities to other subjects well when, for example, the pupils in Year 2 are asked to illustrate the flames and sparks which would have been seen in the Great Fire of London. They used scarves to show how they felt the sparks and flames would flash around the city. The dance routine was based on a quotation from Samuel Pepys' diary which describes the "shower of fire drops". The pupils used the space available well and were encouraged to work in pairs and groups to illustrate the fire to best advantage.
142. Though it was only possible to see one lesson for pupils between Years 3 and 6, discussions with the co-ordinators and pupils, and the scrutiny of planning gives a clear indication that the pupils are given many experiences to help them develop their physical skills and to make good progress in their learning throughout these years. In the Year 3 lesson observed, the pupils were working in gymnastics to create curled and stretching shapes. They worked enthusiastically individually, in pairs and in groups. They made a variety of shapes showing a good range of creativity when devising different movements to link the shapes they made. This was extended to performing their work over and around apparatus. By the time they leave the school, almost all pupils can swim the expected 25 metres.
143. The school uses the scheme of work recommended by the Qualifications and Curriculum Agency but also incorporates commercial schemes of work into its planning. In addition to the wide range of activities within the school curriculum, the pupils benefit from participation in many activities beyond the school day. The school teams have successfully competed in many sporting activities alongside other pupils from neighbouring schools. They take part in, for example, cross-country, football, netball, rounders and swimming competitions. There are close links established with the local Rugby League side, the Halifax Blue Sox, and the Halifax Football Club. Professional sports people from these clubs lead coaching sessions for the pupils. The school buys in expertise where the staff are unable to give full support to any aspect of the subject curriculum. Plans have been made recently, for example, to bring in gymnastics and judo coaches under the partnership links with other local schools.
144. The subject is led well by the joint co-ordinators, each having responsibility for a key stage. They work closely with each other and monitor the teaching and learning within a two-year programme. Both are fully committed to improving the standards in the subject and work hard to give the pupils the best opportunities to develop their learning.

## **RELIGIOUS EDUCATION**

145. Improvement since the last inspection has been satisfactory. Whilst the school continues to provide religious education which is well established in Christianity, it has improved its provision in

relation to world religions and other faiths. Throughout the school pupils, including those with

special educational needs, achieve well and reach expected levels in the skills and understanding of these aspects of the syllabus. It is clear that from the scrutiny of pupils' work, the attitudes of pupils and teachers' planning that provision is satisfactory.

146. The school provides religious education based on the Locally Agreed Syllabus. Along with a clear curriculum review this gives all pupils sound experience of learning both from and about religion.
147. Attitudes to the subject are good overall. Younger pupils are enthusiastic in their response to visits and follow-up work. They are keen to answer questions and prepare good draft statements to accompany the photographs of their visit to the Hindu Temple. Where older pupils work independently standards of presentation are good as was seen in the booklets made for harvest. Equally, pupils behave very well, so that the lesson can proceed, even when the technology for their lesson does not work properly.
148. The quality of teaching is satisfactory overall though good for pupils in Years 1 and 2. Teachers plan effectively to catch the interest of pupils by preparing good experiences for their lessons. In Year 2, after a visit to a Hindu temple, the teacher effectively reproduced the atmosphere with incense and Indian music. As a result pupils were eager to tell of their impressions of what they had seen, of its cleanliness and splendid surroundings. They appreciated the importance of removing their shoes before entering the temple. They were reminded of comments they made, "It's beautiful! Feel that carpet Miss...." Teachers use good resources to encourage deeper understanding of the symbols and artefacts of different faiths particularly for Years 1 and 2 pupils. They find a variety of ways to record the work they have done and subsequently pupils are proud of what they have achieved. They make *seeds of truth* and create *seeds*, which are an important part of life. Teachers of pupils in Years 3 to 6 make good links with other subjects such as literacy and information communication technology when they prepare a news sheets about Herod and the *Massacre of the Innocents*, which catches the interest of pupils when exploring significant events of the New Testament. Periodically there is an over-reliance on work sheets for Year 3 to Year 6 pupils' which limits their initiative and independent writing. Equally planned activities do not take sufficient account of the differing abilities in the class and as a result pupils do not always give of their best. The marking of older pupils' work does not inform them well enough about how well they are understanding and progressing in their work or how to improve.
149. Assemblies, visits and visitors are used well to develop pupils' understanding of the Christian faith and, at these times, give pupils opportunities to appreciate other faiths and cultures. There have been family celebrations of Eid in liaison with the local special school and celebrations of Diwali.
150. A well-qualified co-ordinator effectively manages the subject. The curriculum review shows the co-ordinator to have a clear view of the provision of the subject across the school and his recommendations for variety in recording pupils' work is beginning to have impact in regard to teachers' planning.